WASHBURN UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT CHAIR GUIDEBOOK

(updated Summer 2021)

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Welcome from the Dean's Office

With 19 departments spanning arts, education, humanities, natural sciences and social sciences, the College stands at the center of Washburn's educational programs. Department chairs play an essential role in the leadership, oversight, and administration of these programs. As chair of your department, you are often the first person students, faculty, and other administrators look to for answers.

We hope this manual will serve as a resource to you as you take on these duties. The problems and questions that come your way are often challenging ones, and the CAS Dean's Office is always ready to help you and support you. Please do not hesitate to contact us with any of your questions. We are here to serve you as you work to serve our students and faculty.

Thank you for your leadership and service to the educational goals of our students, to the College of Arts and Sciences, and to Washburn University.

Laura Stephenson

Dean

College of Arts and Sciences

UNIVERSITY MISSION STATEMENT

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

—adopted by the Washburn University Board of Regents, 2013

ARTS & SCIENCES MISSION STATEMENT

The College of Arts and Sciences seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College strives to provide all students an education in the liberal arts, so they may acquire, create, communicate, and integrate knowledge to enrich their own lives and be prepared for positions of responsibility and usefulness as active citizens of their local communities and our global society. The College profits from its capital city location, embraces diversity in its faculty and student body, and promotes a shared purpose through interdisciplinary opportunities, small classes, and individual instruction.

—adopted by the College of Arts and Sciences, 2015

CAS Deans Office Organizational Chart

Dean: Dr. Laura Stephenson
- CAS administration
- Department Chairs
- CAS personnel matters / concerns
- Promotion & Tenure process
- CAS budget
- Program reviews
- College Faculty Council (CFC)
- Donor & alumni relations

Associate Dean: Dr. Matt Arterburn
- Adjunct qualifications and schedules
- Summer budgets and schedules
- Data analysis & reports
- Budget assistance to Dean & chairs
- Chair evaluations
- CEP scheduling and instructor qualifications
- For 2019-2020: Math Lab oversight

Assistant Dean: Dr. Kelly Erby
- Curriculum processes/approvals
- CEP faculty liaison coordinator
- Diversity & Inclusion
- Directions and CAS Bulletin
- Course Success Groups
- Student perception forms
- Faculty Colloquium
- Faculty travel
- New Student Orientation support

Assistant Dean: Dr. Tracy Routsong
- Bachelor of Integrated Studies Program
- Excessive repeats
- Student concerns
- Student recruitment
- CEP student approvals
- Outreach to SoBU, SoN, SAS
- Associates of Liberal Studies Program

Sr. Admin. Asst: Ms. Chris Rhoads
- Adjunct contracts & on-boarding
- Course schedules
- Schedule changes
- Apeiron support
- Banner & Argos training
- Emergency hires
- Replacements for FMLA

Sr. Admin. Asst: Ms. Toni Lewis
- Travel Reimbursement
- Meeting / Event scheduling
- Dept. memberships & subscriptions
- Student perception forms
- BIS and NSO support
- Reception for CAS Office
- Purchasing for CAS Office
- Dean's Honor Roll

Comm. Coordinator / Dean's Asst: Ms. Michaela Saunders
- Website, social media and Bulletin
- Department communications
- Dean's calendar
- CFC & CAS meeting agendas
- Commencement planning
- Curriculum process support
- Faculty searches/hires
- Promotion & Tenure process

Outreach Coordinator: Ms. Monique Robins
- Concurrent Enrollment Partnership (CEP)
- Donor outreach
- Student outreach
- Student recruitment
- Scholarship award process
- Publication design

USING THIS GUIDE

This guidebook is intended to provide information, policies and instructions that department chairs will find helpful.

To avoid overwhelming the reader, this electronic guidebook makes frequent use of hyperlinks that connect to web pages that contain additional information and resources. Text that is highlighted in **blue** and underlined represent clickable links to these external documents. We hope that you find this guidebook a helpful nexus for all of these resources.

Please also consider the very handy "Control-F" function available in most Microsoft and Adobe programs. If you are looking for a specific topic, try pressing Control and F, then typing in a related term. For example: enter "adjunct" after pressing Control+F and you will be taken directly to the section that describes hiring adjuncts.

CAS Calendar

The CAS office maintains a monthly calendar in Microsoft Outlook containing important due dates and events. Please contact Michaela Saunders (michaela.saunders@washburn.edu) to be given access to this calendar.

Below is a general summary of a typical yearly calendar. Please note all dates are subject to change.

August (Fall semester)

- Deans and admins available
- Fall contract approval via FLAC (Chris)
- Chairs Retreat
- Fall semester begins
- CAS newsletters begin (submissions to Michaela)
- Promotion and Tenure process begins with formal intent and potential committee members sent (Michaela)
- **Campus wide:** Move-Crew/Welcome Week BOWTIE club fest

September

- All CAS meeting
- CFC meetings begin
- Chairs meetings begin
- Spring and Summer course information and schedules due to CAS office (Chris)
- Faculty Travel applications due (Toni and Kelly)
- P & T process continues (Contact Michaela with questions)
- Chairs submit department annual reports to CAS
- CAS Student Advisory Board formed for the year (Chairs will nominate students by email)
- CAS Distinguished Faculty Lecture
- **Campus wide:** BOWTIE club fest, Career Fair, Family Weekend

October

- P & T process continues
- One-on-one meetings with prior year's third-year review candidates (Laura)
- Marshals and readers sought for December Commencement
- CAS Potluck
- Chairs reviews of faculty members due to CAS
- **Campus wide:** Fall Break for faculty and students, homecoming, spring and summer advising/enrollment, Women in Science Day (resumes 2022)

November

- P & T process continues
- Spring adjunct forms due to CAS office (Chris)
- Capital Improvement, Technology and Equipment requests due to CAS
- Student Perception Surveys of Fall Courses (Kelly)
- **Campus wide:** Math Day, Fall Day of Transformation, Thanksgiving Break

December

- CEP Liaison Fall Course Reviews due to CAS office after chair review (Monique)
- Program review self-study submitted to CAS office (Laura)
- **Campus wide:** Winter commencement, winter closure.

January (Spring semester)

- Third-year review candidates (and their chairs) receive initial information (Michaela)
- P & T applications advance to the VPAA office
- Sabbatical Applications due to CAS (Toni)
- Fall course information and line schedules due to CAS (Chris)
- **Campus wide:** Classes resume after MLK Day

February

- Reviews of Staff due to CAS office the last Wednesday of February
- Faculty evaluations of Chairs (Matt)
- Final CFC approval opportunity for changes to begin in Fall.
- Grand Marshal voting for spring commencement
- Marshals, hooders, and readers sought for spring commencement
- Lincoln Lecture
- Third Year Review process underway
- Spring award nominations due (Faculty to CAS; Staff to HR)
- **Campus wide:** BOWTIE club fest, Spring Career Fair, Founders Day is Feb. 6 (WU Day of Giving fundraising efforts!), District 3 History Day

March

- All CAS meeting
- Third Year Review materials submitted for dean's review (Michaela)
- Grant applications due – major research, faculty development, curriculum development, assessment development (Toni)
- Deans scholarship nominations due to CAS (Monique)
- **Campus wide:** Spring Break for faculty and students, Fall advising/enrollment, Hermanitas conference

April

- Small research grant proposals due (Toni)
- Summer teaching contracts due (Chris)
- CAS spring potluck
- Student Perception Surveys of Spring Courses (Kelly)
- Confirming next year's P&T eligibility (Michaela)
- **Campus wide:** Apeiron, The Big Event, Banquets

May

- Adjunct advertising needs due to CAS office (Chris)
- CEP liaison Spring course reviews due to CAS after chair review (Monique)
- Chairs meetings conclude -- meetings set for the upcoming year; including August retreat
- CFC meetings conclude – next year's schedule released after WUBOR and Faculty Senate dates are set.
- Last monthly bulletin – resumes in August
- **Campus wide:** Commencement, Strawberry Breakfast

June

- Start of Summer Early/Full sessions

- NSOs
- Admins available; deans on rotation

July

- Start of Summer Late session
- Admins available; deans on rotation

SECTION I: ROLES & RESPONSIBILITIES OF DEPARTMENT CHAIRS

CHAIR DUTIES

The role of Department Chair involves a variety of duties and responsibilities. This section is intended to help build awareness and understanding of the scope of chairing an academic department at Washburn by exploring some of the findings of recent writing and research surrounding three key questions:

1. What are the essential skills and competencies of successful chairs?
2. What are the fundamental qualities and values of successful chairs?
3. What kind of change can you expect as you transition from faculty to chair?

The Washburn Faculty handbook section titled Duties of Department Chairs emphasizes leadership exercised through constructive concern for the academic performance of the department. Department chairs are charged with ensuring continued academic vitality of their unit through proactive planning and faculty development.

These expectations are delineated through lists of chair duties found in five key leadership areas:

1. **Program Maintenance, Development and Evaluation**
   This includes curriculum development, long-term planning, resource stewardship, effective course scheduling, assessment, and accreditation.

2. **Personnel Management**
   This includes recruiting, orienting, mentoring, supporting, evaluating and responding to faculty and staff.

3. **Fiscal Management**
   This includes analysis, oversight, and recommendations related to the departmental budget, including salaries, supplies and operating expenses.

4. **Responsibilities to Students**
   This includes coordinating recruiting, advising, assessing transfer and prior learning credit, communicating curriculum changes to students, and handling academic concerns or complaints.

5. **Other Professional & Reporting Responsibilities**
   These include annual reporting functions, encouraging faculty participation in service and governance, promoting collegiality and professionalism, maintaining written program materials, and submitting reports.

QUALITIES OF SUCCESSFUL CHAIRS

The role of department chair is multifaceted, and effectively managing a department requires a leader to employ a variety of skills. What are these essential skills and competencies of successful chairs? Robert Cipriano, author of *Facilitating a Collegial Department in Higher Education*, cites seven key skills:

1. **Ability to communicate effectively**
2. **Character and integrity**
3. **Decision-making ability**
4. **Trustworthiness**
5. **Leadership skills**
6. **Problem-solving ability**
7. **Interpersonal skills**

While each chair enters the position with a set of personal strengths, the daily experiences of departmental leadership will help you develop those skills that may not come as naturally to you. The chair duties outlined in the previous section will draw on these seven skills to varying degrees, and discharging these duties will help you exercise and evolve these abilities.

A department chair has the solemn responsibility to shape departmental culture and ethos. Very often the attitude and values that you express will be adopted by the faculty in your unit. Issues that you deem important they will approach with dedication. What you devalue or disparage, they will similarly disregard or disrespect.

With these implications in mind, what are the fundamental values and behaviors that successful chairs employ to create a positive and effective departmental culture? Daniel Wheeler, author of *The Academic Chairs' Handbook*, provides the following points of advice:

- ***Always act with integrity.*** You will be forgiven a lack of administrative knowledge or skills but seldom a lack of character.
- ***Avoid acting impulsively.*** Listen carefully to all viewpoints and reflect on what you hear before making important decisions.
- ***Act in a consistent manner.*** Make your word your bond; if you say you are going to do something, then do it.
- ***Avoid bias in dealing with people.*** As difficult as it might be at times, everyone deserves equitable treatment.
- ***Accept criticism and admit mistakes.*** As Mark Twain once remarked in another context, "it will gratify some people and astonish others."
- ***Adopt a positive, purposeful outlook.*** Without a sense of purpose, it is difficult to motivate yourself, let alone those you lead.
- ***Communicate, communicate, communicate.*** It is not what people know but what they do not know that causes problems.

- ***Know when it is time to leave.*** Set goals, measure progress, seek feedback, and decide when it is time to look for new challenges and opportunities.

TRANSITIONING TO CHAIRSHIP

While department chairs retain their faculty identity, a faculty member assumes and evolves additional roles as department chair. A national study of beginning department chairs identified salient patterns that characterize the 'metamorphosis' of chairs from faculty-centered to leader-centered roles (Gmelch and Miskin, *Chairing an Academic Department*, 8). The study identified these eight trends:

1. **Solitary → Social**
   Faculty typically work alone on research, preparing for teaching and other projects, while leaders must learn to work with others.

2. **Focused → Fragmented**
   Faculty have long, uninterrupted periods for scholarly pursuits, while the leader's position is characterized by brevity, variety, and fragmentation.

3. **Autonomy → Accountability**
   Faculty enjoy autonomy, while leaders become accountable to faculty in the department and to central administration.

4. **Manuscripts → Memoranda**
   Faculty carefully critique and review their manuscripts, while leaders must learn the art of writing succinct, clear memos in a short amount of time.

5. **Private → Public**
   Faculty may block out long periods of "alone time" for scholarly work, while leaders have an obligation to be accessible throughout the day to many of the constituencies they serve.

6. **Professing → Persuading**
   Acting in the role of expert, faculty disseminate information, while leaders profess less and build consensus more.

7. **Stability → Mobility**
   Faculty inquire and grow professionally within the stability of their discipline and circle of professional acquaintances, while leaders must be more mobile, visible, and political.

8. **Client → Custodian**
   Faculty act as clients, requesting and expecting university resources, while the leader is a custodian and dispenser of resources.

ENSURING QUALITY TEACHING

Washburn University and the College of Arts & Sciences places the highest value on quality teaching and a rich student experience. Accordingly, the development of strong teaching skills and a record of instructional and curricular development is an expectation of all faculty and an important component of tenure and promotion criteria. Demonstrating this requires a system that can evaluate and document such accomplishments.

While student perception data has value in gauging student satisfaction with a course or instructor, the student experience is influenced by many factors and most students are not fully aware of all the dynamics of curriculum and pedagogy. For this reason, it is vital for department chairs to ensure quality instruction by promoting curriculum development and peer review of teaching.

Peer review is a particularly valuable means of assessing teaching. A robust and effective peer review method can empower faculty through mentorship, validation of effective teaching strategies, sharing of new ideas and methods, and promoting professional development. This is valuable and necessary for faculty at all stages of their careers, but is particularly vital for newer faculty. It is critical for tenure-track faculty to have documentation of peer reviews when they apply for tenure. **At a minimum, all new faculty, including adjuncts, should undergo peer review in their first year.** As chair, you need not perform all these peer reviews for teaching; it is helpful for new faculty to get multiple perspectives. However, as chair, you should be overseeing the process to ensure all faculty are observed in the classroom. There are a variety of resources that can help leaders establish effective peer review systems for their departments. Some methods are more quantitative, relying on measurements and rubrics, while others are more qualitative and conceptual. Effective peer review method can be individualized for each department. The following peer reviewing guides outline a variety of methods:

Peer Review of Teaching
Vanderbilt University

A Protocol for Peer Review of Teaching
North Carolina State University

Peer Review of Teaching
University of Michigan

CAS strongly encourages department chairs to establish a formal process for regular peer review of instructor's teaching and to promote this as a valuable and positive departmental service for all teaching faculty: adjuncts, lecturers, tenured and untenured professors. It is helpful for faculty to receive feedback from more than one departmental colleague.

Washburn University's Center for Teaching Excellence and Learning (CTEL) has a Teaching Consultation Program, which includes classroom observation and feedback. This is an excellent undertaking for faculty and is highly recommend for those wishing to improve their pedagogy. However, CAS also recommends that every department also establish an internal system of peer review that can assess and assist faculty with content and curriculum as well as teaching methods.

Faculty may feel stress over being evaluated, which is why it is important for chairs to convey this as a constructive and beneficial process and not a punitive measure. Instituting peer review as a routine and equally applied expectation in your department will help your faculty adopt this positive view. Effective chairs often assign senior faculty to review junior faculty and adjunct faculty and establishes this service as part of their departmental culture.

EVALUATING FACULTY

Chairs evaluate each regular (i.e., non-adjunct) faculty on a calendar year basis. Faculty submit annual activity reports outlining their activities to the chair early in the fall semester (please note that departments may add their own questions to the standard form if desired). Chairs should meet with each faculty member to go over the report and discuss accomplishments, challenges, goals, and any concerns. A summary faculty evaluation from the chair is submitted to the Dean along with the faculty member's report. It is important for any concerns to be documented by the chair. If the faculty member's performance "Needs Improvement" or is "Unsatisfactory," it is important for the chair to discuss with the faculty member what are the expectations, ways to improve performance, and how progress towards improvement will be measured. The Dean and/or Human Resources can provide guidance in helping develop improvement plans. If you have problems with faculty, please make sure that the Dean is aware of your concerns.

PROMOTION & TENURE/THIRD-YEAR REVIEW

Chairs play an important role in the evaluation of tenure-track faculty. Besides mentoring these faculty on departmental and university expectations and requirements, the chair also reviews petitions and makes recommendations. The Dean's Office will provide the names of faculty who are eligible for tenure and/or promotion to the chairs each spring. Please review these carefully and make sure they are accurate. Guidelines for preparing the promotion and/or tenure petition are available here. The timeline for promotion and tenure will also be provided to you. Departmental standards for promotion and tenure are posted on the College website.

The Dean's Office will provide the names of faculty of untenured faculty ready for third-year review midway through the fall semester. Guidelines for third-year procedures are available here.

ANNUAL REPORTS

The Departmental annual report summarizes the accomplishments, progress in meeting goals, and challenges of the department over the academic year. The Dean's Office provides a template for these reports which are typically submitted mid-way through the Fall semester. These reports convey data that are used for Program Reviews and other reporting functions. They also provide an opportunity to reflect upon accomplishments, identify needed resources (including faculty staffing), and develop goals for the upcoming year. The Dean uses the information in these reports as part of the basis for the College Annual Report which is submitted to the VPAA.

Program Review

All Washburn University units, including academic departments, undergo a program review process every ten years. Program review is an opportunity to assess, reflect, discuss, and set future goals for the department. The format for the Program Review is determined by the Vice Presidents and the Program Review Committee. The review template and useful departmental data is provided for your Program Review preparation. It is important to involve the entire department in this process, for two reasons. First, it is too much work for a single person to do. Second, and most importantly. the review is more meaningful and productive when the entire faculty contributes. The Program Review report is a significant project and early preparation will greatly aid the process. Although seldom a process that departments welcome, ideally it will lead to improved programs. It is also a valuable opportunity to inform others from the University about the work and needs of your department.

Faculty Recruiting & Hiring

One of the most important roles of any chair is leading the hiring process for new faculty. The decision to hire a new faculty member to fill a new or vacant position is a long-term investment for the University. It is not uncommon for a faculty member to spend thirty-five years of their career at Washburn. Therefore, it is critical that faculty hires be based on current and anticipated needs as opposed to historical ones.

Before requesting to make a faculty hire, Chairs should lead their departments in some strategic planning for the future. Discuss:

- What areas of study within your discipline are likely to grow and be most resilient over time?
- What perspectives and experiences are you currently missing in your department/program?
- Who are you educating now? Who will you be educating in 10 years? 20 years? How will your department's offerings be most responsive to and effective for these students?

This strategic planning should inform the department/unit's request to hire.

After consulting with the Dean, the Chair submits to the Dean's Office the Request to Fill form with a draft position description informed by the department's strategic planning. The Dean, in turn, discusses the position request with the VPAA. If approved, the Chair will recommend a search committee to be appointed by the Dean. The Chair works closely with this committee in recruiting applicants to the position posting and in selecting candidates to bring to campus for interviews. Recruitment to the advertised position posting has recently become a greater expectation of Chairs and committees at Washburn. It is the responsibility of the Chair, in collaboration with the committee and other members of the department, to generate a strong and diverse pool.

The Chair also takes on the responsibility for arranging campus interviews and will meet individually with all candidates. The search committee makes a recommendation to the chair; the Chair makes a separate recommendation and both recommendations are forwarded on to the Dean. After approval by both the Dean and the VPAA, the Chair extends the offer to the candidate.

Keep in mind that once a new hire is made, mentoring this new faculty member is critically important to retaining them and helping them to be successful. Chairs should develop a plan with the existing faculty in their department to provide this mentoring. Demonstrate and be receptive to ways the faculty member may contribute to campus and campus culture and not just "fit in." How can you help the faculty member build on their strengths and develop as a faculty member?
It is also important to discuss with your new faculty member processes for annual evaluation of faculty and, if the new hire is tenure-track, tenure and promotion standards and procedures. Set expectations clearly and connect the new faculty member to resources to help them be successful.

Washburn University Foundation

The Washburn University Foundation is the fundraising arm for the University; the Alumni Association is also under its auspices. The WUF will send you monthly updates on donations that have been made to your department as well as departmental expenditures from endowed funds or current gifts. They will also notify you of the amount you have in scholarship funds to distribute to students. When a donation is made to your department, you should write a note of thanks to the donor. The WUF will include contact information for donors with the monthly updates.

Unlike your Other Operating Expenses (OOE) in the general fund, the funds in the WUF do not expire at the end of the fiscal year. When a fund is **endowed**, it means that you will see a similar new amount added to the fund each year; even if you don't spend all the funds, more will be added the following year. **Current gift funds** are accounts in which, once the money is spent, it is gone until someone else contributes to the fund. Some non-scholarship funds are designated for specific purposes as determined by the donor; other funds may be unrestricted meaning that you can use them in ways that seem best for your students and the department.

Departmental efforts to engage alumni, via newsletters, social events, or personal contacts, encourage alumni giving. At times, you may be contacted by the WUF and asked to meet with a donor or asked about what kinds of needs your department might have. The WUF provides essential funding for the university so please work with them when asked.

Scholarships

Most departments have scholarships designated for their majors. In the spring, you will receive a report from the Washburn University Foundation (WUF) on the available scholarship funding for the upcoming year. Chairs should familiarize themselves with any restrictions associated with the scholarships they administer (e.g., GPA, number of hours completed, etc.). Students selected for scholarships should be required to write a thank-you note to the donor that is sent to the WUF.

In addition, there are scholarships that are administered by the CAS Dean. Chairs are asked to submit information on nominees by completing a Dean's Scholarship Fund Form, relating the contributions and achievement of the student(s) nominated. If nominating more than one student from your department, the chair should rank nominees.

CHAIR EVALUATIONS BY FACULTY

The performance of each chairperson is evaluated annually by the faculty in their department. While faculty do not directly determine who assumes or retains the role of chair in a department, the evaluation information provided by faculty is carefully considered by the Dean in making leadership decisions.

Chair evaluations are generally performed in January and are conducted through an online method. This evaluation system is set up by Associate Dean Matt Arterburn and managed by IT services. Responses are entirely anonymous; no one outside of IT (including the deans) can identify specific respondents. The Dean will share the consolidated survey results with the department chair.

Faculty are asked to assess their chair in five leadership categories. In addition to the required questions, chairs can also request additional questions for their evaluation survey, subject to approval by the CAS Dean.

The present survey asks faculty to evaluate the efficacy of the chair in the following areas. Responses are multiple choice, with options ranging from Never to Always. In each section, an opportunity is provided for written feedback.

I. Chair-Faculty Relations

- Conducts department meetings efficiently and effectively
- Is available/accessible to faculty
- Demonstrates personal appreciation to faculty for their professional accomplishments/contributions
- Sees to it that faculty receive appropriate recognition for their contributions
- Supports and encourages efforts to improve teaching
- Supports and encourages efforts to improve scholarship
- Supports and encourages efforts to improve service and community involvement

II. Interpersonal and Communication Skills

- Communicates with faculty in a timely, useful, and responsive manner
- Listens attentively to others and tries to understand the meaning of their communications
- Acts as an effective liaison between the department and the administration
- Builds trust and collegiality in the department
- Is responsive to suggestions for change
- Treats colleagues in an ethical and professional manner
- Is accessible/available to students
- Treats students in an ethical and professional manner

III. Leadership and Organization

- Is aware of national issues and trends
- Engages in regular reassessment of the department's goals and objectives
- Encourages innovation/collaboration by faculty
- Effectively manages conflict and provides leadership in problem resolution
- Equitably coordinates faculty responsibilities within the department
- Recognizes and rewards faculty fairly and equitably in accordance with established departmental merit criteria

IV. General Administrative Responsibilities

- Makes decisions in a timely manner
- Consults with faculty about making important decisions, as appropriate
- Considers recommendations from faculty while making decisions
- Is willing to explain and accept responsibility for administrative decisions
- Exhibits good time management skills (meets deadlines, responds promptly)
- Manages daily operations of the department effectively
- Manages budgets effectively and efficiently
- Responds effectively to the needs and concerns of students and effectively arbitrates, as needed.

SECTION II: CHAIR INTERACTIONS WITH STUDENTS

In your role as academic chair you should aspire to create and maintain an environment that is conducive to each student's success. Monitoring the academic environment of your department and working deliberately to keep it positive and appealing are important responsibilities.

Students will seek your help with a wide range of questions and problems. Some questions will be easily answered or solved. Others will be more complicated. Less complicated issues can typically be resolved through email or with a phone call to the right person or office. Administrative staff are excellent resources for information as are experienced chairs and the CAS Dean's Office. It is important to reach out and take advantage of these resources to assist you in helping students. Consulting with others, asking for help, and discussing options is even more critical when the student's request involves more complicated issues or concerns. While the question or problem may be new to you, chances are that others have found positive solutions for other students.

RECRUITING

Department chairs play a vital role in the process of recruiting majors and minors. You and your faculty and staff are active partners with admissions in the recruitment process.

Successful chairs invest time to develop strategies and materials that highlight the benefits and opportunities of major and minor departmental programs. As chair you will be asked to converse with Washburn students as well as prospective students and their families. Depending on the volume of these requests, you may choose to share these responsibilities with your faculty.

Prospective students and majors are interested in a) learning about what it means to major in your discipline—e.g., what will their course of study look like, what skills will they acquire, and what are the job opportunities for graduates and b) why they should become Washburn students—e.g., the advantages of studying this major at Washburn over other institutions.

Talking points that highlight the unique and laudable aspects of your department, whether part of formal presentations, informal conversation, print material or web pages, are often the most potent recruiting tools. These can include:

- Recent successes of your students: awards, research projects, creative projects, graduate school admission, impressive jobs. These are examples that best tell the story of what great things happen for students in your department.

- Recent successes of your faculty: awards, publications, creative works, travel grants, Sweet Sabbaticals

- Innovative and unique courses that aren't commonly found at other institutions

- Internships, travel or study abroad courses

- A description of what daily life is like for students and faculty in your department and what makes that experience special. Include testimonials or stories about specific student experiences and achievements.

NEW STUDENT ORIENTATIONS

During the summer months, hundreds of incoming freshman and transfer students attend one of several New Student Orientation (NSO) events. Students, and often parents, attend sessions on a variety of subjects to introduce them to the university environment, campus life, and academics. The event culminates in an afternoon advising session where each student crafts and enrolls in a complete fall schedule. Students who express an interest in a department will be advised by faculty in that department and usually will opt to declare a major. This process provides you and your faculty with an important opportunity to help each student gain a better understanding the requirements for the major, experience a brief orientation to your department and design a complete schedule for the Fall that will provide them a strong start to their studies in your program.

Department chairs are responsible for advising students at NSO if on a 10-month contract. If unable, it is the chair's responsibility to recruit and organize substitute faculty to advise students at each NSO advising session. Faculty employed on 9-month contracts who advise students in your major will be compensated for advising and enrolling students at NSOs. Those who advise at NSO are additionally responsible for further summer outreach as suggested by the Center for Student Success. Chairs and advisors are provided with a link to a master NSO advising schedule that is updated in real time to help ensure advising coverage at all sessions. On the morning of each NSO, advisors are sent an updated list indicating no-shows, walk-ins and major changes.

ASSISTING TRANSFER STUDENTS

Transfer credit is awarded by the University Registrar's Office for courses completed at other regionally accredited colleges and universities when WU faculty have determined that the course presented for transfer is equivalent to a Washburn course. In some cases chairs may determine that the course work from a given college/university is not equivalent to a specific WU course, but that the course may be counted as general education credit or college credit. In this case the registrar will award credit under a specific subject with the appropriate level (example EN 1xx, EN 2xx, EN 3xx, etc).

As chair, you play a vital role in the process of evaluating academic credits from other institutions. When course work is submitted to Washburn on a transcript from any institution with no prior articulation, the registrar will request that the department chair evaluate the course for appropriate transfer. Often the registrar will send a short catalog description of the course. Chairs may also want to request a syllabus from the student or locate the course syllabus on a department's website. Courses accepted as equivalent need to have significant overlap in content as well as student learning outcomes. Once you have made your decision about course equivalency, notify the registrar's office with your recommendation. Your transfer recommendations will be included in the Course Transfer Guides so that future students can also transfer in the same courses. Many of the courses offered at area colleges are equivalent to Washburn courses. For these courses, transfer is a relatively simple matter. The university has a Course Transfer Guide and also a self-service "do my credits transfer?" interactive guide which can help in determining transfer equivalency.

Department chairs and faculty who advise students may occasionally find it helpful to be able to view the external transcript(s) of a student who has applied for admission, but whose transfer credit has not been added to the student's WU transcript. This may be viewed in the document imaging system called Banner Xtender. Here are **instructions for viewing transcripts in Banner Xtender.**

Some transfer students will also seek credit for prior learning or credit by examination. Consult these linked pages for information on the process for accepting these types of transfer credits.

ACADEMIC AND CAREER ADVISING

Chairs play a key role in two distinct types of advising: academic program advising and professional/career advising. In your capacity as chair you should be very familiar with the requirements of the degrees and the areas of emphasis in your program. In addition to approving students for graduation who have completed requirements for your degree, you are authorized to approve exceptions and to waive major requirements. Such exceptions and waivers should be granted infrequently and for valid academic reasons. You are encouraged to consult with the Dean's office before approving an exception or waiver. Please note that department chairs cannot grant waivers related to general education requirements.

Chairs are also encouraged to be familiar with Navigate, an app that helps students and advisors chart a path to graduation. In addition, chairs have special access to data analytics within Navigate related to student success. This webpage provides information about how to log into Navigate and step-by-step directions for functions useful to faculty advisors, including how to set up your availability so that students can schedule appointments in Navigate and information about how to help students create an academic plan. The Center for Student Success (CSSR) provides training and support for Navigate. Contact Christina Foreman (christina.foreman@washburn.edu) for assistance or information about training sessions.

Successful career advising starts early in the academic journeys of your majors. The National Association of Colleges and Employers has identified Eight Areas of Career Readiness and encourages department leaders to incorporate and explain the direct connection of these areas to classes in your unit's degree programs.

The Office of Career Services offers information and advice on a wide range of issues. Students can meet with a career advisor or find abundant resources at the Career Services website. Especially useful is a resource known as "What Can I Do With This Major".

Student complaints

Students may contact you with concerns or complaints about faculty or other students. It is important for the integrity of our institution, our accreditation, and our mission of serving students, that such complaints be approached seriously and diligently. Your first step, and a key one, is to provide the student an opportunity to tell you, as a person with authority, what is troubling them. Listening patiently is critical. Take notes of details. Ask follow up questions and seek to understand what the student wants. Be polite and diplomatic. Let the student know that you take their issue seriously and that you will need some time to follow up and gather additional information. You should next contact the person who is the subject of the complaint. If the complaint involves a faculty member, they should be made aware of the complaint. Work to remain neutral and open as you discuss the situation. Maintain as much confidentiality as possible; share details of the issue only with those university personnel with a need to know. As you gather information, be deliberate and inclusive. Once you believe that you have complete information it is often helpful to discuss the situation with the Dean's office. Work to provide a path forward for all involved. At some point you will have to draw a conclusion, make a decision, and take action; the Dean's office will assist you in that process.

There are times when a student contacts individuals outside of the recommended steps. Typically, if the President's Office or VPAA have been contacted, those complaints are then received by the Dean's Office. The Dean's Office will work with you to help work through the process.

Recommended Steps for Student Academic Complaints

1. Student communicates their concerns to the faculty member involved.*
(via email, phone or in person)
2. If the student is unsatisfied with faculty response, they should address their concerns to the department chair.* There are times that the student may go directly to you with a complaint. Listen to their concerns and ask how they

have tried to address the issue with the faculty involved. If a student expresses concern about faculty contact, you can offer assistance.

3. Chair consults with faculty member, gathers information and then responds to student complaint, informing faculty member of any actions taken.
4. If student is not satisfied with the actions of the chair, they should address their concerns to the CAS Dean's office. Assistant Dean Tracy Routsong handles student issues.
5. Dean gathers information, consulting with the student, faculty member and chair.
6. Dean's office responds to the student, informing faculty and chair of any actions taken.
7. If student is unsatisfied with the actions of the Dean, the issue will be forwarded to the VPAA's office.

** If a student is uncomfortable discussing the issue with the faculty member or department chair, or if a complaint involves the department chair, students may take their concerns directly to the CAS Dean's Office.*

Academic Impropriety

As chair you may be involved in cases of academic misconduct and violations of the Student Code of Conduct. It is vital to the academic integrity of our campus and the safety and well-being of students that all be held accountable to the code of conduct. This includes responding to accusations of cheating or plagiarism brought forth by faculty in your department. In such cases, a faculty member may ask for your assistance in handling alleged misconduct. Washburn University has a thorough policy and process regarding instances of academic impropriety and it is recommended that you familiarize yourself with it so as to be prepared for such incidences.

Grade Appeals

Washburn has a grade appeal procedure, and students may appeal if they believe that a grade was assigned due to error or misjudgment. As Department Chair you play an important role in working to mediate an appropriate solution, and so therefore should be familiar with the grade appeal process. The scope of a grade appeal is limited to "A student who believes the grade awarded him/her by an instructor is based upon reasons other than the student's academic performance." Regrading assignments is typically not a part of the process.

It is very important to note that the grade appeal process should not be used if a student is making claims that a grade was awarded based on illegal discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation/gender identity. Appeals based upon complaints of discrimination follow the University's procedure for complaints of discrimination.

Student Mental Health & Safety Issues

The Office of Student Health and Counseling Services provide support and counseling for the Washburn community. You may encounter students struggling with issues of mental health. It is frequently helpful to recommend, in a supportive manner, that they visit Counseling Services. Consider attending sessions by CTEL surrounding mental health issues and services offered to familiarize yourself.

Infrequently you will encounter situations that require the involvement of Washburn University Police Department (WUPD). The central role of WUPD is to ensure the safety of all at Washburn and to maintain a healthy learning environment.

Call or text WUPD at (785) 670-1153 if you become aware of individuals who are disruptive or who exhibit threatening behavior, or individuals who express desire to do harm to themselves or others. WUPD officers are best positioned and most knowledgeable at evaluating an individual's behavior and maintaining a safe non-threatening campus environment. It is often extremely helpful to include WUPD in the early stages of the process so that they can be most effective in managing the situation.

Encourage your faculty to use Navigate to note concerns regarding students. One option is about behavioral changes separate of missed attendance. By adding this note, the appropriate university personnel will be contacted, including the University Behavioral Assessment Team (UBAT).

UBAT is a group of university officials whose charge is to assess and respond to observations of troubling, threatening or disruptive behavior. If you observe these types of behaviors in a student, report these concerns to the UBAT and they will investigate. Do not attempt to diagnose the cause yourself; UBAT members are specially selected for their expertise and are the most appropriate group to help these students. If a student is exhibiting acute, potentially dangerous behavior that is creating an immediate threatening situation, contact WUPD immediately instead of UBAT.

Section III: Department Chair Processes & Procedures

Registrar's Office & Banner Enrollment Functions

Department chairs work frequently with the university registrar in assisting student enrollment, audits, course maintenance, graduation procedures and other essential functions. Keep in mind that there are various deadlines for enrollment and graduation functions, and these are outlined on a given term's academic calendar.

In addition to the Faculty Self-Service functions found in MyWashburn, department chairs have additional authorities granted through the Banner System. New department chairs will need to request Banner access.

One of the most common enrollment functions used by department chairs, and their administrative assistants, is registration overrides. While individual faculty members can process overrides for courses they teach, department chairs and administrative assistants can process overrides for any course in their department. Please consider that processing overrides has an effect on the course and instructor, so practice courtesy and discuss potential overrides with an instructor before taking any action. Be forewarned that Banner keeps a record of all transactions, including the identity of those processing overrides.

You may choose to delegate most override processing duties to your administrative assistant(s), but you should also be familiar with how to do this yourself should the need arise. Fortunately, the override process in Banner 9 is much more user-friendly than previous iterations. CAS provides step-by-step instructions for processing registration overrides in Banner 9.

GRADE CHANGES & INCOMPLETE GRADES

After a grade has been rolled to academic history (transcript) by the University Registrar's Office, the grade may be changed with the approval of the department chairperson and Dean of the College/School using a Change of Recorded Grade Form in accordance with the university's grade change policy.

A grade of incomplete (I) can be assigned by an instructor, provided that the student has successfully completed 75% of the coursework and is expected to pass the class. The student has until the end of the subsequent semester to complete the remaining coursework and receive a permanent grade, or else the grade is converted to an F. The University Registrar's Office will notify the department chair just prior to this deadline. An instructor may choose an earlier deadline for completion; in such cases this should be clearly communicated to the student. Incomplete grades in some graduate course are approved for later deadlines. The Change of Recorded Grade Form is used to replace the Incomplete grade with a permanent letter grade.

REPETITION OF COURSES

Students may retake courses for which a grade of D or F has been earned without special permission, unless they are repeating a given course more than three times or have repeated more than three separate courses. In these cases, permission is required from the CAS Dean's Office, and this process is usually handled by Assistant Dean Tracy Routsong.

Courses for which a C or better has been earned may not be repeated without permission of the department chair, which must be submitted in writing to the University Registrar. Department chair permission is required for repetition of any graduate course.

STUDENT RECORDS & PRIVACY (FERPA)

The Family Educational Rights and Privacy Act (FERPA) exists to protect a student's right to privacy and to provide students with the right to inspect and review their educational record. The University Registrar's Office publishes a notice of these rights each semester in the Registration Information Guide and also sends a copy of this notice to each enrolled student as well as faculty and staff members.

Under FERPA, personally identifiable information is defined as directory and non-directory information. Directory information may generally be shared with a third party upon request. It includes name, classification, (freshman, sophomore, etc.) enrollment status (full-time, half-time, etc. but not information about enrollment in specific classes) major/minor, degrees received, etc.

Non-directory information is personally identifiable information that may not be shared with anyone but the student. Examples include but are not limited to grades received, course enrollment detail, academic or non-academic misconduct, student account information, financial aid data. This means that **academic information or details about student performance cannot be shared with parents unless a student authorizes you to do so** (see below).

Department chairs or faculty members are encouraged to check with the University Registrar or Associate Registrar if asked to respond to a third-party and they are unsure what may and may not be released. Students can provide a FERPA Release form, which allows the student to give a university official (faculty or staff member) the ability to discuss non-directory information with a specifically named third party. This third party is generally a parent/guardian or spouse/partner. When releasing information provided for in the FERPA Release form it is imperative that the identity of the specific third party is confirmed, and so it is advisable to convey such information in person.

ARGOS DATA ANALYSIS TOOL

Argos is a versatile and powerful reporting tool frequently used by Washburn University administrators and staff. This system gathers and aggregates data from Banner into highly useful reports. Click below for instructions on how to access Argos:

--HOW TO ACCESS ARGOS--

Once logged into to Argos, department chairs can generate a variety of functional reports. Most Argos datablocks can generate reports in PDF or MS-Excel format. The former is more visually appealing, but the latter allows the user to manipulate, reorder and recalculate (e.g. sums, averages) the data.

The following Argos datablocks are among the most useful for academic department chairs. Click on the name of the module for step-by-step instructions for how to generate a report.

Banner Line Schedules

Generates a Line Schedule for a given term, as entered into Banner.

Course Enrollments by Individual Course Section

Provides headcount, remaining seats and SCH for each course section. Report can be restricted to a specific academic unit (ex: Art Department) if desired.

Course Rosters by CRN

Lists all students enrolled in a particular course, providing e-mail addresses, WINs, major and GPA.

Degrees Awarded

Lists all degrees awarded, by major, over a specified time interval.

Grade Data by Individual Course Section

Quantifies the number of each grade received (A, B, C, D, F, W, I, P, CR) for all course sections in a given term. Grades of F are broken down into QF, NF and FF. This report provides aggregate grade data for each section without reporting the names of students receiving a particular grade.

Grades By Student

Provides comprehensive academic information about each student who took a course, including grade earned, major, term/cumulative GPA, attempted hours, and test scores.

Instructional Assignment / Faculty Load Reports

A “dashboard” style module that quickly displays the teaching assignments for a given faculty member. Useful when calculating faculty load.

Registration PIN for Students in Specific Departments

Lists registration PINs for all students in a given department. Eliminates the need to look up student registration PINs one by one.

Student Program Information

Lists all students declared in a particular major(s) during the current term. Includes an option to restrict the list to actively registered students, which generally provides more accurate estimates of current majors. There is a “mailing label” report option under this datablock, which is handy if you are planning any mass mailing to all of your majors.

Student Program Information Summary

Provides a numerical summary of all students declared in a particular major. Lists only aggregated numbers, not individual student names.

NAVIGATE

Navigate is a powerful student success software intended to improve retention and on-time graduation rates by identifying areas where students may need additional support to complete their degrees. Chairs have access to data analytics within the Navigate software related to student success in their programs that enables them to 1) identify and prioritize students needing extra support in critical foundational coursework; 2) proactively contact students to arrange advising or other student support services; 3) facilitate the creation of intervention strategies to contribute to student success.
This webpage provides information about how to log into Navigate. The Center for Student Success (CSSR) provides training and support for Navigate. Contact Christina Foreman (christina.foreman@washburn.edu) for assistance or information about training sessions. Christina can also turn on the data analytics features for you if you find you do not have access.

FALL & SPRING SCHEDULING PROCESS

Schedule Creation & Faculty Load

While departments often approach schedule creation differently, course schedules are generally produced through conversation with faculty, in response to programmatic needs, and based on logical assignment of course meeting times. Generally, schedules for a given academic term resemble the one employed in the previous academic year, with changes made gradually over time.

One of the primary factors to keep in mind while creating a semester schedule is faculty load. Generally a faculty member is assigned 12 teaching credit hours in the fall and an equal number in the spring, so that the load for the entire academic year is 24 credit hours. Calculating faculty load can be very simple or relatively complex depending on the nature of teaching assignments. Please see the following section on Faculty Load for more details.

Course Enrollment & Cancellations

Chairs should monitor enrollments prior to the start of each semester. Courses with tiny enrollments should be cancelled if it appears that the enrollment is unlikely to increase (unless there is a compelling reason to offer the course). Regular faculty teaching such courses should be moved, if possible, into adjunct taught sections. When these decisions can be made a few weeks in advance of the start of the semester, it gives both faculty and students time to rearrange their schedules. Prior to the start of each semester, the Dean's Office scrutinizes courses in which fewer than 10 students are enrolled and works with department chairs to ascertain the fiscal and academic viability of these course sections. When chairs are proactive in following enrollments and managing small classes, the result is usually less disruptive to students and to faculty. Please see the subsequent section on Faculty Load for details on assignment of teaching credit hours.

Enrollment data from previous academic years can be very useful in creating a schedule that will help prevent low-enrolled course cancellations. Enrollment reports can be obtained from the Course Enrollment Datablock in Argos (please see preceding section on Argos functions).

Summer Scheduling Process

Summer courses at Washburn are taught by faculty on a contract basis. Faculty aren't obligated to teach summer courses, nor is there a guarantee that summer teaching opportunities can be provided to every faculty member. If demand for summer teaching opportunities is greater than your department can afford in its budget, a rotation system for faculty is recommended to provide fair and equal opportunities to teach in the summer.

Faculty Summer Pay

The rate of pay for full-time faculty is 1/30 of the annual base salary per credit hour taught. So, for a 3-credit course the faculty member receives a summer salary equal to 10% of their base salary. The base salary excludes any and all administrative stipends (e.g. assigned for work as chair, director, program coordinator, etc). Consult your budget page to calculate summer pay from your department's base salaries.

Faculty who are on 9-month contracts (including chairs) can be paid for a maximum of 6 credits in the summer. Faculty who are on 10-month contracts, which includes most chairs, can be paid for a maximum of 3 credits in the summer. Faculty on 12-month contracts are considered to be full-time all year and do not receive additional compensation for summer teaching.

Summer Travel Course Pay Rate

Because of the preparation and expense involved in travel courses, CAS is generally loath to cancel a travel course for reasons of low enrollment, unless the instructor requests this. However, to keep the course fiscally viable, CAS cannot pay at the full rate for low-enrolled travel courses. A compromise policy was developed that pays faculty $600 per student enrolled to the faculty member, up to the maximum possible according to the faculty summer pay scheme.

EXAMPLE: A faculty member teaching a 3-credit course, and who has an annual base salary of 47,000, would be paid $4,200 if seven students were enrolled in her course, and $4,700 if eight or more students were enrolled.

In the case of a course taught by two instructors, the funding is split, with $300 awarded per student to each faculty member teaching.

Summer Budgeting Process

Department chairs are provided with a budget for the next year's summer session at the end of June, and proposed summer schedules are due in early September.

CAS has a fixed budget for summer and allocates funds to each department from this pool. We reserve 15-20% of the budget for innovative courses, travel courses and other unique offerings. Faculty may apply for this funding through a competitive process. Enrollment data from the previous summer is provided, to guide the chair in selecting courses that have a good chance of drawing sufficient enrollment. All courses with under ten students enrolled are subject to scrutiny and potential cancellation, although exceptions are made for certain courses, typically upper-division experience-based courses or other “unique” offerings. Summer courses are used by the university as an opportunity to raise funds for other endeavors during the academic year, and so enrollment and revenue occupy a higher priority for summer courses than for Fall and Spring offerings.

A departmental summer budget is generally constructed by assigning courses while staying within the total budget allocated to the department. See the **sample course schedule** below:

DEPARTMENTAL COURSE OFFERINGS SUMMER 2017

DEPARTMENT: Molecular Biophysics

FACE-TO-FACE COURSE BUDGET: $9,403.00
ONLINE COURSE BUDGET: $19,793.00

Course Number	Course Title	Instructor	Cost of Instruction	Term/Days/Time	Estimated Typical Enrollment	Enrollment Last 2 Times Offered
MB 100	Molecular Biology I	Stahl	$6772	2nd online	20	First time in summer
MB 104	Proteomics	Meselson	$5740	1st online	27	27, 28
MB 394	Enzyme Kinetics	Franklin	$8767	MTWF 8:00 – 9:50 AM	15	21, 16
MB 393	Disordered Proteins	Pauling	$4700	1st online	22	New course

Any additional courses that you wish to offer over your budget should be submitted as **Innovative Courses**, to be paid from the remaining 20% CAS summer budget pool. Approval of innovative courses is not guaranteed, and is largely dependent on the volume of requests from all departments. As a competitive process, courses that cannot be taught during the regular year (e.g., travel courses) receive priority funding. A newly-developed travel or field experience course, for example, is more likely to receive funding than a second section of a standard GenEd course. In addition, existing courses that have never before been taught in summer format or never taught online also have better chances for approval. See this Sample Summer Innovative Course Proposal for an example.

FACULTY LOAD

It is the responsibility of department chairs to create course schedules and delegate teaching assignments in a manner that assigns a full workload to all faculty under their supervision. A full-time faculty workload at Washburn University is 24 teaching credit hours per academic year (excluding summer). Generally, this load is split into a 12 credit hour assignment in the fall term and an equal load in the spring term.

Calculating faculty load can be very simple or relatively complex depending on the nature of teaching assignments. It is relatively easy to determine load for faculty teaching strictly undergraduate lecture courses because the teaching credit hours are usually equivalent to student credit hours for such courses. For those teaching labs, team-taught courses, graduate courses, supervised projects and internships, the task is more complicated.

To further assist, the CAS office provides a Faculty Load Worksheet that may help chairs consider load for each faculty member while creating course schedules and assigning classes. To see a hypothetical faculty load calculation, see the Sample Faculty Load Worksheet.

Please remember that all faculty need to be assigned a 24 teaching credit hour workload. If a faculty member is under load or over load during a particular academic year, their load should be adjusted in the following year to compensate. The only exception to this rule is when a faculty member accepts a voluntary overload, which most often occurs when faculty mentor additional student projects in addition to their standard teaching load.

Reassigned Time

Faculty are sometimes requested to assume administrative or coordinating duties that require a significant amount of time. If approved by the Dean and the VPAA, faculty undertaking such efforts can be allotted "reassigned time," which is expressed as teaching credit hours equivalent to the work being performed. Duties requiring reassigned time can be recurrent or temporary. Reassigned teaching credit hours are calculated into a faculty member's annual load in the same manner as teaching assignments.

Teaching Credit for Low-Enrolled Courses

Prior to the start of each semester, the College scrutinizes courses in which fewer than 10 students are enrolled and works with department chairs to ascertain the fiscal and academic viability of these course sections. If a low enrolled course is not cancelled, teaching credit is assigned to the instructor as outlined in the faculty handbook. This formula assigns 0.5 teaching credits per student to the instructor, up to the maximum possible for the course.

EXAMPLE

FO334 (Forestry Management), a 3-credit lecture course, only has 4 enrolled students.

Because graduating seniors require the course, the instructor, chair and dean agree to offer it.

The instructor will receive 2.0 teaching credits for the course (0.5 x 4 students).

Load Reports

The College regularly submits Faculty Load Reports to the VPAA office. This report quantifies the load assigned to each faculty member for a given academic year and also summarizes headcount and student credit hours generated by each department. The report includes notes and comments regarding overload and underload assignments, including plans to compensate for any load deviations in the next academic year.

A draft faculty load report is prepared by the CAS Assistant Dean, and then reviewed and edited by CAS Department Chairs. Keeping regular notes using Faculty Load Worksheet is a good way to make this task quicker and more efficient.

A Sample Load Report is provided to help familiarize chairs with the process.

ADJUNCT BUDGETS & HIRING

Adjunct Budget

Each department is assigned an annual budget to fund adjunct salaries (labeled "Adjunct Pool" on your budget sheet). Each year CAS determines this adjunct budget based on the amount spent by the department during the previous year, adjusted for special circumstances (e.g. sabbaticals, vacant lines, FMLA) as appropriate. If you anticipate exceeding the your budget, you should first consult with Associate Dean Matt Arterburn in the CAS Office.

The standard rate of pay for an adjunct is $660 per credit hour if they hold a master's degree, and $685 per credit hour if they have earned a terminal degree in the field.

The **Adjunct Expenses Worksheet** can help you track your overall adjunct expenditures during the year. A **sample of a completed worksheet** is available.

Adjunct Hiring

When hiring adjuncts, qualifications information (including academic transcripts) must be submitted to Chris Rhoads in the CAS office, and these are reviewed by Associate Dean Matt Arterburn. Adjuncts must have at least a master's degree in the field in which they will be teaching, or else a master's degree in a related field and a minimum of 18 graduate hours in the discipline in which they will teach. On rare occasions, we can hire an adjunct based on professional experience, when such experience is deemed equivalent to a master's degree in that field. This equivalency must be approved by the CAS Dean and the Associate Vice President for Academic Affairs.

Please make all requests to hire adjuncts through Chris Rhoads and/or Matt Arterburn, including those involving professional experience equivalencies. While you can communicate about potential work with a prospective adjunct, ***please do not make an official offer to hire an adjunct until Matt has reviewed and approved the requisite qualifications***.

CAS welcomes both solicited and unsolicited applications from potential adjunct instructors. Often, department chairs or faculty will recommend a qualified colleague for an adjunct position. Members of the community may also send unsolicited applications for adjunct work. In these cases, the CAS office sends a letter acknowledging their application and forwards submitted materials to the department chair for consideration. Chairs are encouraged to maintain a file of potential adjunct instructors so that should additional staffing needs arise they have an archive of interested parties and relevant qualifications information.

CAS posts advertisements for fall and spring adjunct positions on the university website and through local media. Prior to a term, department chairs are asked if they are in need of adjunct instructors and wish to post an advertisement. If an unexpected need arises, please contact Chris Rhoads.

Adjunct Load

A normal adjunct teaching load is subject to a maximum of eight teaching credit hours. This is necessary to ensure compliance with the Affordable Care Act, which requires

COURSE CHANGES

Once a fall, spring or summer schedule is finalized and entered into Banner and forwarded to CAS, course changes must be made by submitting a **Course Change Form** to Chris Rhoads in the CAS Office. If a course change involves an adjunct instructor, the requisite changes to the adjunct contract should be noted. Department chairs should instruct their administrative assistant not to make course changes without submitting a Course Change Form, or else the CAS Office will be unable to track changes made to the schedule.

Emergency Replacement Teaching

Unforeseen circumstances, usually health or family issues, can arise during the semester causing a faculty member's absence for a portion of a semester. In such instances, a department chair must quickly seek a replacement instructor in order to preserve the continuity of the course and the students' learning experience. Chairs need to notify Human Resources about such absences, and discuss with the Dean's office the plans for substitute instruction. Emergency replacement instructors can be adjunct or full-time faculty. Such instructors are paid for this additional teaching in a pro-rated fashion for the portion of the course that they teach.

CURRICULUM APPROVAL PROCESS

An important role of the department chair is to guide the evolution and innovation of curriculum in the department. When a department wishes to add, delete, or modify courses or programs, it is the responsibility of the chair to initiate and monitor the curriculum approval process. There are two types of curriculum approvals: **Course Approvals** (these involve adding, deleting, or modifying courses) and **Program Approvals** (these involve adding, deleting, or modifying programs). Updates to the university catalog are made in Spring semesters. Because the curriculum approval process can take several months to complete, it is important to initiate course and program change requests early enough in the academic year to ensure timely approval. Chairs should pay special attention to the meeting dates for governing bodies such as the College Faculty Council (CFC), Faculty Senate and General Faculty. The CAS Deans office will distribute a list of these meeting dates early in the Fall semester.

There are different approval paths based on the anticipated impact of the curriculum proposal:

1) **Minor course changes or deletions**:
    - Affect only the department originating the proposal.
    - No more than two factors are being changed (title, credit hours, description, prerequisites, credit/no credit status). This list specifically excludes changes of course number, which are considered significant. A description change is minimal only if it is an editorial change.
    - A deletion is considered minor if no other department or unit is affected.

Minor changes or deletions require approval only through the Division level:

DEPARTMENT → DIVISION

2) New course, significant course change, or significant deletion:

A course change is considered "significant" if it meets the following criteria:

- If any other department or a unit outside of the College is affected, or
- If three or more of the following factors are changed (title, credit hours, description, prerequisites, credit/no credit status), or
- A change in course number is considered a new course—before assigning a new course number, check to see if the number you have in mind has been previously used. This information is available in the Argos data block called "Current and Previously Used Course Numbers."
- A description change that is more than editorial.

A deletion is significant if another department or unit outside of the College is affected.

New courses, significant course changes, and significant deletions require approval through the level of the College Faculty Council Curriculum Committee (CFCCC):

DEPARTMENT → DIVISION → CFCCC

3) Minimal Program Change

A program change is considered minimal if it meets the following criteria:

- The change affects only the home department, and
- There is no change in total hours in the program or the major
- There is no change in distribution of hours between upper-level and lower-level,
- There is no change in correlate courses.

A minimal program change requires approval through the level of the full College Faculty Council (CFC):

DEPARTMENT → DIVISION → CFCCC → CFC

4) New Program, program deletion, and significant program change

A program change is considered "significant" if it meets the following criteria:

- If any other department or unit outside of the College is affected, or
- If the total hours in the program r major changes, or
- If the distribution of hours between upper-level and lower-level changes

Significant program changes require approval through the level of the Faculty Senate:

DEPARTMENT → DIVISION → CFCCC → CFC→ CAS General Faculty→Academic Affairs Committee of Faculty Senate→ Faculty Senate

New programs and program deletions require approval through the level of the Washburn Board of Regents (WUBOR):

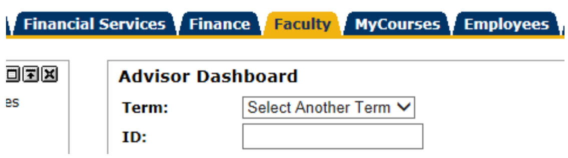
DEPARTMENT → DIVISION → CFCCC → CFC→ → CAS General Faculty→Academic Affairs Committee of Faculty Senate→ Faculty Senate→ Full Faculty→WUBOR

Curriculum Approval System

Washburn is currently transitioning to using a new electronic curriculum approval System known as CourseLeaf. We anticipate it will be ready to use late in Fall 2021. Once it is, this guide will be updated with instructions to use it. Until then, we have left the instructions for using the old systems in the guide below.

Program Approval Process

To propose a new program (major, minor or degree emphasis), or to change the curriculum of an existing program, visit the **Faculty tab** on **MyWashburn** and click on the **program approval system**, the third bullet point under the **CAS Course/Program Approval System**:



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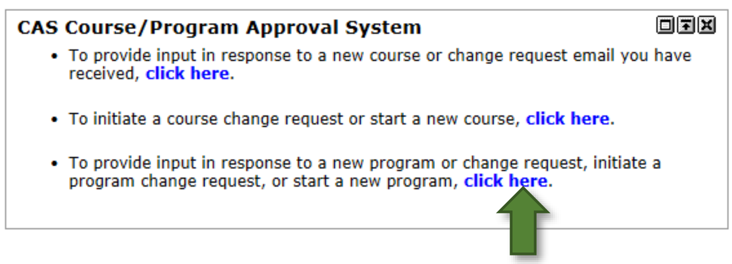
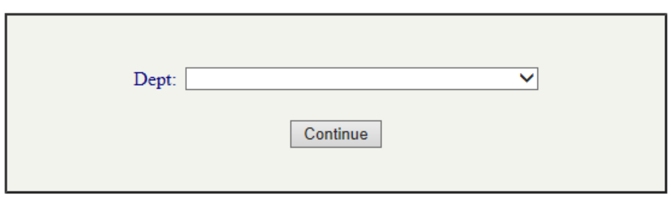


t your department:



You are then given the option to change one of your existing programs, or propose a new program:

1. Create New Program: New Program Form

2. Select an Existing Program to Change or Delete:

Current Degrees		
Bachelor of Arts in Art	Change Form	Delete Form
Bachelor of Arts in Art History	Change Form	Delete Form
Bachelor of Fine Arts	Change Form	Delete Form
Minor in Art	Change Form	Delete Form
The Bachelor of Fine Arts Degree with Teacher Licensure	Change Form	Delete Form

The program change form will then ask you to enter or modify information for the proposed or existing program:

Degree Title: Bachelor of Arts in Art
Created On: today
Last Modified: today

1. Reason for this program change?

2. Current Program description:

```
The Bachelor of Arts in Art is a degree consisting of forty (40) credit hours in Art plus
the general education requirements of the college.

Foundation Courses - 22 hours
  AR 101 Survey of Art History I (3)
  AR 102 Survey of Art History II (3)
  AR 120 Design I 2-D (3)
  AR 121 Design II 3-D (3)
  AR 131 Basic Digital Art Media (3)
  AR 140 Drawing I (3)
  AR 300-level art history (3)
  AR 402 Art Forum (1)

Elective Art Studio Courses - 18 hours
Must include 12 hours upper division studio courses chosen in consultation with an art
advisor. NOTE: Senior BA majors must present a portfolio for faculty review. All studio
art majors must enter the juried student art exhibition at least once during their
academic career.
```

3. Proposed Program description:

```
The Bachelor of Arts in Art is a degree consisting of forty (40) credit hours in Art plus
the general education requirements of the college.
```

When this is complete, the program change will enter the approval queue. The **Next** column indicates the next level of approval needed for the program change:

Washburn University
College of Arts & Sciences - Program Approval System
Approval Status

Program Name	Date Submitted	Department	Next
Bachelor of Science in Chemistry certified by the ACS - Change PDF Approval Form Edit	2017-05-04 11:00:30	CH	CAS
Minor in Applied Media - New PDF Pro Forma Approval Form Edit	2017-05-10 15:28:06	MM	BOR

The information entered via the program approval system generates the program change form that serves as the cover sheet for the curricular item as it moves through the approval process. Additional items (e.g. pro forma) may be requested to accompany your program change:

COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGE FORM

	Chair's Signature	Recommendation	Review Date
Department	Stephen Angel	Approve	2017-03-24
Division	Sam Leung	Approve	2017-04-12
Dept. of Educ. (If relates to teacher certification program.)	N/A		
Dean	Laura Stephenson	Approve	2017-04-13
Curriculum Committee	Leslie Reynard	Approve	2017-04-16
Accepted by CFC	Grace Hildenbrand	Approve	2017-05-04
CAS Faculty			

Approved By: Faculty Senate ______ University Faculty ______ WU Board of Regents ______

Program: Bachelor of Science in Chemistry certified by the ACS

1. Reason for this program change?

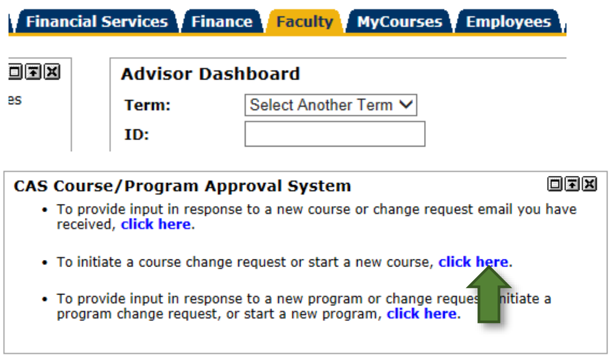
   Topics covered in added course are required to maintain accreditation of the Bachelor of Science degree in Chemistry by the American Chemical Society

2. Complete revised description.

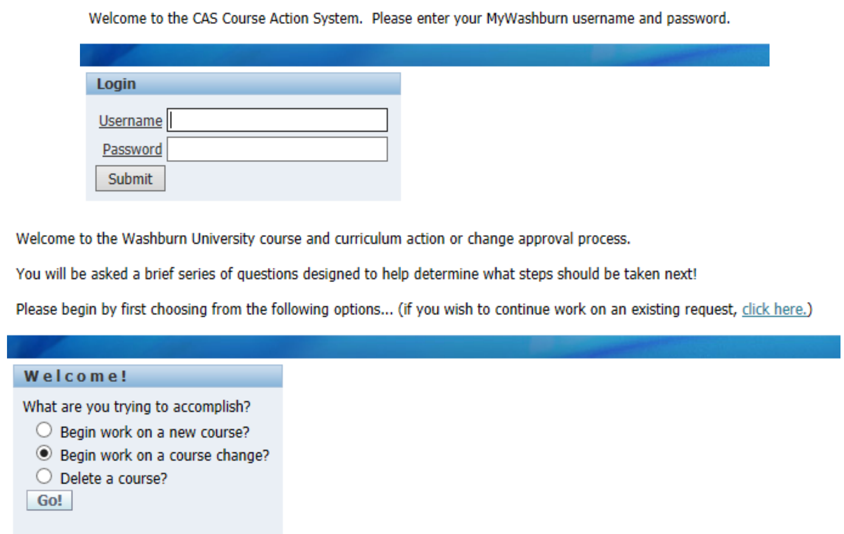
   At least 47 hours in the department are required, including the following courses and their

Course Approval Process

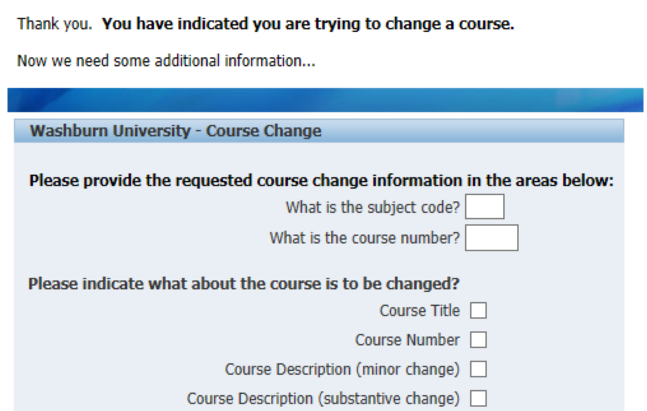
To initiate a course change, visit the **Faculty tab** on **MyWashburn** and select **course change request**, the second bullet point under the **CAS Course/Program Approval System**:



Log in using your MyWashburn credentials and then indicate if you are changing a course or proposing a new course:



Past this point, you will be guided through a series of screens requesting information about the specific course change:



Once you have completed your course change request, you can view the status of your course change by clicking on the first bullet point under the **CAS Course/Program Approval System**:

CAS Course/Program Approval System

- To provide input in response to a new course or change request email you have received, **click here**.
- To initiate a course change request or start a new course, **click here**.
- To provide input in response to a new program or change request, initiate a program change request, or start a new program, **click here**.

TH 218 Acting and Directing Workshop I New Course Approval Form	Last edit 2017-02-27 12:52:16	Theatre	VPAA APPROVED
TH 318 Acting and Directing Workshop II New Course Approval Form	Last edit 2017-02-27 09:53:12	Theatre	VPAA APPROVED
TH 212 Acting II-Text/Scene Analysis Course Deletion	Last edit 2017-02-06 17:31:18	Theatre	DEAN APPROVED

The **Next** column indicates the next level of approval needed for the program change. You can click on the new course, course change or course deletion form beneath the course title to view and/or edit your change request:

Course Deletion Request — Print version Return to List

TH 212 Acting II-Text/Scene Analysis

What is the rationale for the course deletion?

Acting II (TH212) and Directing I (TH302) will be combined into a two semester acting/directing sequence.

Is the course being deleted from the catalog being replaced with another course? N

If yes, *please explain:*

Is the content of this course being distributed to another course or group of courses? Y

If yes, *please explain:*

Course content along with TH 302 Directing will be incorporated in a 2-semester studio practicum: TH 218 - Acting and Directing Workshop I and TH 318 - Acting and Directing Workshop II.

Will the course deletion in any way alter the program leading to teacher certification? N

If yes, *please explain:*

Will the course deletion in any way affect department offerings or majors? N

If yes, *please explain:*

Initiator's E-mail Address: paul.prece@washburn.edu

DIVISION APPROVAL Y

DEAN APPROVAL Y

STUDENT PERCEPTION SURVEYS OF COURSES

CAS recognizes the value of obtaining quantitative and written feedback from students enrolled in our courses. The term "student perception form" is preferred to "course evaluation," because this type of feedback is based on student experience, and is subject to both the benefits and limitations of that perspective. For this reason, student perception forms are useful for informing teaching, but must not be the only method department chairs used to ascertain the quality of instruction. For additional means of assessing faculty teaching, please see the section on Ensuring Quality Teaching.

CAS currently utilizes a system called EvaluationKit to conduct surveys of student perceptions each semester. CAS courses use a standard set of questions, but individual departments can also choose to add their own questions to the surveys administered in their courses. To add questions, contact Assistant Dean Kelly Erby.

Department chairs/deans/authorized individuals, instructors, and students receive emails from student-perceptions@washburn.edu and notifications in Desire2Learn (D2L) when surveys are starting.

- Pre-notice emails are sent three days prior to the survey start date.
- Announcement emails are sent when the surveys open.
- Periodic reminders are sent to student non-respondents.
- Instructors receive updates on response rates.

Department chairs and instructors can login to EvaluationKIT with their Washburn email at washburn.evaluationkit.com (using the Forgot your password? link when logging in for the first time)

or through D2L, d2l.washburn.edu, by clicking this link at the bottom of the D2L home page:

Click here to access EvaluationKIT for course evaluation information and results.

Response Rates:

- Instructors are sent response rate updates via email while the surveys are open.
- Alternatively, instructors can log in to EvaluationKIT to view response rates. In EvaluationKIT, click on Response Rate Tracker under the Results tab at the top of EvaluationKIT home page.
- View enrollment number, total responded, and response rate percentage beside each course.
- Click the download icon under the View column beside any semester to download a report of response rate information by course.

Results:

- Results are not released until after final grades have been submitted. Results are confidential. Enrollments of four or less and/or responses from only one student are not reported to instructors, although chairs will have access to these results.
- Results are sent to department chairs/deans/administrators, instructors, and other authorized recipients per academic unit.
- When logged into EvaluationKIT, click on Project Results under the Results tab at the top of EvaluationKIT.
- To view an individual course section report, click on the download icon under the Report column beside any course to generate the report, then select the report format.
- You can also use the checkboxes beside each course and then click the Batch Report button to generate a report of the courses you selected in a single report.
- If you have both Instructor and Administrator types of access, you can change roles from Instructor to Administrator on the top navigation bar.
- For support with EvaluationKIT, please email student-perceptions@washburn.edu.

It is important that chairs review student perception data every semester to be aware of patterns in student feedback for courses and instructors, and to response to faculty issues in a timely manner.

DEPARTMENTAL BUDGETS

Managing departmental resources and understanding salaries is part of the chair's responsibility. Each fiscal year, chairs are provided with updated departmental budget pages, to aid in departmental management and use of resources.

An academic department's budget is divided into two main parts: **Salaries** and **Other Operating Expenses (OOE)**. These two components are totaled to ascertain the department's total budget.

One of the key components to a budget is the **FOAPAL**. This is a string of numbers used to allocate and draw funds to and from specific budget lines. The acronym stands for **Fund, Organization, Account, Program, Activity and Location**. Fund and Program will never change, because these represent Washburn University (Fund 100000) and the College of Arts & Sciences (Program 11000), respectively. Activity and Location codes are seldom used by academic departments.

							2016-2017	
Banner FOAPAL							Original Budget	
F	O	A	P	A	Pos #	Name & Position Description	FTE	Amount
						SUPPLIES & OPERATING EXPENSE		
100000	310420	700010	11000			Telephone - Long Distance Charges	0.00	25.00
100000	310420	700030	11000			Telephone - ITS Data Line Charges	0.00	200.00
100000	310420	700100	11000			Postage	0.00	100.00
100000	310420	700210	11000			Copier Charges	0.00	1,200.00

The two most important numbers in your department's FOAPALs are the **Organization** (your department's code) and the **Account** (the specific line in your budget). The other numbers are generally fixed. In the example above, the Account number for Copier Charges is 700210 and the Department's Organization number is 310420. Therefore the FOAPAL 100000-31420-700210-11000 is used on all departmental charges related to copy costs and copier maintenance (e.g. new toner cartridges).

Faculty & Staff Salaries

Below is given a sample of the Salary portion of a budget page.

F	G	H	S	T	U	V	AE
		2016-2017				2016-2017	
		Original Budget			Hrs.	Revised Budg	
Pos #	Name & Position Description	FTE	Amount	Hr. Rate	Wkd.	FTE	Amount
	FACULTY 10 MONTH						
000155	Professor/Chair (EINSTEIN)	1.00	89,049.00		0	1.00	89,164.00
	Subtotal	1.00	89,049.00			1.00	89,164.00
	FACULTY 9 MONTH						
000152	Lecturer (VACANT)	1.00	45,000.00		0	1.00	45,000.00
000153	Professor (WATSON)	1.00	70,000.00		0	1.00	72,793.00
000154	Professor (CRICK)	1.00	64,000.00		0	1.00	70,539.00
000947	Asst. Professor (TESLA)	1.00	53,000.00		0	1.00	53,957.00
	Subtotal	4.00	232,000.00			4.00	242,289.00
	NON-EXEMPT						
000157	Lab Supervisor (SMITH)	1.00	33,000.00	15.87	2080	1.00	39,408.00
000158	Senior Administrative Assistant (JONES)	1.00	24,000.00	11.54	2080	1.00	24,000.00
	Subtotal	2.00	57,000.00			2.00	63,408.00
	OTHER						
P99982	Other Exempt Pool	0.00	-		0	0.00	-
C99982	Other Non-Exempt Pool	0.00	1,610.00		0	0.00	1,610.00
S99982	Student Pool	0.00	4,266.00		0	0.00	4,266.00
A99982	Adjunct Pool	0.00	21,297.00		0	0.00	21,297.00
	Other Salaries	0.00	-		0	0.00	-
	Uncommitted Salaries/Wages	0.00	-		0	0.00	5,000.00
	Subtotal	0.00	27,173.00			0.00	32,173.00
	TOTAL SALARIES & WAGES	7.00	405,222.00			7.00	427,034.00

In this example, the department has four tenure-track faculty and two staff members. These is one faculty lecturer line that is currently vacant, possibly due to a resignation or a failed search. The faculty are salaried and the staff members are paid hourly, although total yearly compensation is displayed for all employees. The department also has salary budget lines for student workers and adjuncts. Each employee has a position number that identifies them, as does each pool.

While the specific accounting of faculty and staff salaries is handled by the CAS Office and the VPAA, there is value in understanding the dynamics of salary calculations. Budget pages state the total salary for each position, but also contain more detailed calculations for each salary, as show in this sample page:

		2016-2017 Revised Budget									
Pos #	**Name & Position Description**	**Base Amt**	**Merit**	**Stipend Inc**	**Promotion**	**Stipend**	**Budget Cut**	**Transfers**	**Entry Level**	**Amount**	**ftnt**
	FACULTY 10 MONTH										
000155	Professor/Chair (EINSTEIN)	75,000.00	1,425.00	178.00	-	12,561.00	-	-	-	89,164.00	(1)
	Subtotal	75,000.00	1,425.00	178.00	-	12,561.00	-	-	-	89,164.00	
	FACULTY 9 MONTH										
000152	Lecturer (VACANT)	50,000.00	-	-	-	-	-	(5,000.00)	-	45,000.00	
000153	Professor (WATSON)	70,000.00	1,293.00	-	-	1,500.00	-	-	-	72,793.00	(2)
000154	Professor (CRICK)	64,000.00	1,139.00	-	5,400.00	-	-	-	-	70,539.00	
000947	Asst. Professor (TESLA)	53,000.00	957.00	-	-	-	-	-	-	53,957.00	
	Subtotal	########	3,389.00	-	5,400.00	1,500.00	-	(5,000.00)	-	242,289.00	
	NON-EXEMPT										
000157	Lab Supervisor (SMITH)	33,000.00	583.00	-	-	5,825.00	-	-	-	39,408.00	
000158	Senior Administrative Assistant (JONES)	24,000.00	-	-	-	-	-		-	24,000.00	
	Subtotal	57,000.00	583.00	-	-	5,825.00	-	-	-	63,408.00	
	OTHER										
P99982	Other Exempt Pool	-	-	-	-	-	-	-	-	-	
C99982	Other Non-Exempt Pool	1,610.00	-	-	-	-	-	-	-	1,610.00	
S99982	Student Pool	4,266.00	-	-	-	-	-	-	-	4,266.00	
A99982	Adjunct Pool	21,297.00	-	-	-	-	-	-	-	21,297.00	
	Other Salaries	-	-	-	-	-	-	-	-	-	
	Uncommitted Salaries/Wages	-	-	-	-	-	-	5,000.00	-	5,000.00	
	Subtotal	27,173.00	-	-	-	-	-	5,000.00	-	32,173.00	
	TOTAL SALARIES & WAGES	**########**	**5,397.00**	**178.00**	**5,400.00**	**19,886.00**	**-**	**-**	**-**	**427,034.00**	

Each faculty and staff member has a **Base Salary**, which is compensation for their core duties. Sometimes this value is altered for the next fiscal year, due to promotion, merit increases or other adjustments. In the example, all of the professors were given **Merit** increases, and Dr. Crick was provided a salary increase due to his promotion from Associate Professor to Full Professor.

You may also notice that Professor Einstein and Professor Watson receive **Stipends**. These are compensation amounts for administrative duties performed by certain faculty members. Any time a stipend is provided, a footnote is entered for that budget line describing the basis for the stipend. In our example, the footnotes for Einstein and Watson read:

55	FOOTNOTES	
56		
57	(1)	Einstein includes an administrative stipend of $3,000 as Chairperson
58		10-month coverage stipend of $9,739, 9-month base salary $75,000.
59		
60	(2)	Watson includes $1,500 administrative stipend for New Faculty Mentor
61		Coordinator duties. Stipend will be returned to VPAA should
62		Coordinator duties be relinquished.
63		

Einstein's stipend is for his role as department chair; this is divided into a $3,000 fixed stipend and a coverage stipend of 12.5% for taking on a 10-month contract. Watson's stipend is for his services as coordinator of the New Faculty Mentor program. Stipends are kept separate from the Base Salary so that if an employee should step down from an administrative role the compensation can be easily separated from their salary calculation without affecting the Base.

One final thing you may note in the salary calculations is that the Vacant Lecturer position's salary has been reduced by $5,000. This is likely because the outgoing faculty member was paid at a higher rate than will be offered to new applicants.

Other Operating Expenses (OOE)

Chairs maintain a great deal of control over use of their OOE budgets. This portion of the budget is used to pay for goods and services required by the department. This encompasses everything from office supplies to equipment purchases to travel reimbursements. The following is a sample of a departmental OOE budget:

	A	B	C	D	E	F	G	H	S
1								2016-2017	
2	Banner FOAPAL							Original Budget	
3	F	O	A	P	A	Pos #	Name & Position Description	FTE	Amount
5							SUPPLIES & OPERATING EXPENSE		
6									
7	100000	310420	700010	11000			Telephone - Long Distance Charges	0.00	25.00
8	100000	310420	700030	11000			Telephone - ITS Data Line Charges	0.00	200.00
9	100000	310420	700100	11000			Postage	0.00	100.00
11	100000	310420	700210	11000			Copier Charges	0.00	1,200.00
13	100000	310420	700997	11000			Internal Charges - UMAPS	0.00	100.00
14	100000	310420	710100	11000			Student Program Expense	0.00	500.00
15	100000	310420	710500	11000			Professional/Scientific Supplies	0.00	18,000.00
16	100000	310420	710520	11000			Chemicals	0.00	6,000.00
17	100000	310420	710600	11000			Stationery & Office Supplies	0.00	2,000.00
18	100000	310420	710610	11000			Computer Supplies	0.00	100.00
19	100000	310420	723200	11000			Professional & Scientific Equip	0.00	6,000.00
20	100000	310420	726000	11000			Computer Equipment	0.00	500.00
21	100000	310420	726100	11000			Computer Software Purchases	0.00	207.00
22							TOTAL SUPPLIES & OPERATING EXPENSE	0.00	34,932.00

Most departmental OOE budgets have several different Accounts with funds intended for specific needs. The OOE is organized in this fashion to better account for specific expenditures. Overspending or underspending in a particular account is not a problem, so long as the total OOE limit is observed. A department could, for instance, spend more than anticipated on office supplies in a given year and compensate for that by spending less on copier costs. You can also use FOAPALs for accounts not specifically listed on your budget page. The balance in each individual account is relatively inconsequential; the most important objective is to stay within your department's total allocated OOE in a given fiscal year.

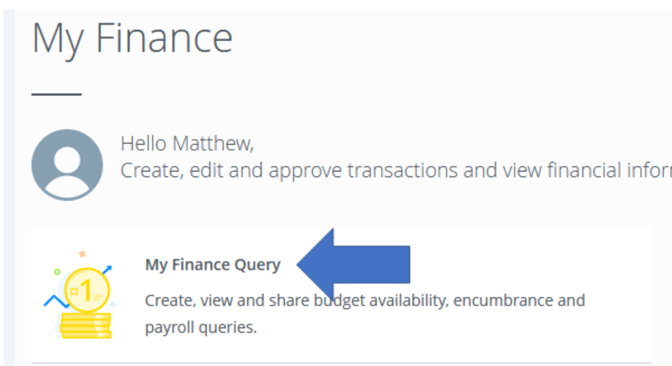
Most purchases in an academic department are handled by the administrative assistant, and so chairs need not become experts in the purchasing process. However it is important for chairs to keep track of their OOE during the year, with an eye towards total amount spent. The easiest way to do this is to run a **Banner Budget Query** periodically. This process is covered in the next section. Towards the end of the fiscal year, chairs will often use any residual OOE funds to make year-end purchases for the department.

Banner Budget Queries

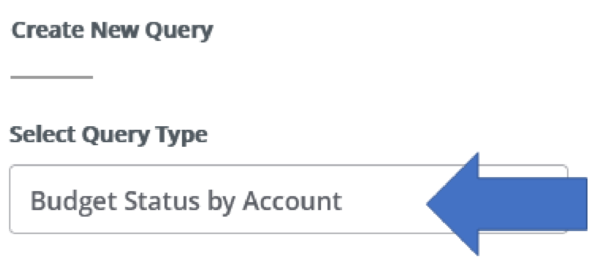
Tracking Year-to-Date OOE Expenses

It is important for department chairs to keep track of the **Other Operating Expenses (OOE)** budget for their department. While administrative assistants generally handle the day-to-day purchasing, it is advisable for chairs to check their **Year To Date (YTD**) OOE costs periodically, particularly near the end of the fiscal year. The easiest way to track OOE is to run a **Banner Budget Query**.

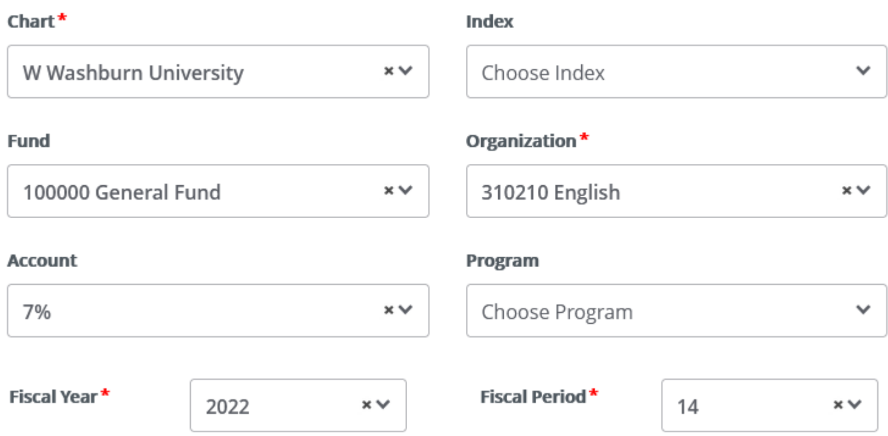
Queries can be made through the **Finance Tab** on **MyWashburn**. Under that tab, click **My Finance Query**.



On the next screen, choose **New Query** and **Budget Status by Account**:



The next screen will ask which account(s) you wish to query. We've provided a short version of getting through this screen, and also a long explanation if you want to know more details about these queries. For OOE budget queries, you need only enter **W under Chart**, **100000 under Fund**, **your Departments Org # under Organization** and **7% under Account**. Your screen should look something like this (using English Dept as an example):



SHORT EXPLANATION OF THE ABOVE

For this screen, the only number unique to your department is the **Organization** number, which is your department's specific code. After entering that, simple enter the other information using the exact values shown above.

LONG EXPLANATION

- Recall from the discussion on **FOAPALs** (see previous section on Departmental Budget Pages), that **Fund** numbers are identical for all of Washburn, so that will always be 100000.

- The W in **Chart of Accounts** stands for Washburn and never changes. The only other Chart codes are for Washburn Tech and the Washburn University Foundation.

- All accounts relating to OOE start with the number 7. Banner uses % as a wildcard, so by using your department's Organization code and entering 7% into the **Account** line, we are querying all OOE accounts in your department. If we wanted to check all wage funds in the department, we would enter 6%, as all salary accounts begin with the number 6.

- **Fiscal Year** is whatever year you wish to query. **Fiscal period** is the specific month of that year. Since Washburn's fiscal year begins in July, Month 1 is July and Month 12 is June. Entering Fiscal Period 14 indicates that you want the records for the entire year (or year to date if the fiscal year is still in progress), which is the most common option to use.

- **Comparison Fiscal Year and Fiscal Period** can be used if you want to compare the current year's expenses to a previous year and/or month.

For display options, you can safely leave all of the boxes checked, but this can make the display a bit overwhelming to read. For OOE, it is often easiest to check only **Adjusted Budget**, **Year-to-Date**, **Commitments** and **Available Balance**.

Once you've entered the information as indicated above, click **Submit Query** and you will get an up-to-date look at your OOE budget and expenses. For brevity, this example only shows a portion of the accounts:

As of Jun 05, 2017

Chart of Accounts	W Washburn University	Commitment Type	All
Fund	100000 General Fund	Program	All
Organization	310420 Chemistry	Activity	All
Account	7%	Location	All

Query Results

Account	Account Title	FY17/PD14 Adjusted Budget	FY17/PD14 Year to Date	FY17/PD14 Commitments	FY17/PD14 Available Balance
700010	Telephone - Long Distance Charges	25.00	0.00	0.00	25.00
700030	Telephone - ITS Data Line Charges	200.00	0.00	0.00	200.00
700100	Postage	100.00	25.26	0.00	74.74
700110	Freight and Express Delivery	0.00	37.73	0.00	(37.73)
700210	Copier Charges	1,200.00	1,595.28	0.00	(395.28)
723200	Professional & Scientific Equip	22,500.00	3,392.29	0.00	19,107.71
726000	Computer Equipment	2,500.00	751.39	0.00	1,748.61
726100	Computer Software	0.00	1,003.11	0.00	(1,003.11)
Report Total (of all records)		64,333.79	49,878.58	0.00	14,455.21

You can see in this example, the department budgeted $100 for postage, but has only spent about $25. Similarly, they budgeted $1200 for copies charges, but went over that by about $400. Remember that it's okay to overspend in a specific account as long as your total OOE expenses don't exceed the total OOE budget. In this example, the department still has $14,455 to spend before the end of the year, primarily because they haven't spent much on scientific equipment. A common strategy is to spend conservatively during the year and then use any residual funds to purchase much-needed items for the department at the end of the fiscal year.

Note that the third column is labeled **Commitments**. This category is for purchases that have been requested but have not yet posted to the account. This is usually for items that have been ordered but not yet delivered and therefore haven't been paid for yet. In our example, there are no values in that column because the department has no outstanding purchases/orders. Don't ignore the Committed column when working out OOE; these values represent amounts that will be deducted from your budget and so need to be accounted for in your total.

Note that all budget query information can be exported into MS Excel if you want to keep your own records offline.

Tracking Specific Purchase Information

While the administrative assistant for a department generally keeps track of purchasing, there are times when the department chair wants to recall details of the specific purchases made in a particular account. The main Banner Budget Query page only provides total expenses made in a particular account. To obtain itemized details, click on the **Year-To-Date** value for a specific account:

Query Results

Account	Account Title	FY17/PD14 Adjusted Budget	FY17/PD14 Year to Date	FY17/PD14 Commitments	FY17/PD14 Available Balance
723200	Professional & Scientific Equip	22,500.00	3,392.29	0.00	19,107.71
726000	Computer Equipment	2,500.00	751.39	0.00	1,748.61
726100	Computer Software	0.00	1,003.11	0.00	(1,003.11)
Report Total (of all records)		64,333.79	49,878.58	0.00	14,455.21

Doing so will bring up the list of transactions made on this account:

Chart of Accounts:	W Washburn University	Commitment Type:	All
Fund:	100000 General Fund	Program:	All
Organization:	310430 Biology	Activity:	All
Account:	723200 Professional & Scientific Equip	Location:	All

Document List

Transaction Date	Activity Date	Document Code	Vendor/Transaction Description	Amount	Rule Class Code
Jun 05, 2017	Jun 05, 2017	I0324755	University of Kansas Medical Center	3,080.00	INNI
Mar 03, 2017	Mar 03, 2017	I0319527	VISA Card Center	167.06	INNI
Sep 16, 2016	Sep 17, 2016	I0309648	VISA Card Center	145.23	INNI
Report Total (of all records):				3,392.29	

In this example, three transactions have been made by the Biology Department. The two that read "Visa Card Center" were made on the department's purchase card. The other transaction was made by check or purchase order to KU Medical Center. Clicking on the Document Code link provides more specific information:

Vendor:	W20139381	University of Kansas Medical Center
	Acct # RFF10230	
	Mail Stop 3038	
	3901 Rainbow Blvd	
	Kansas City, KS 66160-7400	
Collects Tax:	Collects No Taxes	
Discount Code:		
Currency:		

Invoice Commodities

Vendor Invoice:	2882	Vendor Inv Item	1

Item	Commodity	Description	
1		Human cadavers	

This page informs us that the expense was for human cadavers for the Anatomy Lab.

There are additional budget reports that can be acquired from Banner, but these most basic functions are the most useful for department chairs. Regularly tracking and documenting your department's expenses and budget situation will help you to effectively plan for the needs of your faculty and students.

FACULTY TRAVEL

Trip Authorization

Information for faculty traveling for professional or scholarly purposes can be found here. CAS Faculty should complete an out-of-town or in-town travel authorization request form for any trip involving university business or scholarly work, regardless of whether or not reimbursement is sought. This is to ensure coverage of faculty by our insurance plan during any trips and that the department chair and dean are aware of all work-related travel activities. Faculty do not need to complete an authorization form for a personal trip, nor should they expect insurance coverage for one. However, faculty are expected to obtain their department chair's permission for any absences from work or cancelled classes.

Travel Reimbursements

CAS faculty who are on an annual contract may request funding to offset the costs of travel. Authorized trips for which funding is requested must involve attendance or participation at an academic conference, symposium or other academic venue. Requests for travel reimbursement must be approved before the trip is taken. CAS Associate Dean Kelly Erby generally sends out a call for travel funding requests in August or September. Faculty are encouraged to submit requests early for any and all travel they anticipate in the coming academic year. It is not a problem to plan a trip and then later cancel; the funds are simply reallocated to other applicants.

Up to $1,100 of CAS funds can be awarded for a trip involving presentation of scholarly work at a conference. Faculty also have access to up to an additional $550 to attend a conference in any capacity. Faculty must provide documentation of conference registration and/or participation (e.g. letter of acceptance) prior to reimbursement.

Travelers should keep all receipts and other relevant documentation for activities requiring reimbursement. The following are authorized expenses and may be reimbursed:

- AIRFARE
- LODGING
- AUTO MILEAGE
- AUTO RENTAL
- MEALS (always obtain itemized receipts – alcohol costs cannot be reimbursed)
- TOLLS, TAXIS & PARKING
- CONFERENCE FEES

Upon return, faculty should complete a Travel Expense Report Form and submit it, along with receipts, to Toni Lewis in the CAS Dean's Office.

More detailed information about faculty travel is available here.

Chairs Travel

CAS Department Chairs can make travel requests to conferences, symposia, workshops, etc. specifically oriented towards professional development for department chairs or involving program accreditation. These requests should be made directly to CAS Dean Laura Stephenson. Generally, these trips are not subject to the $1,100 cap and are independent of a chair's other requested faculty travel.