Department Chair Handbook

OLD DOMINION UNIVERSITY

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This document is meant to serve as a guide and not a policy document. For specific policies, chairs should consult the university policy directory, faculty handbook, or classified staff handbook.

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APPENDICES ....

Department Chairs

I. The chair is an administrative officer of the university, and the chief executive officer of a department. The chair has primary responsibility for the development of quality programs in instruction, research, and professional service within the department.

II. Within the context of university and college policy and governance structure, the chair's responsibilities include, but are not limited to, the following:

   A. The administration of university and college policies at the departmental level;
   B. The development of departmental short- and long-range plans and the evaluation thereof;
   C. The definition of the role of the discipline and department in the college and university and of its relationship to the needs of the community and state;
   D. The development of departmental curricula;
   E. The maintenance of an effective advising system within the department;
   F. The preparation and administration of the departmental budget;
   G. The administration of the departmental office and facilities and the supervision of the departmental staff;
   H. The provisions of leadership in the development of faculty in teaching, research, and professional service;
   I. The evaluation of faculty performance in teaching, research, and professional service, and of all departmental staff;
   J. The promotion of an effective equal opportunity/affirmative action program within the department;
   K. The recruitment and reappointment of faculty and the recommendation of them for tenure, promotion, and salary increases;
   L. The promotion of the welfare of faculty, staff, and students;
   M. The maintenance of liaison with other academic and administrative units of the college and university, and with appropriate external agencies.

III. The chair shall be a full-time member in the department appointed by the dean after survey of the full-time faculty of the department, and with approval of the provost and vice president for academic affairs. In the case of internal appointments, except in the absence of a viable candidate or reasonable consensus among the faculty, the chair shall be a tenured member of the department.

   A. The chair normally serves a three-year appointment. When the term of a chair is ending, the dean shall notify the department no later than February 1, and invite anonymous written comments on the chair's performance from all full-time faculty of the department. Such response shall be submitted on a survey instrument appropriate to the department, to be developed by the dean in consultation with the Promotion and Tenure Policy Committee of the Faculty Senate and with the provost and vice president for academic affairs. The dean, taking into account the survey results, shall recommend to the provost and vice president for academic affairs either (a) reappointment of the incumbent chair, (b) appointment of a new chair from within the department, or (c) appointment of a new chair to be recruited from outside the department. Subsequent to the approval of the recommendation by the provost and vice president for academic

affairs, the dean shall make a written report to the departmental faculty, summarizing important conclusions of the evaluation and announcing the decision.

B. A person normally may serve no more than two consecutive terms as chair; however, if the departmental survey reasonably supports such conclusion, the dean may reappoint for one additional term subject to the approval of the provost and vice president for academic affairs. Appointment exceeding three consecutive terms may be made only in extraordinary circumstances with approval of the provost and vice president for academic affairs and the president, and with full explanation to the faculty of the department of the reasons therefore.

C. Termination of a chair's appointment prior to its normal expiration date may be effected by the dean for reasonable cause, subsequent to consultation with faculty of the department and approval by the provost and vice president for academic affairs.

IV. The annual evaluation of performance of all chairs is the administrative responsibility of the dean and will be conducted by the dean. The evaluation shall be based on annual identification and accomplishments of each chair's goals and objectives established in collaboration with the dean and conducted each spring prior to the salary adjustment process. Deans are encouraged to solicit anonymous comments from all full-time faculty in the department. The evaluation results shall be discussed with the chair and reported to the provost and vice president for academic affairs.

V. The chair does not hold tenure in the administrative office. In cases in which persons are recruited from outside the university to serve as chairs, recommendations for academic tenure effective upon initial appointment shall normally follow the established tenure review process. If time constraints preclude full employment of the regular tenure review process, academic tenure on initial appointment will be recommended by the president to the Board of Visitors if (a) the dean so recommends after consultation with tenured faculty of the department, and (b) the provost and vice president for academic affairs approves.

- Approved, as revised, by the Council of Academic Deans May 1978
Revised by the president January 9, 1990
February 27, 2007

Evaluation

Evaluation

Classified Employees

There is a classified employee handbook at ODU, online at:
https://www.odu.edu/content/dam/odu/offices/human-resources/docs/classified-employee-handbook.pdf. The relevant sections of that document are "The Performance Management Process" and "Performance Planning and Evaluation," both listed under the "Policies and Procedures" section. These sections are short and you should read them. A few key points are included here. There is a yearly evaluation cycle that starts on October 25 with the employee and supervisor creating a performance plan that includes tasks and measures as well as professional development goals. This performance plan must be certified in the Position Action, Performance Evaluation & Recruitment System (PAPERS) https://www.odu.edu/facultystaff/employee-services/papers by December 1. During the year you should document specific instances of exceptional or deficient performance as well as give feedback to the employee. There is an annual evaluation conducted between mid-August and October 24. You may assign one of three ratings to a classified employee.

- *Contributor* is the usual rating, and indicates that the employee has met or exceeded expectations. This is truly considered a good rating and most employees will receive this rating

- *Extraordinary contributor* is for exemplary performance. If you assign such a rating it must be backed up by at least one documented Acknowledgement of Extraordinary Contribution. It is easiest to assign this rating if you have documented such performance during the year.

- *Below contributor* is for performance that fails to meet expectations. It must be accompanied by at least one Notice of Improvement Needed/Substandard Performance or Written Notice and must include a performance plan.

If you have a classified employee who is not doing a good job, you must document that poor performance in order to fire that individual.   Be careful not to assign a rating of *Contributor* to an employee that is not performing adequately. Give honest feedback throughout the year so that the employee has a chance to adjust their performance. This does not come naturally to academics. One final word of advice: as a chair you should not be the direct supervisor of too many classified employees. Ideally you would have one office manager who supervises some of all of the other classified staff.

Performance bonuses for classified and hourly staff may be awarded if the staff has been identified as an extraordinary contributor. Both hourly and classified bonus payments must be sent to Human Resources on a specific "immediate recognition" type form for review, monitoring and tracking. Once Human Resources has logged in the bonus payment, the forms are sent directly to the Payroll Office for payment processing. Approval of the supervisor, budget unit director, and respective vice president is required. Details are available at https://www.odu.edu/facultystaff/awards-recognition.

Professional and Administrative Faculty

Professional Faculty: Professional faculty positions require advanced learning and experience acquired by prolonged formal instruction and/or specialized work experience. This category is normally limited to librarians, counselors, coaches, lawyers, and other professional positions serving education, research, athletic, student affairs and development functions.

Administrative Faculty: Administrative faculty perform work directly related to the management of the educational and general activities of the institution, department or sub-division. Incumbents in these positions have a reporting relationship normally no lower than three levels below the president.

The Administrative and Professional Faculty Guidebook can be found at http://www.odu.edu/facultystaff/employee-services/handbooks. The relevant section is on page 46, Performance Appraisal. Because there are many different types of administrative and professional faculty, the appraisal process may differ from one employee to the next. However, a consistent, well defined and documented process is required. Performance planning or objective setting should occur at the beginning of the performance review period. For newly hired administrative and professional (AP) faculty, objectives should be determined shortly after employment. Annual performance reviews are due around the beginning of June.

For many of the University's AP faculty the performance review period will be from May through April in order to align with the salary increment determination process. However, other departments (for reasons such as promotion review) may establish alternative evaluation periods. The performance review period should encompass a twelve-month time period (or as close to that time period as possible). Performance review periods other than May through April should be reported to the vice president for human resources. Periodic communication regarding accomplishments and deficiencies should be provided during the performance review period as well. Key components of the reviews include:
- A performance appraisal conference is required;
- Performance appraisal conference documentation or performance evaluation instruments must be signed and dated by the evaluator and the employee;
- Completed performance evaluation instruments or performance appraisal conference documentation must be submitted to Human Resources for filing in the employee's official personnel folder.

A self-evaluation component of the evaluation process is highly recommended. AP faculty should prepare a self-assessment and present it orally or in writing to the immediate supervisor preceding the annual evaluation conference. The self-evaluation will assist the supervisor in establishing the performance rating. Additional performance-related information may be obtained from individuals who worked with the employee being reviewed or are supervised by the employee being reviewed. The supervisor will conduct a performance appraisal conference with the employee. The purpose of this conference is to promote exchanges of ideas, perceptions, and relevant information.

The results of the performance evaluation conference will be documented and signed by the supervisor and/or budget unit director as appropriate. The employee being evaluated will also sign the document. The documentation should be forwarded confidentially to the Department of Human Resources. The written report will identify significant achievements, concerns, directions and

issues related to the past performance and future development of the employee. The employee being reviewed may attach comments concerning the documented evaluation.

Performance bonuses for administrative and professional faculty may be awarded. Faculty administrator recognition bonus payments are all performance based and after receiving approval, should be sent directly to Human Resources on a specific "immediate recognition" type form for processing. Approval of the supervisor, budget unit director, and respective vice president is required. Details are available at https://www.odu.edu/facultystaff/awards-recognition.

Faculty

The Teaching and Research Faculty Handbook http://ww2.odu.edu/ao/facultyhandbook/index.php has a lot of detail about evaluating faculty. In addition, there is an Appendix that lays out the schedule for all personnel actions related to faculty.

Tenure Track Faculty

Untenured faculty who are on the tenure track are evaluated annually to determine whether or not they should be reappointed. The evaluation begins with the faculty member submitting their teaching portfolio review materials (see teaching evaluation below) to the chair, who transmits these materials to the teaching portfolio review committee. That committee writes an evaluation and recommendation regarding reappointment and submits that to the chair. That report is combined with the rest of the materials submitted by the faculty member and evaluated by the department promotion and tenure committee, which writes an evaluation and recommendation. The package is then considered by the chair, the college P&T committee, the dean, and the provost. At each step an evaluation and recommendation to reappoint or not reappoint is written. Each evaluation letter must be copied to the faculty member at the time when the package goes to the next level. All of these letters should be kept in the faculty member's file maintained by the department.

The schedule for this evaluation is different in the first year of service compared to the second and subsequent years of service. However, in the first year this evaluation is somewhat proforma since there is not much to base it on. Faculty members who started in August have to submit their materials by December 15, and it must include a teaching portfolio review, so this means that the faculty must submit the teaching portfolio for review earlier. Faculty who start in January have to submit their materials on January 31, just two weeks after they start, but in this one case the teaching portfolio review is not required.   In the second and subsequent years, the review process begins on September 1.

There are a few things you can do to help this process run smoothly. The first is to be very aware of the schedules for evaluation in the Teaching and Research Faculty Handbook and make a plan for what needs to be done over the course of the next year in the summer. Discuss this process with new faculty members so that they understand what they have to have ready and by when. Discuss also what kind of materials the faculty member will need to produce for annual, pre-tenure, and tenure reviews so that he/she can start maintaining these items in the necessary

format. Remind the affected faculty about upcoming deadlines each year and remind the evaluation committees (teaching portfolio review and P&T) when their service will be needed and what their deadlines are. Make sure the faculty members are getting appropriate mentoring on what kind of materials must be submitted and how this information must be presented, ideally from you as well as from relevant senior faculty.

Your evaluation and recommendation for reappointment should address teaching, research, and service separately, including a summary of the faculty member's accomplishments and an evaluation of whether or not the faculty member is making good progress toward tenure. The goal of this evaluation is to justify your decision to recommend reappointment *and* to give valuable written feedback to the faculty member. Therefore it is important to mention areas where more attention is needed, but not to be excessively negative. Similarly it is important not to write a letter that is much more positive than the actual situation warrants. This is not a letter of recommendation.

Tenured faculty are evaluated once per year. They must submit their materials to the chair by Feb. 1 (see Schedule of Annual Evaluation of Tenured Faculty). Some departments ask the faculty to submit their accomplishments for the previous calendar year on a Faculty Information Sheet and others simply use the information that is in the Faculty Activity System. Either way, the faculty member should submit an updated (with date on the first page) CV, which must be maintained in the dean and department offices. The chair's evaluation should address teaching, research, and service separately. Check with your dean and with the other chairs to see if there is a "grading" scale in use. Ideally you would use something like Excellent, Very Good, Good, Fair, Poor and have guidelines explaining what kinds of accomplishments would qualify for the various ratings. If your college has these guidelines make sure they are distributed to the faculty. If not, you should consider developing something for your department and/or ask a faculty committee to weigh in. Your evaluations are due to the dean on March 1. Some chairs find it useful to provide a rating to teaching, research, and service separately, as well as an overall rating.

Writing the evaluations of tenured faculty is one of the most difficult jobs that the chair must do. If you have been a member of the department for a long time, it is hard to evaluate your friends and colleagues. There are a couple of things you can do to make the process as smooth as possible. First, having a clear set of guidelines for what each rating means is critical. It is important the rating of "Good" be understood to actually be good. A faculty member who has a rating of "Good" is meeting expectations in teaching, research, and service. Faculty are used to excelling and everyone will expect to have a rating of "Excellent" if there are no clear guidelines in place. Secondly, it is a good idea to provide a "draft" of the evaluation to the faculty members before they need to be turned in to the dean. Invite the faculty members to come to talk to you if they have any questions or concerns about the evaluation. That gives you a chance to correct mistakes, add things that were left off of their submitted information, correct any misunderstandings about the value of a particular accomplishment, etc. Even if no changes are ultimately made to the evaluation, it is very valuable for each faculty member to talk with the chair at least once per year about their work and plans for the future. It is wise to ask each faculty member what they need to be successful or how the department can help them.

When there are merit raises to be distributed, the chair recommends to the dean a raise for each faculty member, based on these evaluations. For that reason the evaluation carries a lot of

weight. However, when there are no merit raises, a disconnect can develop between how hard a faculty member works and whether he/she feels appreciated. The faculty evaluation is one way to acknowledge accomplishments in teaching, research, and service that are especially meritorious.

Evaluation of Lecturers, Senior Lectures and Master Lecturers

Page 60 of the Teaching and Research Faculty Handbook http://www.odu.edu/facultystaff/employee-services/handbooks addresses the evaluation of lecturers, senior lecturers and master lecturers.

Persons initially appointed at the rank of lecturer, senior lecturer and master lecturer will be evaluated and a decision made concerning their reappointment on an annual basis. The total evaluation of teaching must include evaluation by Peer Review of Portfolio and student opinion surveys. Colleges may choose to use additional methods.

Reviews of portfolios should be conducted annually for lecturers, and every three years for master lecturers and senior lecturers. During the fall semester of the fifth year of service, persons holding the rank of lecturer, senior lecturer and master lecturer will receive a major faculty review. This process starts with the faculty member submitting his/her teaching portfolio to the chair by September 1. This review will include an in-depth evaluation of the individual's teaching effectiveness and other professional activities, as well as the needs of the department. The purposes of this review shall be to evaluate the individual's performance and determine whether he or she should be retained beyond the fifth year. An evaluation report should be submitted to the provost and vice president for academic affairs following completion of the review at the college level.

Evaluation of Adjunct Faculty

The Adjunct Faculty Handbook can be found at http://www.odu.edu/facultystaff/employee-services/handbooks Page 22 states "The Department Chair or Program Director will evaluate the performance of each adjunct faculty member. Such evaluations may be based upon classroom observation, course portfolios, grade distributions, student evaluations, and/or any other pertinent materials or information."

Pre-Tenure, Tenure, and Promotion to Full

All submissions for review for pre-tenure, tenure and promotion must be submitted electronically via the secure site maintained by Academic Affairs for this purpose.
The timing of the pre-tenure, tenure, and promotion to full reviews is detailed in the Teaching and Research Faculty Handbook. For pre-tenure and tenure reviews, the timetable depends on whether the faculty member started in August or January. Pre-tenure review occurs during the spring (fall) of the third year of service for a faculty member who started in August (January) with no teaching experience when he/she was hired. The tenure review process takes more than one year, beginning in May (November) for faculty who were hired in August (January). The first step in the tenure process is the identification of external reviewers, which must be approved

by the dean and the provost. There is no substitute for reading the several relevant sections of the Teaching and Research Faculty Handbook to guide you through these processes.

It is important to make sure that all untenured faculty get appropriate mentoring on how to navigate the promotion and tenure process from the very beginning of their service. Each department should have written guidelines about what is expected for a successful tenure application and how that will be evaluated. Mentoring should come both from the chair and from at least one designated senior member of the faculty. Each faculty member should be given all the necessary tools and support to be successful. As chair you can help the pre-tenure, tenure, and promotion processes go smoothly by reminding the faculty member about this process and the timing, making sure that all the needed information is gathered and in the proper format, and making sure that the materials are available to the Department P&T committee on time.

Workload report

A workload report has to be filled out and submitted for each full-time faculty member in both fall and spring. The goal of the workload report is to demonstrate that each faculty member has a workload that is the equivalent of 12 credit-hours per semester.

Please see appendix for the excel spreadsheet that is used to complete the workload report.

Teaching loads vary by college and by department, but for tenure-track faculty, it is expected that about three credit-hours of the workload is designated as service and that some of the workload is designated as research or scholarship. There is some variation in how each college expects workload to be allocated. Very time-consuming service responsibilities, such as being Graduate Program Director, often carry specific workload credit-hour equivalence.

Teaching Evaluation

There is a section in the Teaching and Research Faculty Handbook titled "University Policy on the Evaluation of Teaching Effectiveness," which is important to read. The key points are that evaluation of teaching effectiveness must include peer review of teaching portfolio and review of student opinion surveys. Other methods such as classroom visitation may also be incorporated. The handbook stresses that student opinion surveys cannot be used to make fine distinctions among faculty, "Rank ordering of teachers or comparisons to departmental, college or university averages is not valid in the evaluation process. References to isolated student comments should be avoided unless an established trend can be demonstrated. When teaching is considered deficient or needs improvement, the evaluator(s) should make suggestions for improvement."

The peer teaching portfolio evaluation process is extremely important. The handbook states, "The full-time faculty of each department, through an election, are responsible for establishing the procedure for the selection of evaluation committees as well as the process for evaluation. Each portfolio must be evaluated by at least three individuals." The Teaching and Research Faculty Handbook contains guidance on what should be included in the teaching portfolio but it is a good idea to have a very specific list for your department specifying what exactly is expected to be included. This list can be reviewed by the faculty periodically. The teaching portfolio

must be reviewed annually for untenured faculty, every three years for senior lecturers and master lecturers, and every five years for tenured faculty.

If areas of needed improvement are identified as part of the teaching evaluation, the chair should meet with the faculty member to discuss a plan of action. For untenured faculty members this process is more straightforward and can include active mentoring by excellent teachers who are more senior and involvement of the Center for Faculty Development. Some problems can be corrected by establishing clear expectations regarding the mechanics and logistics of the course (e.g., syllabus, office hours, grading policy, attendance policy, resources for struggling students, etc.). Other problems related to the faculty member's teaching style, classroom management, clarity of explanation, etc., may be more difficult to address but can be improved. A designated teaching mentor may attend several classes and give feedback. Taping the class and going over it with the faculty member can also be helpful. The Center for Faculty Development can help.

If you have a tenured faculty member whose teaching does not meet expectations, it is a bit trickier to address the issue. Student opinion surveys can alert you to problems, which you can address initially by having an open discussion with the faculty member. He/she may welcome some mentoring or other assistance from colleagues as described above. A different teaching assignment may be more appropriate. If things do not improve and/or if the faculty member resists change, you can trigger a five-year teaching portfolio review of that faculty member.

The Teaching and Research Faculty Handbook prohibits comparing faculty member's scores on student opinion surveys to departmental, college, and university means. This should be avoided.

Evaluating GPDs, Program Directors, and Chief Department Advisors

A portion of the annual faculty evaluation of the graduate program director, undergraduate program director, chief department advisor (or other service role in the department) should be devoted to the performance in that capacity. The chair evaluation should seek as much input as appropriate to assist in the evaluation and should be guided by the objectives set by the chair when on appointment to the position or agreed to in the prior review. The chair should consult with the academic dean, particularly when a new appointment is contemplated.

Policy for Department Chair Evaluation

I. Assumptions
     a. Chair responsibilities vary from one department/college to another.
     b. Some chairs are on ten-month appointments, others may be on twelve.
     c. Different structure and operation of colleges may cause different expectations of chair performance.
     d. Principal elements of commonality:
      1. While shorter terms are possible, chairs are normally appointed for three-year terms.
      2. The statement on Department Chairs in this Handbook specifies the process for initial appointment and expectation of faculty participation.

II. Annual evaluations of performance are an administrative responsibility of the dean and are to be conducted.

   A. The evaluation shall be based on annual identification of each chair's goals and objectives, established in collaboration with the dean.
   B. The evaluation shall be conducted and completed each spring prior to the salary adjustment process.
   C. The evaluation shall be based on actual accomplishments in relation to previously established goals and objectives.
   D. Deans will obtain input from all departmental faculty each year using a written survey. The process shall provide for anonymity.
   E. The evaluation shall be discussed with each chair and reported to the provost and vice president for academic affairs.
   F. A summary of the feedback will be shared by the dean with department faculty. No formal report of the annual performance evaluation shall be required for publication to faculty.

III. The three-year reappointment review process shall be conducted by the college dean.

   A. The process shall be conducted no later than spring semester of the third year of the chair's term.
   B. The process shall be designed to fit the customs and circumstances of each college; however, in all cases:
      1. primary criteria for reappointment review shall be discussed with faculty of the department;
      2. all members of the departmental faculty shall be invited and encouraged to provide individual input (anonymously if desired) in the form of written comments on designated criteria;
      3. an appropriate survey instrument shall be developed and used in the evaluation;
      4. all members of the faculty shall be invited to comment on the desirability of reappointment of the chair for an additional three-year term;

5. the process shall be concluded with a written report from the dean to members of the departmental faculty, summarizing important conclusions of the evaluation and announcing the reappointment decision; and
6. a copy of this report shall be provided to and discussed with the provost and vice president for academic affairs prior to reappointment.

C. This process need not be implemented in the case of a chair who does not desire reappointment. In this case, an annual review would serve to determine the salary increment.

D. In the event that the chair does not desire reappointment, or the dean's decision based on the evaluation is against reappointment, the established procedure within each college for designation of a new chair shall be implemented. (Please see section 3.a. of the Policy on Department Chairs.)

IV. Summary Observations

A. The principal objectives of these guidelines are to:
1. assure systematic and fair evaluation of chairs on a regularly established schedule;
2. ensure opportunity for faculty input to the evaluation process;
3. preserve maximum flexibility for colleges in establishing details of the procedure in keeping with the rules, customs, and needs particular to each college;
4. recognize the needs of colleges to establish evaluation criteria suitable to their own operations, which criteria may vary among colleges or even among departments within a college, or from year to year as departmental needs and objectives may require; and
5. reaffirm that evaluation of chairs is a collegial function that is an administrative responsibility of deans but must involve input from the faculty.

[1]Refer also to the statement on Department Chairs later in this section.
- Approved by the provost and vice president for academic affairs
September 5, 2003 Revised by the president February 27,
2007

Hiring

Hiring

Recruitment and Selection Process for Instructional and Administrative Faculty

These guidelines apply to all searches: instructional faculty, professional faculty, administrators, chairs, and deans.

Advertising a Position. The recruitment process for Instructional and Administrative faculty positions may be initiated by the hiring manager (usually the department chair for instructional faculty) in the online Position, Action, Performance, Evaluation and Recruitment System (PAPERS) at https://jobs.odu.edu/hr. In this automated process, hiring managers will have the ability to officially request that a position is advertised by creating a posting. When creating a posting, the hiring manager will have the ability to identify specific recruitment sources they wish to use to supplement the posting, determine what materials candidates should submit as a part of their application package, and designate individuals to serve as the search committee chair as well search committee members.

Once the posting for an administrative faculty position is created, the hiring manager will submit the posting to the Budget Unit Director (BUD) for review and approval. For an instructional faculty position, the department chair will submit the posting to the Dean for review and approval. Upon approval, the posting for an administrative faculty position will be submitted to the Department of Human Resources for approval; the posting for an instructional faculty position will be submitted to the Academic Services Analyst in Academic Affairs for approval. If an exemption from advertising in the Chronicle is requested, the request will be forwarded to the Office of Institutional Equity and Diversity in PAPERS.

Once the position has been approved by Human Resources or Academic Affairs, a system-generated e-mail will be submitted to the hiring manager. The announcement will be posted on the University's website and other recruitment sources as requested. All announcements will be posted as on-line advertisements unless print ads are specifically requested in the posting request.

User guides with step-by-step processes on how to create a posting, dispense candidates and initiate a hiring proposal in PAPERS are located at the link below, which also can be found on the PAPERS homepage under the Department of Human Resources website, http://www.odu.edu/content/odu/facultystaff/employee-services/papers.html.

Please Note: Hiring managers, BUDs and department chairs should have conversations with their Vice President or Dean regarding the approval to advertise their positions before creating a Posting in PAPERS. This should be done through the appropriate chain of leadership.

Review of Candidates. Before evaluating candidates, search committee members should complete the On-line Search Committee Training. Search committee members will not have to repeat the training if the training was taken within a twelve-month period. The following is a link to the training, which is located on the Office of Institutional Equity and Diversity's webpage.

Once the application review date that is outlined in the Posting has passed, the search committee may proceed in creating a matrix to evaluate all the candidates that applied for a position by using minimum and preferred qualifications listed in the announcement. The search committee will also be responsible for developing a set of core job-related questions for telephone and campus interviews. An Interview Question Guide is available on the Human Resources web page at: http://www.odu.edu/content/dam/odu/offices/human-resources/docs/intervquestguide.pdf.

After the candidates are evaluated, the search committee may proceed in conducting telephone interviews. These informal interviews do not require approval from Academic Affairs, Human Resources or Institutional Equity and Diversity.

After telephone interviews are completed, the search committee chair will dispense each candidate to the appropriate status in PAPERS and return the Posting to the Human Resources Recruiter or the Academic Services Analyst in Academic Affairs. This process of dispensing candidates is inclusive of submitting candidates that are recommended for campus interviews to Human Resources or Academic Affairs and the Office of Institutional Equity and Diversity for review and approval. Once the interview pool is approved, the search committee chair will receive an email that the search process may proceed with the campus interviews. It is at this point the search committee may contact applicants to invite them to the University for formal interviews.

IMPORTANT NOTE: The announcement is removed from the University website when the search committee chair returns the Posting to Human Resources or Academic Affairs and dispenses the candidates. Once the announcement is removed from the website, additional candidates will not have the ability to apply for the position.

Acknowledgement Letters and Other Letters to Candidates. Candidates will receive a system generated email for each position for which they officially apply. This e-mail acknowledges that the University has received their application submission and will thank them for applying to an employment opportunity with Old Dominion University. Other system-generated decision letters are emailed to the candidate at the end of the process when a final selection is made for the position.

Candidates for administrative faculty positions will also receive an email if they answer questions incorrectly notifying them if there are disqualifying screening questions as part of the posting.

The search committee will not have to request additional data from candidates (formally called the Data Gathering Letter) since this data is now voluntarily submitted by candidates when they initially apply for a position.

Employment References and Verification of Credentials. The search committee should verify the credentials and conduct references for candidates who are being seriously considered for a position and have been offered a formal interview. At least two references should be obtained on the applicant selected to be hired. It is strongly recommended that the references for the selected candidate are from the current employer and at least one former employer. Letters of recommendations are not supported as references for this process.

Selection of Candidate (Hiring Proposal). The search committee chair will dispense and submit the final candidate recommended for selection and the finalists to the hiring manager for review and approval in PAPERS. If approved, the hiring manager will initiate a hiring proposal for the selected candidate. In the Hiring Proposal, the hiring manager will have the opportunity to propose a starting salary, propose an effective date and attach documents such as the references and the Board of Visitors summary. Once the hiring proposal is completed, the hiring manager will submit the proposal to the appropriate Vice President or Dean for approval. The Vice President or Dean will then submit the request to the Assistant Vice President for Institutional Equity and Diversity. Final approval is given by Human Resources or Academic Affairs.

Once approved, the hiring proposal will be returned to the hiring manager. The hiring manager will receive an email informing them that they may proceed with the verbal offer. If the candidate accepts the verbal offer, the hiring manager will return the hiring proposal to Human Resources or Academic Affairs so an offer letter and other new hire materials can be mailed to the new hire. Official transcripts are required to be submitted for all degrees at the point of hire.

If there are salary negotiations, the hiring manager must receive approval from the appropriate Vice President or Dean and from Human Resources or Academic Affairs before offering a candidate a salary different than the salary that was originally requested in the hiring proposal.

If the candidate declines the offer, the hiring manager will return the Hiring Proposal to Human Resources or Academic Affairs noting that the candidate declined the offer. The hiring manager will make the decision to initiate a Hiring Proposal for an alternate candidate or advertise the position again.

Moving and Relocation Expenses. Instructional Faculty: Hiring managers will have the opportunity to request information regarding the reimbursement of moving and relocation expenses for a selected candidate in the Hiring Proposal. Departments will partner with Procurement Services to procure any moving services needed for the new employee. More detailed information will be provided to the hiring manager during the selection process. For Administrative Faculty, department chairs and Deans should contact the Academic Services Analyst in Academic Affairs to discuss moving and relocation expenses.

Retention of Records. Recruitment records to include interview questions, notes regarding the responses, the screening matrix and other recruitment documents must be retained for three years from the date of the interviews. These records are subject to audit. After three years, the records can be destroyed within the guidelines established by the Library of Virginia.

Internal Searches. (For faculty administrator and faculty professional searches only) Internal searches may be conducted when a sufficient pool of potential qualified candidates exists. Requests to conduct an internal search must be approved by the appropriate Vice President or the Dean (if the position is in one of the colleges) and submitted by email or memorandum to the Assistant Vice President for Institutional Equity and Diversity for final approval. The advertisement must be posted on the University's website for a period of at least two weeks. When appropriate, faculty should participate in internal searches. Internal searches are conducted using the automated PAPERS process described in section I.

Exceptional Opportunities. University procedures allow an exemption to search requirements when a special opportunity arises to hire an exceptionally well-qualified candidate for an instructional faculty or faculty administrative position. Requests to hire an exceptionally well qualified candidate for an instructional faculty position without conducting a search must be approved by the President or designee in

consultation with the respective Dean, chairs, faculty, Provost and Vice President for Academic Affairs, and Assistant Vice President for Institutional Equity and Diversity. Requests to hire an exceptionally well qualified candidate for an administrative faculty position without conducting a search must be approved by the President or designee in consultation with the appropriate Vice President, unit head, and Assistant Vice President for Institutional Equity and Diversity. The President or designee requests approval from the Executive Committee of the Board of Visitors to proceed without conducting a search for an instructional faculty or faculty administrative position.

If approval is received from the Executive Committee of the Board of Visitors, the President or designee may make an informal offer to the candidate. Once the candidate accepts the informal offer, the following steps must be taken to initiate the formal offer of appointment.
- Submit the Authorization for Securing Instructional Faculty Form or the Authorization for Securing Administrative and Professional Faculty Form
- Submit the Recommendation for Reduction in Probationary Period Form, if applicable, for tenure-track faculty only.
- The Office of Academic Affairs will issue the formal offer of employment for faculty, and the Office of Human Resources will issue the formal offer of employment for faculty administrators.
- If assistance with moving and relocation expenses is to be offered to the candidate, the Request to Authorize Moving and Relocation Expenses Form (formerly Form 11) must be submitted.

Pay Transparency Policy Statement. The University will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the University's legal duty to furnish information.

Dual Career Opportunities. Old Dominion University is committed to assisting dual career couples when one member of the couple has an offer of employment at the University and both are considering relocation to the area. For additional information, including implementation procedures for hiring managers, please refer to the Dual Career Resource document.

Emergency Hire Appointments. The University will, under special circumstances, offer one- and two-year emergency hire contracts for academic (non-tenure track) instructional faculty positions and administrative faculty positions. These appointments may be made without a formal search. The maximum number of consecutive years an emergency hire appointment may be offered to any given individual will be three years, regardless of the position(s) held by the individual. An appointee is eligible to compete for a renewable position in a formal search.
Special circumstances include:
A. Funding difficulties that limit long-term commitments
B. Unexpected employment situations such as deaths, resignations, failed searches
C. Unexpected enrollment increases
D. Time and timing required to plan for a programmatic change, to define a new or Revised plan or position

Emergency hire appointments for administrative faculty positions must be recommended by the unit head and approved by the appropriate Vice President and the Assistant Vice President for Institutional Equity and Diversity. Emergency hire appointments for instructional faculty positions must be recommended by the appropriate chair and Dean and approved by the Assistant Vice President for Institutional Equity and Diversity and the Provost and Vice President for Academic Affairs. A memo detailing why the emergency hire appointment is necessary must be submitted to the Office of Institutional Equity and Diversity. If approved, the steps outlined in section III above on Exceptional Opportunities must be taken to initiate the formal offer of appointment.

Recruitment and Selection Process for Classified & Hourly Positions

Advertising a Position

The recruitment process for Classified and Hourly positions may be initiated by the hiring manager or budget unit director in PAPERS7 at https://jobs.odu.edu/hr. In this automated process, hiring managers will have the ability to officially request that a position is advertised by creating a posting. When creating a posting, the hiring manager will have the ability to identify specific recruitment sources they wish to use to supplement the posting, determine what materials candidates should submit as a part of their application package, and designate individuals to serve on the committee.

The posting must be submitted to Human Resources by the close of business on Wednesday to ensure advertising of the position the following Monday. Per state policy, the posting must be listed for a minimum of five work days (Monday-Friday). Please attach an up-to-date departmental organization chart under the posting documents tab.

Once the posting is created, the hiring manager will submit the posting to the Budget Unit Director (BUD) for review and approval. Upon approval, the BUD will submit the posting to the Department of Human Resources (HR) for approval. The recruitment process should be concluded within 60 days of the position being posted unless you advertised an open until filled or continuous recruitment.

Please Note: Hiring managers and BUDs should have conversations with their Vice President regarding the approval to advertise their positions before creating a Posting in PAPERS7. This should be done through the appropriate chain of leadership.

Once the position has been approved by HR, a system generated as well as a separate e-mail from your respective HR Recruiter will be submitted to the hiring manager. HR will post the announcement on the University's website, the Commonwealth of Virginia website and other recruitment sources as requested. All professional classified positions must be advertised in one print source for at least one Sunday. Advertising costs are assumed by the hiring department.

User guides with step-by-step processes on how to create a Posting, dispensing candidates and initiating a hiring proposal in PAPERS7 are located at the link below, which also can be found on the PAPERS7 homepage under the Department of Human Resources website.

http://www.odu.edu/content/odu/facultystaff/employee-services/papers.html

IMPORTANT NOTE: The announcement is removed from the University website at 11:59 pm on the closing date. Once the announcement is removed from the website, additional candidates will not have the ability to apply for the position.

Search Committee Members

Search committee members must be in the same or higher role than the position being filled and cannot report to the position. The members should be diverse in terms of gender and ethnicity, if at all possible.

Before evaluating candidates, search committee members should complete the On-line Search Committee Training. This training was originally completed for faculty recruitments. However, it has the basic premise for hourly and classified recruitment as well. The following is a link to the training which is located on the Office of Institutional Equity and Diversity's webpage:

https://www.odu.edu/facultystaff/employee-services/managers/recruiting/search-committees/search-committee-training

Review of Candidates

Once the posting closes, the hiring manager may proceed in creating a rating matrix to evaluate all the candidates that applied for a position by the required minimum qualifications listed in the announcement. The review and dispensing of applications may begin before the position closes.

In reviewing applications, compare the minimum qualifications which appear in the Posting Details to the skills and experience listed in the application. The applicant should meet all the minimum qualifications or have closely related, transferable skills to be selected for an interview.

Based on the applicant's reported experiences, skills, and abilities, rate how strong or weak they are in meeting each minimum qualification.

As the information is entered into PAPERS 7, summarize statements to reflect why the applicant was selected for an interview or not selected for an interview. The "ranking language" above can be used to show differences in the qualifications of one applicant compared to another. (For example: "Selected for interview: Comprehensive knowledge in financial accounting systems" or "Not selected for interview: Limited knowledge in financial accounting systems.")

"Preferred" qualifications also appear in the Posting Details and can be used to further screen the applicants. Possessing these qualifications makes a candidate "stronger" for consideration; so long as the candidate also has the minimum qualifications.

Make sure to select only candidates that have the minimum qualifications (hard criteria). Do not select someone who meets "preferred" qualifications, but does not have the minimum qualifications.

Interviewing

The hiring manager and search committee will be responsible for developing a set of core job-related questions for telephone and/or campus interviews. An Interview Question Guide is available on HR' web page at:

http://www.odu.edu/content/dam/odu/offices/human-resources/docs/intervquestguide.pdf

After the candidates are evaluated, the hiring manager and search committee may proceed in conducting telephone interviews, if applicable. These informal interviews do not require approval from HR.

After telephone interviews are completed, the hiring manager will dispense each candidate to either campus interview requested or phone interviewed not recommended for campus interview in PAPERS7 and return

the Posting to the HR Recruiter. This process of dispensing candidates is inclusive of submitting candidates that are recommended for campus interviews to HR and the Office of Institutional Equity and Diversity (for professional classified positions) for review and approval. Once the interview pool is approved, the hiring manager will receive an e-mail informing them they may proceed with the campus interviews. It is at this point the hiring manager may contact applicants to invite them to the University for a formal interview.

Hiring Managers will be responsible for scheduling the interviews. An e-mail containing the interview schedule must be sent to the HR Recruiter who is handling the recruitment.

Documentation from the campus interviews should reflect the information obtained from the applicant during the interview rather than referring back to data in the application.

References

The hiring manager should conduct at least two employment references for the candidate (s) who are being seriously considered for a position. State and ODU policy require the references are from the current employer and at least one former employer. Letters of recommendations are not supported as references for this process.

Exceptions may be granted by the Staffing & Operations Manager based on appropriate business necessity.

If the candidate indicated on the application that the current supervisor is NOT to be contacted, or a current or former supervisor cannot be contacted, please discuss options with the HR Recruiter who is handling the recruitment.

A reference report should be completed for each reference contacted. ***Please Note:*** Hourly recruitments STOP at this point. You will submit an E1 form along with the required documents to the HR Recruiter.

Selection of Candidate (Hiring Proposal)

The hiring manager will dispense and submit the final candidate recommended for selection and the finalists to the HR Recruiter for review and approval in PAPERS7. If approved, the hiring manager will initiate a Hiring Proposal for the selected candidate. In the Hiring Proposal, the hiring manager will have the opportunity to propose a starting salary, propose an effective date and attach documents such as the references and matrix. Once the Hiring Proposal is completed, the hiring manager will submit the proposal to the BUD and the Vice President (if additional funds are needed) for approval. The BUD will submit the hiring proposal to HR for approval.

Once approved by HR, the Hiring Proposal will be returned to the hiring manager. The hiring manager will receive an e-mail from the HR Recruiter informing them that they may proceed with the verbal offer. If the candidate accepts the verbal offer, the hiring manager will return the hiring proposal back to HR so an offer letter and other new hire materials can be mailed to the new hire.

If there are salary negotiations, the hiring manager must receive approval from HR before offering a candidate a salary different than the salary that was originally requested in the hiring proposal.

If the candidate declines the offer, the hiring manager will return the hiring proposal back to HR noting that the candidate declined the offer. The hiring manager will make the decision to initiate a Hiring Proposal for an alternate candidate or advertise the position again.

After the verbal offer has been extended, the hiring manager must determine whether the candidate will need Visa sponsorship. The Office of Visa & Immigration Service Advising will need at least 6 to 8 weeks to process necessary forms to establish when a candidate would be cleared to begin working on campus. If the candidate needs Visa sponsorship, please include this information in the returned hiring proposal.

Retention of Records

Recruitment records to include interview questions, notes regarding the responses, the screening matrix and other recruitment documents must be retained for three (3) years from the date of the interviews. These records are subject to audit. After three years, the records can be destroyed within the guidelines established by the Library of Virginia. You will be notified by Human Resources when they can be destroyed and given instructions on how the records disposal will occur.

Acknowledgement of Application to Candidates

Candidates will receive a system generated e-mail for each position in which they officially apply. This e-mail acknowledges that the University has received their application submission and will thank them for applying to an employment opportunity with Old Dominion University.

Candidates will also receive an e-mail if they answer questions incorrectly notifying them if there are disqualifying screening questions as part of the Posting. Other system generated decision letters are e-mailed to the candidate at the end of the process when a final selection is made for the position.

https://www.odu.edu/facultystaff/employee-services/managers/recruiting/recruiting-administrative-professional/forms

Academic Management

Curriculum Management

Undergraduate and Graduate Curriculum Development and Change Policies and Procedures Manuals have been developed to provide information related to the development, revision, and discontinuation of undergraduate or graduate curricula at Old Dominion University. These manuals are intended for use by faculty, department/school chairs, deans, and other academic administrators who are involved in the development and approval of new and revised curricula or the discontinuation of programs. The undergraduate manual includes sections on program- and course-related actions as well as other curricular components such as majors, minors, and certificates. The graduate manual includes sections on program- and course-related actions as well as other curricular components such as concentrations and certificates. The individual sections outline the required actions in order to implement the various types of curriculum changes. Appendices cover the relevant Old Dominion University and SCHEV policies, procedures, and forms that govern new academic programs and other curricular changes.

The Undergraduate Curriculum Development and Change Policies and Procedures Manual can be found at the link below.

https://www.odu.edu/content/dam/odu/offices/academic-affairs/docs/undergraduate-curriculum-manual.pdf

The Graduate Curriculum Development and Change Policies and Procedures Manual can be found at the link below.

http://www.odu.edu/content/dam/odu/offices/academic-affairs/docs/curriculum-manual-grad-2017-rev-july-2017.pdf

Proposals for new programs or changes to existing programs are made using the Curricular Approval Form available on the Academic Affairs' website via the link below.

https://www.odu.edu/content/dam/odu/offices/academic-affairs/docs/curricular-change-form.pdf

The Curricular Approval Form should be used to propose (a) new programs, new majors/concentrations, or certificates, (b) simple modifications (i.e., change of delivery format or increasing/decreasing the total credit hours by fewer than six credits), (c) substantial modifications (i.e., significant changes to the core curriculum or focus of the program, conversion to new delivery format that is different from what was originally approved, increasing/decreasing total credit hours by six to 12 credits, (d) changes or revisions that exceed University minimum requirements, or (e) discontinuation of a program, major/ concentration, or certificate. Examples of changes that exceed University minimum requirements would be an increase in the GPA for admission and the establishment of a minimum grade or overall GPA in a program. As a department chair, you will be part of the approval process for these proposals.

While curriculum proposals are still paper based, the University uses CourseLeaf, a web-based content management system hosted by Leepfrog Technologies, Inc. to produce the Graduate and Undergraduate Catalogs. CourseLeaf has two parts, a catalog management system (CAT), which is used to produce the catalog content, and a course inventory management system (CIM), which manages the University's credit course system. CourseLeaf includes electronic workflows for approving catalog content and new course proposals, course changes, and course deactivations. Management of the Undergraduate and Graduate Catalogs and the Course Inventory Management system is a coordinated effort between Judy Bowman and Theresa Mathews in Academic Affairs and Missy Barber and Bryan Porter in the Graduate School.

Changes to catalog content can only be made by individuals designated as page owners. New course proposals, course changes, or course deletions can be initiated by anyone that has access to CourseLeaf including faculty members, program coordinators, GPDs, or a member of the department's curriculum committee. Those who will be inputting approved curricular changes, data, and revisions to Catalog copy, as well as those proposing new courses and course changes, will need to attend CourseLeaf training. Training for CIM is offered in the fall semester and training for CAT is offered in the spring semester. If you are a new user and would like to be added to the CourseLeaf system, please contact Theresa Mathews for the Undergraduate Catalog and Missy Barber for the Graduate Catalog. For more information, go to the CourseLeaf page at https://www.odu.edu/acadaffairs/courseleaf.

As a department chair, you will be responsible for approving additions, deletions, and revisions to your department's Catalog copy and credit courses as they come to you through the electronic workflow. When you have a catalog page or a course proposal to approve, you will receive an automated email from Catalog Editor at CourseLeaf with a link to click on to review/edit and approve changes. An example of such an email can be found below.

From: Catalog Editor [odu@notify.courseleaf.com]

Sent: Wednesday, September 3, 2014 11:53 AM

To: Bowman, Judy

Subject: [CIM Courses] Review Request:

There are pending course change proposals awaiting your review, including (course number and name will appear here).

Please visit:

> *https://nextcatalog.odu.edu/courseleaf/approve/?role=Admin_Review_-_Edits*

to review the changes and provide your feedback.

For questions or information regarding this email, please reply to this email (tmathews@odu.edu) or contact Theresa Mathews (757-683-3260).

Thank you.

-- CourseLeaf

Please review these updates carefully. When reviewing pages, make sure all curricular changes have been updated in the Catalog content that were requested. When approving new or revised courses, be sure to review things like the credit hours and course type. If someone has proposed a deletion of a course, make sure that deletion is an appropriate action before approving. If you reject an item that has come to you through workflow, you may click on the Rollback button to send the action back to someone in the workflow. You will also have to enter a justification for the rollback. If you approve the item, it will be routed to the next person in the workflow for approval. Once all of the approvals have been obtained, the addition, deletion, or revision will become a permanent part of the Undergraduate or Graduate Catalog or the course inventory management system (CIM).

It is important to be aware of Curricular Approval Form and CourseLeaf submission deadlines. Proposals for new courses and course changes for the next catalog should be submitted by December 1 (estimated date)

of the current year. Curricular Approval Forms for the next catalog must be submitted by December 8 (estimated date) of the current year. Text changes and the addition of newly approved or revised programs to the catalog must be submitted by February 16 (estimated) to be included in the catalog that will be in effect in August of the same year.

Scheduling

Class scheduling is handled differently from department to department. Depending on the department, the scheduling of classes is handled by one or more of the following: the department chair, program directors (including GPDs), program coordinators, department secretaries. Some departments enter scheduling information directly into the BANNER system. Other departments submit scheduling information to the Registrar's Office for upload to BANNER.

Typically, the scheduling process begins when the department chair receives the "Rollover" document from the Dean (an Excel spreadsheet containing the department's classes as they were offered during the semester one year previous – i.e., if you are working on scheduling classes for the upcoming fall semester, you will receive an Excel spreadsheet that contains all classes that were offered <u>last</u> fall semester). This will be accompanied by instructions and timelines for the process.

The chair, director, coordinator or administrative assistant then makes changes, additions and deletions to this document (in red with deletions being shown via ~~strikeout~~) which is then submitted either to the Registrar's Office or directly in BANNER.

A week or so later the Dean's Office will receive a revised spreadsheet called "Proof 1," which will contain the revision submitted. Further revisions and corrections are made to this document and re-submitted to the Registrar's Office.

A week or so later, the Dean's Office will receive "Proof 2," which contains further revisions. The scheduler makes any final changes or corrections and submits either to the Registrar's Office.

After this point, the course schedule for the semester(s) in question is locked and goes live on LEO Online. After this stage, any changes, additions or deletions must be made individually by contacting the Registrar's Office directly with the specifics (these requests should go to scheduling@odu.edu for face to face classes and to dsorey@odu.edu for online classes).

Course Delivery Methods

ODU offers courses in two primary platforms: Face-to-Face and Online. Some courses are a combination of the two, also known as "Hybrid" courses.

Face to Face courses are structured in traditional fashion and offer students personal interaction with the instructor.

Online courses are typically developed through the Center for Learning and Teaching (CLT), part of the Office of Distance Learning. Faculty members are compensated for developing online courses via course releases and/or stipends. Faculty members usually work with an instructional designer from CLT to guide them through the process of developing an online course. Timelines for course development are established early with goals and mileposts generated to keep development on track. A contract with all expectations is

drawn up between the Office of Distance Learning and the faculty member prior to development start. Online courses are facilitated sometime by Blackboard, other times by WebEx.

Classroom Usage

Classroom scheduling is handled primarily by the Registrar's Office. Requests for classroom use or for changes in classroom assignments can be submitted to scheduling@odu.edu.

Classroom Central. Classroom Central provides equipment, services, and support to help faculty and students take full advantage of the technology available in the University's technology classrooms. All technology classrooms are equipped with a hotline phone that automatically dials the Help Desk in the event technical support is needed. Questions and comments about ODU's technology classrooms can be sent to classroomcentral@odu.edu. A Classroom Central Advisory Committee (CCAC) meets regularly to provide advice and guidance on classroom technology and makes decisions affecting the academic computing and communications environment.

Assessment and WEAVE

Assessment is a systematic process that collects, reviews and uses information about educational programs to improve student learning and the educational experience. Assessment involves:

- Clearly defining the knowledge, skills and abilities students will gain as a result of their educational experience.
- Setting appropriate criteria and standards for quality student learning
- Systematically gathering, analyzing, and interpreting evidence from course assignments, projects, exams, etc. to determine how well performance matches those expectations and standards

Assessment data should allow you to answer the following questions:

- What does this data tell us about how well students are achieving this specific outcome?
- What are the students' specific strengths and/or weaknesses in this area?
- What improvements do the findings suggest need to be implemented in the next year?
- For programs with both online and on-campus degree earners, how does the performance of these unique cohorts compare?

Good assessment informs the teaching and learning process. It provides information that will yield useful and accurate results specific to the learning outcomes so that improvements can be made.

WEAVE is the University's official online assessment management system. Student learning assessment data is reported in WEAVE annually. Unless indicated otherwise, each year the assessment deadline is September 30th.

New faculty or chairs taking on the responsibility of assessment should schedule a meeting with the Office of Institutional Effectiveness and Assessment for training and support. For more details on Assessment and for instructions on how to use WEAVE, visit the web site for [The Office of Institutional Effectiveness and Assessment.](#)

Legal Policies/ Guidelines

Legal Policies/Guidelines

FERPA

The Family Educational Rights and Privacy Act protects students' privacy rights regarding information about their academic performance. Faculty are generally forbidden from sharing information about students' grades, attendance, etc. without the students' explicit permission. Faculty may not, therefore, publicly post grades, announce to a class who made the highest score on an exam, or return papers by leaving them in a pile outside of their office doors. At the university level FERPA also requires students to give permission before information can be shared with their parents. FERPA does allow the sharing of protected information under certain circumstances. It may, for instance, be shared with university officials with a legitimate job-related need to know. FERPA-protected information about students' performance should be uploaded only to University-controlled systems (e.g., Blackboard, LeoOnline, or the H: drive) or faculty accounts on "cloud storage" systems that have been certified for storing such information. At present, the only cloud storage available to ODU faculty with this certification is that provided by Box.

For more information about FERPA, see:

https://www.odu.edu/about/monarchcitizenship/ferpa

https://ed.gov/policy/gen/guid/fpco/ferpa/index.html

https://studentprivacy.ed.gov/frequently-asked-questions

Point of contact for FERPA-related questions: University Registrar

Faculty Handbook

The Teaching and Research Faculty Handbook is the primary repository of policies that department chairs and deans are responsible for executing. It is updated several times a year. Note that while *this* document summarizes and elaborates on some of these policies, it is only advisory, not authoritative.

The Teaching and Research Faculty Handbook is available at https://www.odu.edu/facultystaff/employee-services/handbooks/faculty

Point of contact for questions about the Teaching and Research Faculty Handbook: Vice Provost for Faculty Affairs & Strategic Initiatives.

Promotion and Tenure

Several sections of the Faculty Handbook govern the promotion and tenure process, namely the policies titled "Academic Rank and Criteria for Ranks," "Tenure," "Promotion in Rank," "Evaluation of Scholarly Activity and Research," Evaluation of Service," and "Evaluation of Lecturers, Senior Lecturers and Master Lecturers and Promotion of Lecturers and Senior Lecturers." In addition, the appendix to the Handbook includes the schedules for the different actions in the process.

In addition to these policies, it will be helpful to keep the following points in mind:

- The dates in the schedules are the dates by which actions must happen, but it is sometimes prudent to act well in advance of the deadlines. For example, the department/school committee is supposed to generate a list of possible external reviewers for each candidate seeking promotion to full professor by 8/1, but the committee will not meet over the summer. It is therefore really necessary to select reviewers in May, before the faculty leave, and this has the added benefit of making external reviewers more likely to agree since they will have longer to complete their work.
- There is an official form letter that you will send to external reviewers along with the candidate's research portfolio and other materials. However, your initial contact with them will be informal, usually via e-mail, and there is no specific template to use at this point.
- There are official templates for the format of the CV and the "data file" (i.e., the candidate's dossier) that are used internally in the P&T process. Current copies of these will be available from your dean's office; they can also be obtained from the Provost's Office.
- The Provost's Office will provide blank CDs to candidates for promotion for full professor and candidates for tenure and promotion to associate professor. Candidates will burn their materials onto the CDs and submit them to the Provost's Office, where they will be loaded onto a university system (currently the I: drive) for review by the various committees and administrators. CDs are *not* provided to non-tenure-track faculty seeking promotion to Senior or Master Lecturer. Because deans are the final decision makers in these cases (barring appeals), each college is responsible for deciding the format in which its non-tenure-track faculty should submit their materials (i.e., electronically or on paper) and ensuring that the materials are available for review.

Point of contact for questions about Promotion and Tenure: Vice Provost for Faculty Affairs & Strategic Initiatives

Faculty Grievances

The main university policies governing faculty grievances are contained in two sections of the Teaching and Research Faculty Handbook, those titled "Faculty Grievance Policy" and "Faculty Grievance Committee and Hearing Panels: Composition and Procedures." According to the first of these,

> a grievance is an allegation by a faculty member that he or she has suffered direct injury as a result of the following: 1. An action, refusal to act, or failure to act by an administrative officer of the university which deviated materially from the existing policies or procedures of the university; or 2. An action by an administrative officer of the university which was arbitrary, capricious, unreasonable, or contrary to the facts. "Administrative officer," as used in this policy, refers to any individual exercising administrative authority, including, but not limited to, a department chair or a program director.

So the actions of department chairs and deans may be grieved.

Faculty grievances may be filed in connection with tenure cases. In these cases, according to the Handbook, the grievance must be filed after the decision by the provost but before review of the case by the president. Importantly, in these cases, as well as in cases concerning promotion or non-reappointment, the only basis for a grievance is "a material deviation from the applicable procedures of the university during the process leading to the action."

Faculty grievances may also be filed in connection with cases of post-tenure review. Note that the Teaching and Research Faculty Handbook contains a post-tenure review grievance timeline; this is in the body of the Handbook following the section on post-tenure review, not in the appendix with other timelines and schedules.

The Faculty Senate offers a mediation program meant to prevent complaints from rising to the level of formal grievances. Mediators are trained senior faculty members. Each college has a mediator, although faculty may informally consult with mediators outside of their own college. (If the faculty member formally requests mediation, the Faculty Senate will assign a mediator to the case.) Chairs and administrators may decline to participate in mediation, but you should not be too quick to decide against participating. Engaging in mediation will certainly take up less of your time than a formal grievance, and if a grievance is still filed, your willingness to work with a mediator may help to demonstrate to the grievance panel that you were willing to work in good faith to resolve the issue.

Faculty Discipline

The University's policy on faculty discipline is contained in the section titled "Faculty Sanctions." In brief, department chairs and deans may under certain conditions impose what the policy calls "minor sanctions" on faculty members; these are written reprimands placed in the faculty member's personnel file. "Major sanctions" include termination, reduction of salary, or suspension without pay. In general, either the president or the Board of Visitors may impose major sanctions, although only the Board of Visitors may terminate faculty members.

Short of imposing actual sanctions, department chairs and deans may give faculty members a letter of non-disciplinary counsel and place this letter in the faculty member's personnel file. This is a letter warning the faculty member that he or she is engaging in behavior that may result in sanctions if repeated/continued.

Sanctions against faculty members, or even written letters of counsel, are serious matters that are likely to result in (at least) grievances. A department chair or dean would be well advised not to take these steps without consultation up the faculty member's chain of command. It may also be prudent to discuss the matter with the Office of University Counsel.

Points of contact for questions about faculty discipline: dean, provost, University Counsel

Student Complaints

The University's official policies on student complaints are contained in the sections of the Teaching and Research Faculty Handbook titled "Grade Appeals: Policy and Procedures" and "Student Complaint Procedure." (The latter is concerned with complaints about matters like faculty conduct in the classroom that go beyond issues with grades and that do not fall under the policies governing sexual harassment, disability accommodations, etc.) These policies also appear in the University's catalogs.

Department chairs and deans should keep the following in mind when dealing with student complaints:

- The grade appeal policy can only be applied at the end of the semester, after a course grade has been entered. There is no procedure that allows a student to appeal a grade on a particular assignment or exam while the term is in progress. Of course, a chair may help a student and instructor informally resolve such disputes during the term.

- According to the policy on grade appeals, for an appeal to succeed the student must be able to establish that their "final grade was awarded through prejudice or caprice. The burden of proof rests with the student."
- While outright dishonesty from students who are making complaints is rare, it is not uncommon for them to give a less than complete picture of the situation. It is important to make no judgments about the validity of a student's complaint until it is possible to communicate with the instructor. Obviously one should not say anything critical of the faculty member to the student or promise the student that the matter will be resolved in their favor.

Questions about student complaints should be directed to the associate dean of the chair's college. If additional questions remain, those should be directed to the assistant vice president for undergraduate studies or dean of the graduate school.

Faculty Leaves and "Alternative Contracts"

The last major division of the Teaching and Research Faculty Handbook, "Leave and Benefits Policy," covers various forms of medical and personal leave for which faculty members may be eligible. The earlier section titled "Faculty Research and Development Assignments" governs what is sometimes loosely called "leave" or "sabbatical."

The section of the Handbook titled "Faculty Performance Period" states that
> full-time teaching and research faculty also may be appointed for "alternative" contractual periods that consist of two semesters or their equivalent. Rather than the traditional academic year consisting of the fall and spring semester, this alternative period may be comprised of only one of those semesters plus duties during summer sessions equivalent to a single semester
> .

It then goes to state several provisions on alternative contracts.

Note that a faculty member might combine an alternative contract and semester-long research assignment to have both a fall and spring semester with no teaching or service duties. The faculty member might, for example, have an alternative contract that would have them under contract in the summer and fall of 2018 and then not under contract in the spring (and summer) of 2019. The faculty member might then be on research assignment in the fall of 2018. This would mean that the faculty member would need to do teaching and service comparable to what they would do in a normal semester during the summer of 2018 (for no extra pay). After this, however, the faculty member would have no teaching or service duties until fall 2019. In this example, the faculty member could even teach at another institution for pay in the spring of 2019. Teaching elsewhere for pay is *not* permitted for faculty members on a research or development assignment without the approval of the provost (see the section of the Faculty Handbook titled "Outside Employment.")

Point of contact for questions about faculty leaves and alternative contracts: Vice Provost for Faculty Affairs & Strategic Initiatives.

Outside Employment

Faculty seeking outside employment to be conducted while under contract with the university must follow the Board of Visitors outside Employment Policy #1421. This policy permits outside employment for non-university entities provided that the employee receives supervisory approval, completes a declaration of conflict interest form, does not use the name of the university in the outside employment, does not work more than 20% of their time during the week, and, where appropriate, takes annual leave if working at the outside employment during hours the employee is scheduled to work at the university (for AP faculty and twelve-month employees). Department chairs should review requests for outside employment to make sure that the requests do not interfere with the faculty member's responsibilities to the university. If the request is denied, the chair should provide the faculty member a written explanation for the denial. Faculty may not teach at another university while employed by ODU with the approval of the provost and vice president for academic affairs.

Conflicts of Interest

Conflicts of interest may arise in several areas including, but not limited to, outside employment (described above), dual employment, research conflicts of interests, conflicts of interest from financial interests, and conflicts of interest from receiving gifts or benefits. Specific definitions and forms are used to identify potential conflicts. These include:

- The *outside employment conflict of interest* form requires employees to identify the nature of their outside employment and get approval from the chair and the dean. The form is available here for teaching faculty: http://www.odu.edu/content/dam/odu/offices/academic-affairs/docs/request-for-outside-employment-form.pdf. The form for classified staff and administrative and professional faculty to engage in outside work is available here: https://www.odu.edu/content/dam/odu/offices/human-resources/docs/Outside%20Employment%20Form.pdf.

- *Dual employment conflicts of interest* include instances when family members of ODU employees have a personal interest in an ODU transaction or contract. The University prohibits spouses or other members of the employee's immediate family from working at the University unless the Board of Visitors is advised of the conflict and the Board finds that it is in the best interests of the University to allow the dual employment. The form to identify these potential conflicts are available here: http://www.odu.edu/content/dam/odu/offices/human-resources/docs/Dual%20Employment%20Form.pdf.

- *Research conflicts of interest* exist when commitments and obligations to the University or to widely-recognized professional standards are likely to be compromised, or perceived to be compromised, by a person's outside interests or commitments, especially financial. Where applicable, faculty should complete the conflict or interest and/or commitment disclosure statement with the Office of Research. The form is available here: https://www.odu.edu/content/dam/odu/offices/research/docs/Conflict%20of%20Interest%20Disclosure.pdf.

- *Conflicts of interest from financial interests* refer to a personal interest by a University employee or the employee's immediate family member in a contract or transaction to which Old Dominion University is a party. All employees with a potential conflict of interests are required to advise the University of the potential conflict of interests and, when applicable, complete a Statement of Economic Interest.

Advising/Course Planning Software

Advising/Course Planning Software Details

MyODU Portal

Background: myODU is a web-based portal for the Old Dominion University community. It combines information from multiple sources and presents faculty, staff, and students quick access to information and services. myODU has multiple tabs – myODU, Academics & Success, Housing & Dining, Recreation & Entertainment, News, and Advisor.
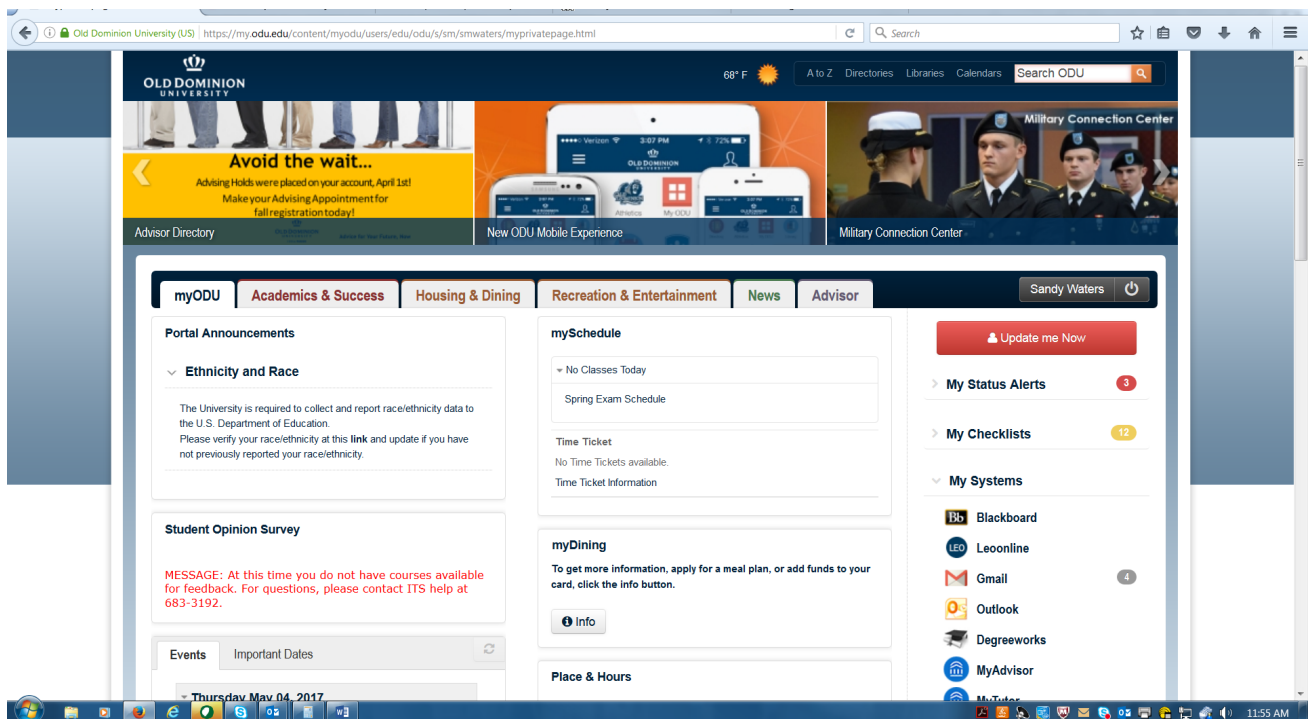
When to use: The myODU portal can be used anytime for quick access to information and systems. For an advisor the myODU portal provides direct links to the common systems typically used for advising. These systems include: Leoonline, Degreeworks, Outlook Web Access, and MyAdvisor.

How to use: The myODU portal is a web-based system and can be accessed from any browser. Login using your MIDAS ID and password.

Where to access: https://my.odu.edu

Permissions needed: To access the myODU portal, you must be an active faculty, staff, or student.

Video training link: An introduction video is available at https://www.odu.edu/ts/access/portal

For future questions: Contact the ITS help desk at itshelp@odu.edu or 757-683-3192.

MyAdvisor/SSC Campus

This tool allows chairs and advisors to invite students to schedule appointments online as well as communicate with students through email and text messaging. It is synchronized with the chair/advisor's Outlook calendar to display available appointment times based upon the advisor's set office hours. The tool is used by the advisor to record notes after the advising appointment and to identify the topics covered as well as referrals to other campus resources.
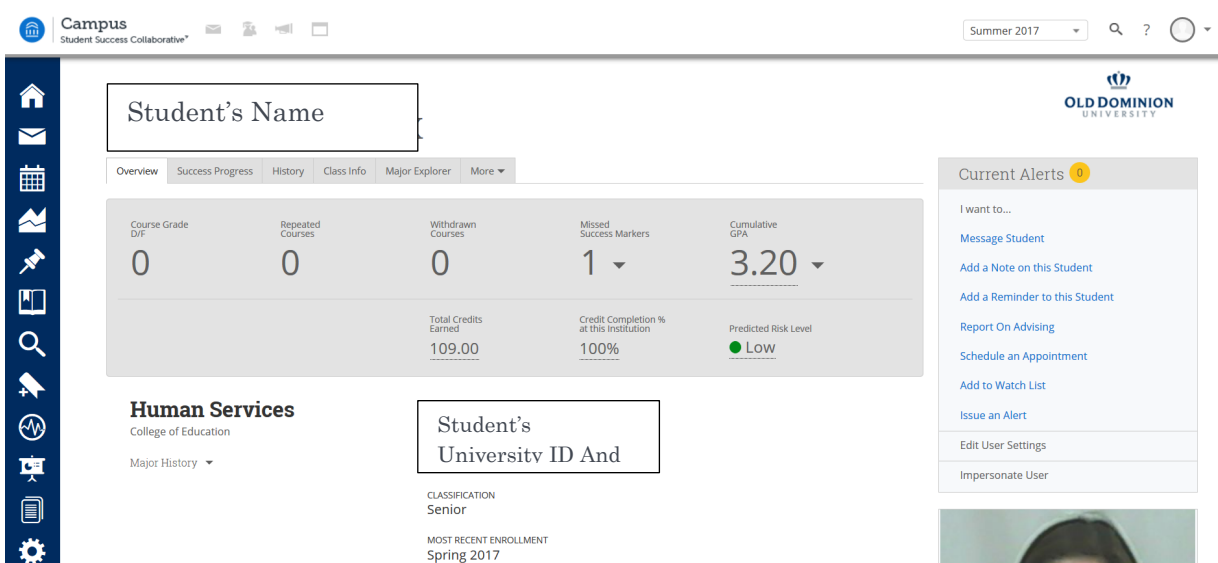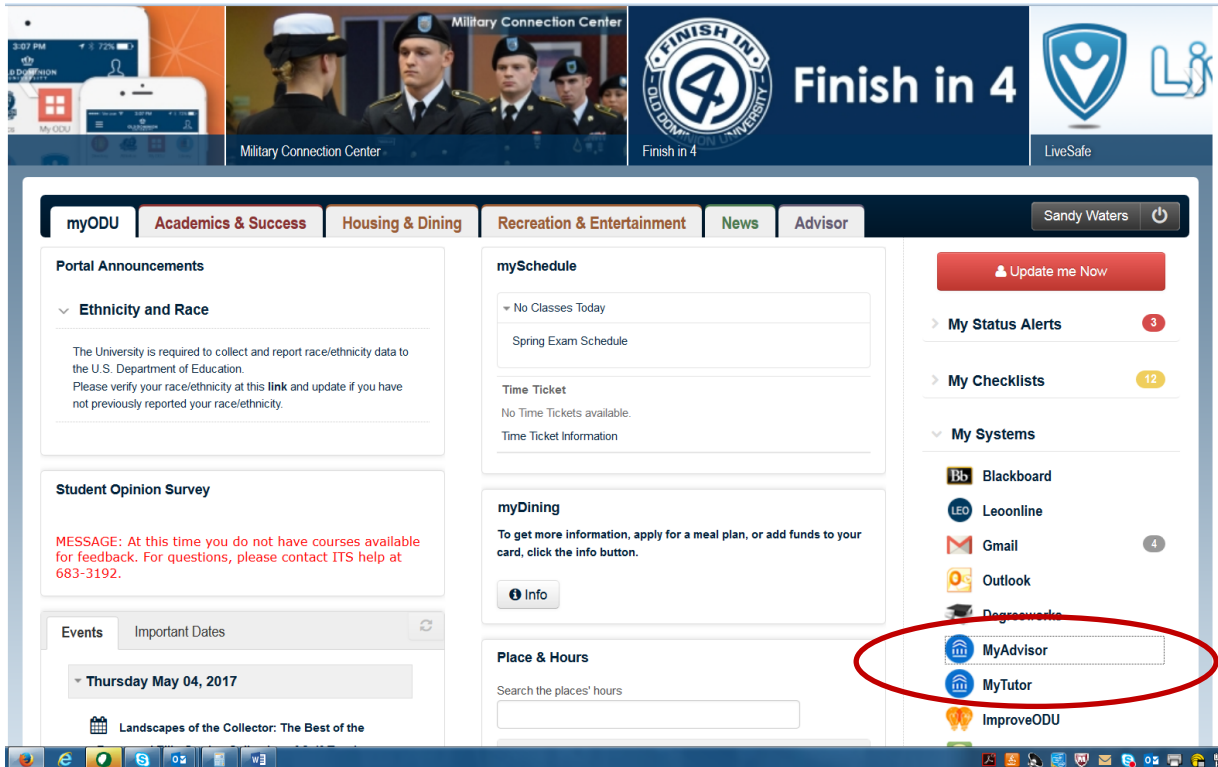
When to use: Throughout the year. Campaigns can be created at any time for a variety of purposes to invite students to advising sessions or special events. Chairs/advisors can record information or view information anytime.

How to use: The advisor's availability must be established in MyAdvisor for use when creating a campaign, walk-in hours, or adhoc appointments. However, advisors may use the system to email all advisees assigned without availability being set. The email information is stored in the system by student so that the advisor can see what types of communication have been sent to the student.

Video Training Link: YouTube videos on how to use this tool can be found at: [MyAdvisor training videos.](#) Also, Resources and videos describing how to use the functions in SSC Campus are available at https://www.eab.com/technology/student-success-collaborative. Type in your email address for your ID and ODU123 for your password.

**Where to access:** The link is found in the MyODU portal.

Permission needed: Completing the ITS Account request form noting the role of advisor on the application. Chairs should automatically have access.

Who to contact if you have questions: Please email ItsHelp@odu.edu or contact Sandy Waters at smwaters@odu.edu

ODU SSC INSTITUTION REPORTS -- MyAdvisor/SSC Campus

This tool uses 10 years of data from prior ODU graduates to measure various indicators related to course performance. This tool allows users to determine graduation rates by various student attributes (e.g., number of credits earned first semester, first semester GPA, transfer student status, etc.), compare graduation rates and course performance across two different courses, analyze the graduation rates by grades in specific courses, and identify the graduation rate based on when the student took the course and the grade they received in the class.

To access, click on the Institution Reports icon in MyAdvisor/SSC Campus. This icon looks like a projector screen.
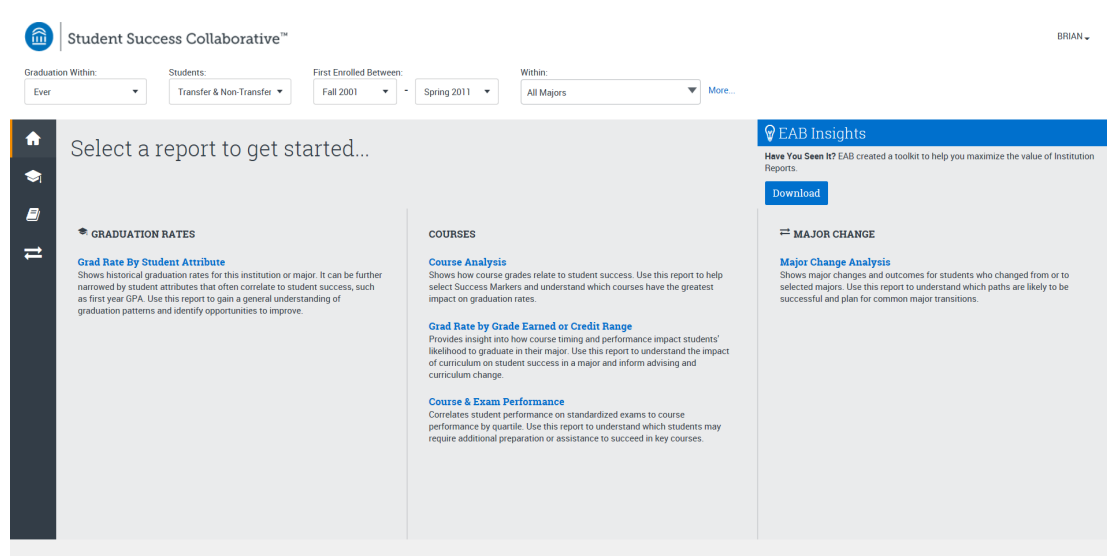
When to use: Chairs, associate deans, and advising directors will find it useful to identify students in need of additional services, determine grade threshold success markers, schedule courses in a way that responds to past performance, and identify high enrollment courses that present obstacles for students. Advisors will find it useful to identify major switching patterns and develop outreach campaigns.

How to use: Clicking on the highlighted link and navigating through pages allows access to data. Users can select a certain timeframe of first enrollment and limit analysis to transfer or non-transfer student. Timeframe for the first enrollment data ends six years prior to the current date because the focus is on graduation rates. The platform includes explanations on what each item is and how the item was measured. Click on the question mark (?) in the top right of the page to access EAB's instruction manual.

Training Link: Resources and videos describing how to use the functions in SSC Campus are available at https://www.eab.com/technology/student-success-collaborative. Type in your email address for your ID and ODU123 for your password.

Where to access: Available through the MyODU portal and logging into MyAdvisor by clicking on the icon on the left that looks like a projector screen provides access to the platform.

Further questions/permissions needed: Contact Sandy Waters at smwaters@odu.edu to gain

ODU SSC Campus Data Analytics

Background: The Analytics tool in MyAdvisor was developed by the Educational Advisory Board (EAB) as part of its Student Success Collaborative. This piece of the SSC Campus tool provides information on overall advising activity within the platform, various student performance reports, and overall institutional performance by college. The tutoring activity reporting is restricted.
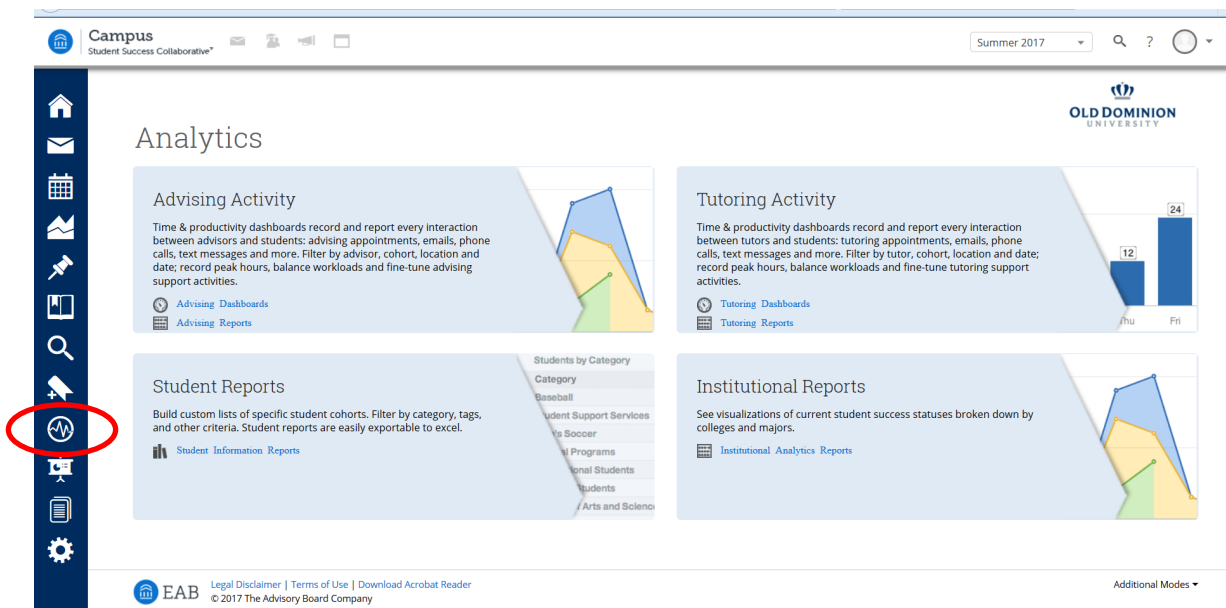
When to use: Chairs, associate deans, and advising directors will find it useful to monitor advising activity by each advisor within their areas and to view demographic information on currently enrolled students in their disciplines. The Institutional Analytics Report link provides a snapshot of students identified risk-level based upon the success markers loaded to the system.

How to use: The platform includes explanations on what each item is and how the item was measured.

Where to access: Available through the MyODU portal and logging into MyAdvisor

Permissions needed: Contact Sandy Waters at smwaters@odu.edu to gain access to this piece of the platform.

Instructions for use: Click on the question mark (?) in the top right of the page to access EAB's instruction manual.

For further questions: Sandy Waters, Executive Director of Advising and Transfer Programs, smwaters@odu.edu

MyTutor/SSC Campus

When to use: Undergraduate students are able to click on a link next to their semester course schedule in MyTutor to schedule an appointment for a tutoring session or to ask for a tutor, if one is not already assigned.

How to use: Clicking on the link next the course will display a calendar with available times and dates for tutoring on the particular subject.

Where to access: Available through the MyODU portal and logging into MyTutor

Permissions needed: By being registered for a course or courses, students automatically have access.

DegreeWorks

The DegreeWorks degree evaluation tool in LEO Online is designed to assist advisors and students with measuring progress toward program completion, curriculum advising and course planning.

The degree evaluation is based on catalog term and indicates degree requirement conditions that are "met" and "not met" by analyzing a student's grades and GPA, credit hours, and completed course work against University, college and departmental requirements for specific courses/majors/programs. General education, minor and cluster requirements are also included in the degree evaluation.

When to Use: Students and advisors can use DegreeWorks at any time to review progress or to plan for future enrollment. It is especially helpful to use for evaluation of the student's degree completion during the last two semesters of enrollment.

How to Use: Additional information and a brief user video is at: https://www.odu.edu/academics/academic-records/degree-evaluation

Where to Access: DegreeWorks can be accessed by the Department Chair via LeoOnline. You would click on "Faculty/Advisors" the click on "DegreeWorks for Advisors," not for students.   Complete login information for students and faculty/advisors is available at: https://www.odu.edu/academics/academic-records/degree-evaluation.

Permissions needed: Once the advisor has been identified in Banner as an academic advisor, access to DegreeWorks is granted through an overnight process.

Who to contact if you have questions: Contact degreeworks@odu.edu or call 683-6241.

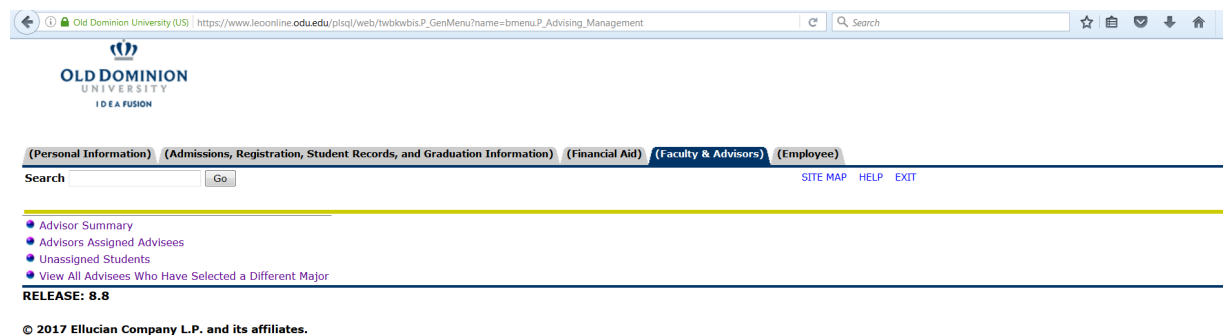https://www.odu.edu/academics/academic-records/degree-evaluation

LeoOnline

LEO Online is a web-based version of the University's administrative system and advisors can use LEO for a variety of purposes such as access to student academic information, current hold information, update advising holds to a future term, unofficial transcript, etc. This is the system students as a launch pad for registering for classes, withdraw from courses, check on admission status, accept financial aid, and pay tuition among other things.

When to Use: Students can use LeoOnline for registration, dropping/adding and course withdrawal. Advisors can review the student's transcript during advising meetings or access DegreeWorks progress toward graduation or to plan for future enrollment. LeoOnline is also used to update the students' holds so that registration for the next semester can be completed, after consultation with the academic advisor.

How to Use: Additional information and a brief user video is at: https://www.odu.edu/academics/academic-records/degree-evaluation

Advising Management in Leo Online

https://www.youtube.com/watch?v=qtysiRvoTl8
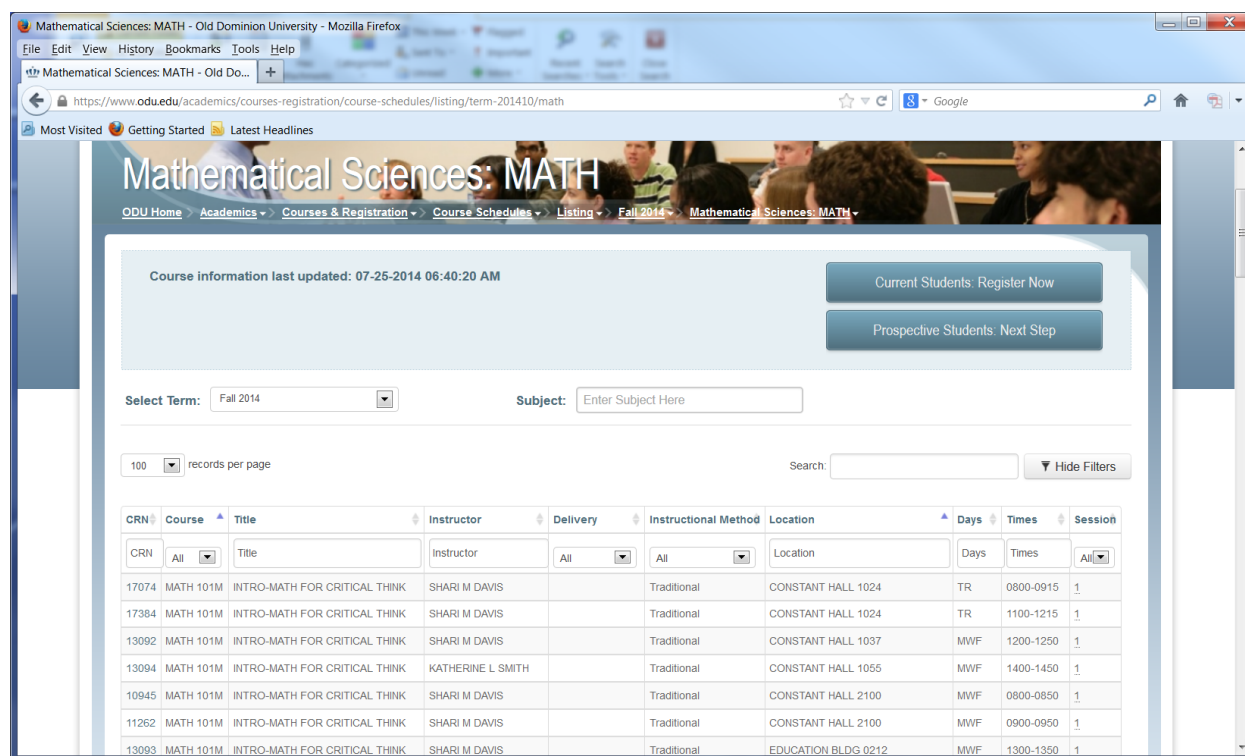
Where to Access: LEO Online can be accessed through secure login with your MIDAS login ID through the ODU portal (my.odu.edu); click LEO Online on the right-hand side of your screen. Complete login information for students and faculty/advisors is available at: http://www.odu.edu/academics/courses-registration/faqs.

Permissions needed: Once the advisor has been identified in Banner as an academic advisor then access to LEO Online is granted immediately. Use the ITS Universal Account Request form to request access as an advisor.

Whom to contact if you have questions: Contact register@odu.edu or call 683-5792.

Web-based Course Schedule Listing

Background: The web-based course schedule listing provides a quick way to search for courses by subject.

When to use: The web-based course scheduling listing can be used to quickly find a course by term and subject and then sort by CRN, Course, Title, Instructor, Delivery Method, Instructional Method, Location, Days, Times, and Session (summer only).

How to use: Select the term and enter a subject for listing of course offerings. Once listed, each column can be sorted and several columns can be searched to include CRN, Title, Instructor, Location, Days, and Times.

Where to access: https://www.odu.edu/academics/courses-registration/course-schedules/listing

Permissions needed: Access to the website is open to the public

Video training link: No training is available.

For future questions: Contact the ITS help desk at itshelp@odu.edu or 757-683-3192.

Budget/Financial Management

Budgeting, Control and Financial Management

Introduction
Managing the finances of a department is one of the most important duties of the chair. This function is becoming more critical and complex as departments rely on increasingly diverse sources of income, and less on the state as the sole source of funding. Chairs form the first hierarchical level that takes on budgetary authority as the Budget Unit Director, or BUD. It is frequently the first position that a faculty will hold that puts them in direct contact with the University's financial system.

According to the University Policy 3001 Responsibility of Budget Unit Directors on Use of Funds (https://www.odu.edu/about/policiesandprocedures/university/3000/3001 the BUD is: "The University employee on record with the Office of Finance Data Control as having signature authority and financial management responsibility for a specific budget code." The notions of responsible use of funds and financial management in this sense should be considered in the manner that they support the primary responsibility of the chair, namely to "[develop] quality programs in instruction, research, and professional service within the department" In a nutshell, it is the chair's duty to manage the finances of a department to best further its goals and those of its faculty.

Many incoming chairs will already have held positions administering academic processes and functions, such as Graduate Program Director, or Chief Departmental Advisor and will have had some exposure to ODU's financial processes and systems such as Banner and LeoOnline. Others may have worked through the ODU Research Foundation and have some familiarity with project budgets. Some individuals may also have held supervisory positions in academia or have experience running a business, or managing large research projects. These experiences will be invaluable as one takes on the role of the department chair. That having been said, where financial management is concerned, new department chairs should take care not to presume to know too much based on their past. A degree of caution and humility will probably go a long way to help one understand how the University finances function.

Intent and Scope
The intent of this chapter is to provide the new chair with a basic guideline to the tools and mechanisms used at ODU to manage our finances. The information has been organized to act as a reference manual that is organized according to basic budgeting and control functions. The intent is to point the new chair towards the extensive support and documentation that is available at ODU. It does not intend to supplant the documentation and training available through the university. This chapter is also not intended to provide an extensive insight into financial management, budgeting, control, etc. Chairs that do not have experience or training in basic financial management should seriously consider taking training on financial planning, budgeting, and control. The university offers the University Financial Management Certificate https://www.odu.edu/facultystaff/training-development/university-financial-management that provides an excellent introduction to ODU specific practices and mechanisms. The materials for the Budget Management and Reporting course are available at: http://www.odu.edu/content/dam/odu/offices/finance-office/docs/budget-management.pdf. These slides include extensive information on Banner, and budget control from a "Banner perspective".

This document tries to keep the full scope of the financial management tasks that a chair will encounter in perspective. It encompasses what at present are the dominant financial mechanisms and cash flows that a chair may encounter. It addresses processes and systems within ODU and ODURF. It is important to recognize that additional mechanisms exist that are not covered that may, however, play a significant role

for specific departments. For example, some departments may work extensively with some of the other foundations at ODU, such as the Education Foundation or the Athletics Foundation.

Each department across the university has evolved in its own way, and based on discussions with chairs from different colleges, no two departments are alike where finances and financial management practices are concerned. Some departments rely largely on the university provided "base budget" for their operations. In other departments, base budgets make up only a small fraction of the funds needed for their operations. All departments, to varying degrees, rely on funds that do not form part of the base budget to operate. This chapter tries to be as generic as possible, providing reference potential funding streams or operating mechanisms that do not apply to everyone.

Terminology
This change that is taking place to the manner that departments operate is taking place faster than some our systems are adapting. This leads to some interesting situations where the "old" meets the "new". For example, in the university vernacular, budget, or base budget, refers to the funds that are loaded into the departmental accounts at the beginning of the fiscal year. For staff and faculty salaries, where all or most of the funds are in effect provided, the amount provided is effectively the budget. For most other functions, such as adjunct or graduate assistant pay, travel, non-academic services, or non-personal expenses, the funds provided by the state, which are loaded into the department accounts at the beginning of the fiscal period, might only constitute a small fraction of what is needed to operate. Training that is provided by the university still refer to this as "the budget", when realistically it is only a part of the budget. These distinctions are benign if we aware of them, but can cause problems in planning in decision making if we are not. They can negatively affect the way we manage our finances, and potentially constrain our potential.

Managing from the checkbook
Our finances, as they show up in Banner and the ODURF financial system, represent effective cash flows drawn against our accounts. These accounts do not show:

1. Expenses that have been incurred for which there may be a delay for processing (e.g. PCard purchases).
2. Obligations and commitments that have been made, but have not taken place yet (e.g. student payroll, subscriptions, monthly telephone bills, periodic software license payments). These could be encumbered, but generally do not show up as such in Banner or ODURF.
3. Planned or promised "revenues" or funds, possibly from a contract that has been awarded for which payments are yet to be received, or planned activities that have not yet taken place.
4. A planned purchase, or a purchase that we know of, that is to take place later (e.g. purchase of computer later in the fiscal year, monthly printing charges for upcoming months). It is typically not possible to encumber these since we don't know what the actual expenditures will be, or no formal commitment has been made. There is no means to show planned purchases in Banner or ODURF at this time.

In essence, the accounts in Banner and ODURF behave similarly to a personal checking account. This is a critical function that helps us determine what we can, and cannot do where decisions that require funding are concerned.

Chairs and Fiscal Technicians: Roles and Responsibilities
Department chairs have access to a fiscal technician that either works for the department, is shared by departments, or is in the dean's office. *Fiscal technicians are the most important resource that a chair has where the management of a department's finances are concerned*. Fiscal technicians are all trained to use the University's financial system in Banner, and the mechanisms that are used to make purchases, manage payroll, organize and pay for travel, and procure equipment. Fiscal technicians are also updated regularly on changes to processes, policies, and regulations, and are the "first line of defense" to make sure that our activities conform to the rules within which we must operate. Fiscal technicians are often also trained in the ODRUF PI Portal, ODURF ePAS, and travel policies, particularly when a department relies extensively on funds generated from research projects or grants.

Fiscal technicians, in their role as fiscal technicians, are NOT trained to undertake financial planning, budgeting beyond university provided base budgets, or for that matter, operational management. That is not to say that fiscal technicians cannot undertake these tasks, and they probably do much of this in many departments. They are, however, NOT responsible for the financial management of a department. It is the chair's responsibility to determine where and how to spend funds. It is the chair's responsibility to ensure that expected revenues/funds are obtained. It is the chair's responsibility to ensure that financial plans are effectively implemented and executed. Finally, it is the chairs responsibility to ensure that budget overruns are not incurred, and that the departments do not run at a loss. The fiscal technician is the most important resource in helping the chair in making sure that these responsibilities are met, but should never be expected to bear responsibility for the outcomes. That, belongs to the chair.

Accounting Systems

Banner

Overview

From the university web site: "Banner is the university's centralized academic and administrative records system. The system has a web-based interface that users access through a web browser. It is comprised of a series of forms which display and allow the user to manipulate data. Accessing a form requires the user to have access rights. Banner access is only granted to those individuals for whom their jobs require access to view or edit Banner data. Those individuals will receive access to the forms necessary to perform their job functions." Department chairs are provided access to Banner Finance for the accounts for which they are responsible.

Ledgers

The university has organized Banner accounts into diverse ledgers. The ledgers are designated according to their type (ledger 1 through 9), the department, and a two-digit number.

1 E M 0 0

Ledger type   Department Code   Ledger number

The different ledger   types have different functionality and rules associated with them. The basic ledger that most department have is a "ledger 1". Ledger 1's are used to process state and university funds. A department may have more than one ledger 1. Most departments also have a ledger 6, or gift account. Depending on the department's operations, it may have additional ledger types that are best suited to support the specific financial requirements.

Banner account lines

The sub-accounts or accounting lines of Banner are developed according to: (1) common expenditure categories, and (2) University, State and Federal policies, rules and regulations that govern different types of purchases. For example, "personnel" makes up a large portion of any department's expenses. Personnel expenses are captured in the 4,000 series of lines. Hiring of graduate assistants must conform to specific rules set forth by the University and the State. To facilitate conformance with these rules, all graduate assistants are paid from a limited number of lines (4022, 4023, 4122, and 4123). The use of more than one line for graduate assistants reflects that there is more than just a single rule set with which we must comply. For example, different rules apply based on the source of the funding. If funds are received from the State/University (4022, 4023) different rules apply for the number of credit hours for which the GA must register in each semester, than if the funds are received from SCHEV (4122, 4123). In a similar manner, funding provided for graduate assistants is to be used to support teaching, not research. Graduate research assistants can be supported from funding generated by other means (e.g. from Purchase Release Time transferred into ODU Banner from funded research projects managed through ODURF). The **22 lines are used for

teaching assistants, and the **23 lines are used for research assistants. For similar reasons, equipment, supply, and travel (which is particularly highly regulated) are accounted through separate lines.

Training and other Resources
Banner training https://www.odu.edu/facultystaff/training-development/banner-training

Banner Basics information and training: https://www.odu.edu/facultystaff/training-development/banner-training/basics

Banner Finance training and reference documents: https://www.odu.edu/facultystaff/training-development/banner-training/finance-budget

ODURF PI Portal

Overview
The present version of the ODURF PI portal was recently developed and launched during AY 2016. The portal provides access to project and IDC accounts. Authorization of the department's IDC account is provided to the department chair. The chair can also provide signature rights to the fiscal technician and others in the department.

Training and other resources
ODURF does not have scheduled training. They will provide training to individuals and to groups on request.

Financial Planning and Budgeting
Financial planning refers to how a department allocates funds to achieve its goals. It is a dynamic process that involves an interaction between setting goals, developing plans to achieve those goals, identifying what resources are needed to enact the plans, ascertaining what resources are available, and determining whether the available resources will suffice to support all the plans that we have. Typically, we work in resource constrained environments, in which we seldom have all the funding needed to support all the activities that we would like to undertake. Two critical financial planning functions come into play. The first element of financial planning involves establishing the plans to obtain the funding needed to support the activities that we want to undertake. In other words, we do not immediately accept that what we have or what we are given is all that we have to work with. The second element of financial planning involves making decisions in which we select certain actions over others. This will often demand a change in our overall structure to come up with a plan of action that still enables us to attain desired goals, possibly with changes in some of the conditions, e.g. how quickly we proceed.

Financial planning at ODU generally excludes faculty and staff salaries, which are managed in a centralized manner through academic affairs and/or human resources. Plans still need to take these resources into account, since the success or failure of an initiative may well hinge on whether additional faculty or staff are provided by the university or college. Obtaining additional faculty and staff, however, proceeds along separate processes. When additional faculty or staff are not provided, alternatives staffing approaches may be possible, for example, it may be possible to have classes taught by a graduate student, or research might be supported by research scientists; both positions that can be paid for by funds that departments obtain from sources other than the base budget.

A critical component or output of financial planning is the department budget. A budget is in essence the detailed "financial plan" for a defined period, usually the fiscal year, although more detailed "sub-periods" can be used to help with planning. The budget describes what the department expects to receive, what it expects to spend, whether the department will draw or contribute to on retained earnings.

Finally, a department chair, to be effective, must navigate an interesting set of circumstances generated by the environment in which we must function that forces a distinction between financial "ownership" and financial "influence".

1. ODU operates a mixture of centralized and decentralized procedures. For the decentralized procedures chairs are effectively given ownership over funds. Other funds are managed in a more centralized manner, and chairs do not always have direct ownership or control over these budget elements. For example, funding for adjuncts is often managed directly through academic affairs.
2. Scarcity of funding means that a chair will often work with other entities across campus to leverage resources. Departments might work with Distance Learning, for example, to gain access to resources that can help with course development.
3. In departments that have active funded research programs, the funding generated for the research, which is managed by its faculty, can often significantly exceed the total budget of the department. Although these funds are designated to support the research, they provide a resource that the department can often leverage to reach departmental goals.
4. Due to the complexity of some revenue generating projects, which may involve the participation of multiple budget codes across the university, funds that essentially "belong" to a department may end up being processed through accounts that are not under the direct control of the BUD.
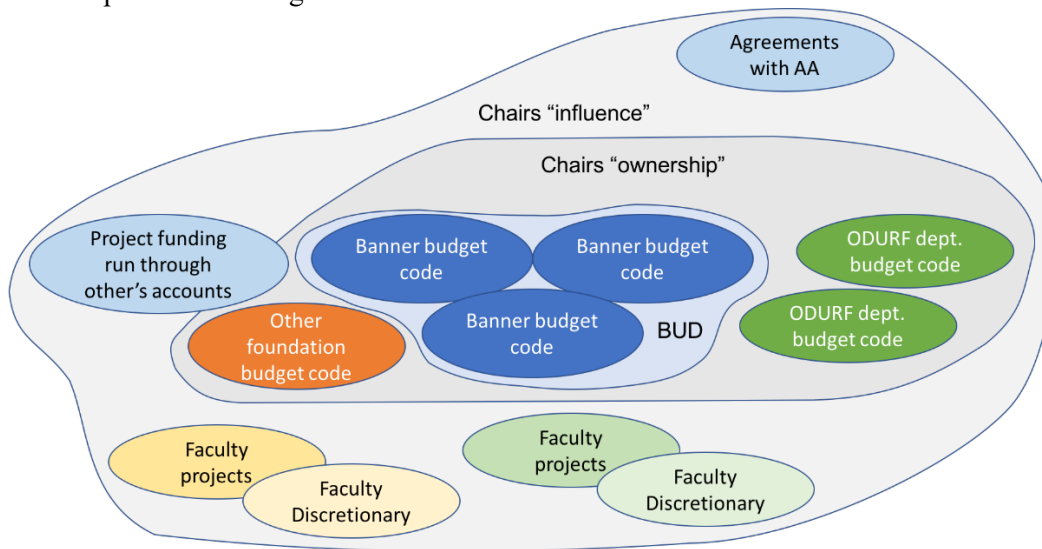
Figure 1: Chairs spheres of ownership and influence

Associated with the distinction between influence and ownership is an important, potentially conflict generating difference in the definition of the responsibilities of a chair vs. those of a BUD. The chair is responsible to provide financial management for a department. This is not necessarily the same as the responsibility of a BUD to responsibly manage the funds in a set of budget codes assigned to them.

Planning cycle
The typical planning cycle is driven by the University's fiscal year that starts on July 1 and ends on June 30 of every year. Planning starts approximately 6 months before the upcoming fiscal year. Requests by departments for "base budget" funding are generally submitted to their respective deans in January or February. This means that a plan of action and a notion of what resources will be needed must already be developed by this time. For many departments, the request for base budget funding will only constitute a component of the overall funds that will be required. As part of the planning process, balancing funds received from a variety of sources is necessary depending on what is eventually received or promised.

Planning Structures
The structures developed in Banner Finance and in the ODURF PI Portal are helpful to ensure that we comply with policies and regulations for different types of expenditures, or that might be tied to different sources of funding. The structures are, however, not particularly useful when planning a department's operations. Planning and justifying expenses occurs according to the work that we do, not the type of expenses incurred. Travel, for example, cannot be

justified for its own sake. It may, however, be critical in context of recruiting or marketing, bringing interviewees for a faculty position to campus, or for faculty to collaborate with researchers from other institutions.

There is no unique way to organize the functions of a department. Effective planning does, however, require that some form of functional structure be developed based on the nature of the operation. This structure should allow the chair to plan for the need and allocation of resources, as well as provide for their justification.

Typical activities undertaken by departments include supporting teaching activities with additional resources such as graduate assistants, or specialized software. Departments may need additional instructors to meet demand, which might require hiring adjuncts. Departments are also responsible for maintaining enrollments and may have to participate in recruiting or other activities to attract potential students. Depending on the nature of the research and scholarly activates conducted by a department, support might have to be provided to reach potential sponsors, to acquire equipment and other resources, or to present research at relevant venues.

Operational activities as well as one-off initiatives may combine the need to hire personnel, purchase equipment and other resources, and travel.

Ultimately, it is important to maintain an accounting of revenues and expenses with respect to the operational budgets, as well as Banner and ODURF accounts. Operational budgets help assure that funds are being expended in a manner intended to support the departments goals and objectives. Banner and ODURF ledgers and accounts help in ensuring that we comply with all of the requirements codified in these systems. Mapping the activities to each other can become quite complicated. It may, however, be necessary to make sure that funds are being expended *effectively* and *correctly*.

Reconciliation of Accounts
Periodic reconciliation of expenses with charges to Banner and ODURF should be a standard practice. This will require that the fiscal technician maintain a ledger of expenses that are incurred to ensure that only expected/approved expenditures post to Banner and/or other accounts. A benefit of maintaining a ledger and reconciling accounts is that it provides insight into commitments that might not have posted yet, thereby reducing the chances of overspending. No general accounting, budgeting, or financial management software is provided by ODU to support this activity.

The university requires that purchases made using the PCard be reconciled and closed out on a monthly basis. This is required in addition to the approval that the BUD will have to provide for individual purchases. The PCard owner will have to print out a report and compile the necessary receipts and statements to close out the purchases each month.

ODURF requires that users of its Purchasing Card submit a signed statement with receipts on a monthly basis.

Tracking/Budget Control
It is the chair's responsibility to track expenditures and ensure that budgets are adhered to. The chair can decide to what budget controls are to be maintained beyond the basic reconciliation activities required by ODU.

Tracking and maintaining budget control becomes increasingly important as departments rely more on funds that are received over the course of a budget cycle. Tracking revenues and maintaining a comparison to expected income values will allow adjustments to be made if it becomes apparent that more or less funding will be received than budgeted. Depending on the level of tracking that is maintained determinations might be possible as to the cause of the deviations. For example, a decrease in revenues might be due to decreased "production values" such as enrollments in a revenue generating program. Changes in "drivers" such as enrollments, might also signal possible deviations in budgeted expenditures. Similarly, tracking expenditures and comparing them to planned expenditures, operating plans and initiatives, becomes increasing important as departments asked to manage their own operations. Departments are often required to cover the costs of basic activities such as facility maintenance or even cleaning. It

is critical to budget for such activities effectively, but also that funds are managed properly to ensure that these activities can be undertaken.

Fiscal Year End Close-Out

Ledger 1's must be closed out on a yearly basis, and the accounts in these ledgers must have a zero balance. This applies to funds that are provided as part of the base budget by the University, as well as any other funds that are transferred into, and processed through, the ledger 1 accounts. The university provides training and guidelines on year-end close out. Fiscal year 2011 close out training slides can be accessed at:
http://www.odu.edu/content/dam/odu/offices/finance-office/data/fiscal-year-end-guidelines-2016.pdf. Training is usually held in early June. Many activities will have to be completed before this date. Colleges may set their own deadline for the last Interdepartmental Transfers (IDT) or budget adjustments to be made. Importantly, very little can be "fixed" during the close out time span if control has not been exercised throughout the course of the year. Fiscal year end close out mainly focuses on ensuring that final purchases are made with enough time to receive goods by the close out of the fiscal year, expenditures are logged to the correct fiscal year, etc.

From a planning perspective, the end of the fiscal year is also an opportune time to reconcile departmental operating budgets and set things in place for the next budget cycle.

Financial Analysis and Reporting

No formal reporting of finances is required by the University. College will differ in their reporting requirements, but most seem to focus on presenting balances of funds that are available in Banner, and possibly a tally of encumbered expenditures (commitment has been made), as well as "planned" expenditures (commitment is not yet formalized, and could be changed). No reporting on the effectiveness of the use of finances is required. Operational budgets are may form part of the discussion between chairs and deans, but have not been institutionalized. Generating reports of the departmental finances is useful to disseminate information with the department. It supports transparency and makes it possible to elaborate on the justification that underlies financial decisions.

Financial analysis and reporting is supported through a variety of tools. Information can be accessed through the ODURF PI Portal, Banner Finance, and through Insight, the University's Business Intelligence platform. A variety of statements can be produced in these environments. Information from Banner can be printed using ePrint and some financial information can be downloaded into Microsoft Excel. A variety of means to access and process financial data in Banner is presented in pages 37 to 148 of http://www.odu.edu/content/dam/odu/offices/finance-office/docs/budget-management.pdf.

Analyses of the effective use of funds, particularly as the department will have defined in its operational budget, can be undertaken using Microsoft Excel or other means.

Sources of Revenues/Income

Base Budget

Generally, the base budget will form the major source of funding for a department. Most of this funding will, however, be in the form of salaries for faculty and staff. Chairs do not have direct discretion over the funds provided for salaries, which are managed and provided by academic affairs. Chairs can make requests for additional faculty or staff. If these are approved funds will be provided for the positions. The funds cannot be reallocated by the chair.

The base budget will include funds over which the chair has discretion. These are grouped into salaries (4000 lines), operational funds that are also referred to as non-personnel funds (5000 and 6000 lines), travel (7000 lines), and equipment (9000 lines). Funding for the non-personnel, travel and equipment have most recently been loaded into "pool" accounts for these types of expenditures in the 6999, 7999, and 9899 accounts respectively.

"Discretionary" Funds for Salaries

The base budget for departments may include funding for graduate assistants or undergraduate student support. These funds must be used to support students. The funds cannot be reallocated for other purposes. The main accounts in which these funds will be transferred are: 4022, 4023, 4122, and 4123 for graduate assistants, and 4025 for student wages.

Funding for adjuncts is provided in account 4027 in the base budget. It must be noted that the funding for adjuncts that is provided in the base budget is often insufficient to cover a department's needs. Typically, the 4027 accounts are closed out at the end of the year by academic affairs. This generates an uncomfortable condition for department chairs that may often have to run a negative balance in the 4027 account for a significant component of the academic year.

Non-personnel funding

Non-personnel funds are provided to cover a department's operational expenses, for example printing, phones, supplies, and so on. The funds provided in the base budget will often not suffice to cover the costs of running a department and it is contingent on the chair and faculty to generate funding through other means to support the operations.

Increasingly departments are being pushed to cover the costs associated with general maintenance activities, such as cleaning, painting, or repairs. To date funds have not been provided by the university as part of the base budget to cover such expenses.

Travel Funding

Departments may receive funding to support travel needs. Travel is required for recruiting, attending meetings and conferences, hiring, and other reasons. Funding provided (if any) will generally not suffice to cover all of the faculty and department needs.

Equipment

Funding for equipment for research, teaching and other needs may be provided as part of the base budget. Generally, departments will, however, have to supplement the funds provided (if any).

SCHEV funds

SCHEV allocated funding to the university that are to be used for graduate student assistantships. These funds, also referred to as S5 funds, are loaded into 4122. Line 4123 is also available for research assistants, but is seldom used as these funds are typically reserved to support teaching. The funds usually become available after the start of the fiscal year.

Online Fee Sharing

By agreement with Distance Learning, 50% of the online technology fee is shared with departments to help support the cost of offering online courses and programs. Funds are generally transferred into the department's ledger 1, 6999 account from where it can be moved to other lines to cover travel, equipment, graduate assistant and other support.

Continuing Education

Continuing education shares agreed upon amounts of the tuition revenue that it captures with departments to help cover the cost of administering and offering continuing education and professional development courses and programs. Funds are generally transferred into the department's ledger 1, 6999 account from where it can be moved to other lines to cover travel, equipment, graduate assistant and other support. Continuing education may also provide some of the funding that would otherwise be allocated for instruction. These funds are transferred into the department's ledger 1, 4027 account. Note that funds in the 4027 account cannot be transferred to cover other expenses. Chairs should plan for the use of these funds based on the requirements that are tied to this account.

Purchased [Faculty] Release Time

Faculty workload may be "purchased" by ODURF to work on funded research projects. These funds, referred to as Purchased Release Time (PRT) or Faculty Release Time (FRT) are transferred from the project accounts at ODURF that are administered by the project Principle Investigator (PI) to the department's ledger 1, 4010 account.

Note that many departments have commitments to help support the cost of faculty and staff salaries from PRT. In such cases, the commitments are levied against the 4010 account at the beginning of the fiscal year. It is not uncommon for departments will start the year with a negative balance in this account.

Indirect Cost Sharing

Research projects run through ODURF charge standard rates to cover indirect costs (IDC). The IDC is used to cover the operations of ODURF as the university's contract agent and accountant, as well as university, college, department, and faculty overhead costs. The IDC that the department accrues can vary depending on the cost model that is applied. Generally, the department will capture between 10% and 12% of the IDC that is generated by a project. When faculty from multiple departments/centers participate on a project, the IDC is distributed according to the credit assigned to its faculty, and the department or center code that the faculty chooses on the proposal transmittal form (PTF).

Revenue Based Projects/Programs

Departments can set up projects that capture revenues. These can take on a variety of forms from running summer camps, to service projects, or academic offerings that fall outside the regular academic semester offerings. Typically funds for such activities are run through ledger 4 or 5, which are designed to be able to manage project or program revenues.

Equipment Trust Fund

On a yearly basis funds are provided to the University for equipment purchases as part of the Equipment Trust Fund (ETF). The funds are primarily distributed between the Office of Research, and the academic colleges. ETF funds can only be used for equipment purchases. Equipment purchased through the ETF must be inventoried and managed according to very specific rules. Colleges have internal processes to allocate ETF funds that typically involve requests with justifications being provided to the dean's office, which then decide on how the funds should be allocated. Requests are typically due to the dean's office during the summer.

Gifts

Departments may receive gifts. Gifts are received through the Education Foundation. Funds are transferred to a departmental ledger 6 account.

Purchases/Expenditures

A wide variety of mechanisms exist by which departments and chairs can acquire services, hire staff, adjuncts and students, or purchase supplies and equipment. The department's fiscal technician is trained to execute the procedures associated with these mechanisms and can ensure that a chair remains compliant with each mechanisms conditions and rules.

General Purchases

General [small] purchases can be made using an ODU issued PCard or an ODURF issued Purchasing Card. The university uses the state's purchasing platform (eVA) to manage purchases from authorized suppliers. Fiscal technicians will generally have an ODU PCard to facilitate purchasing supplies and other necessities. The BUD is required to authorize purchases through the Bank of America Works platform. *Note that failure by the BUD to approve purchases in a timely manner may result in suspension or withdrawal of the fiscal technician's PCard.* Use of the PCard for travel is prohibited. The BUD also authorizes purchases through the eVA system. Note that a BUD must go to training to get access to the eVA system. ODU, as a state enterprise, is required to consider the Virginia Correctional Enterprises (VCE) for a variety of purchases. An exception can and may have to be requested to use a supplier other than VCE where VCE is designated as the primary source.

The ODURF purchasing card is more flexible and allows a greater variety of purchases to be made. The card can be used to make purchases against multiple accounts and research projects. Approval for purchases must be given by the individual or individuals with signature rights on an account. For departmental accounts this is generally the chair, but can also include other designated staff and faculty. Larger purchases can also be made through ODURF. The ODURF procurement policies are available at: http://www.researchfoundation.odu.edu/accounting/accounting.html. A contact to the ODURF procurement officer is provided on this webpage.

Software purchases should be processed through Information and Technology Services (ITS). ITS will ensure that the software is compliant with ODU system requirements, and that it meets the various regulations that academic institutions have to comply with.

Payroll

A chair can hire graduate assistants, undergraduate students, adjuncts and other personnel to provide academic and non-academic services. A wide variety of mechanisms are available to do this. Most of them have been integrated into the University's electronic systems, where the originator is generally the fiscal technician. This includes payroll processing for students (EPAF), faculty working during the summer (FLAC), and adjuncts. Paper forms still used include the 4027 for adjuncts, form 4031 for non-academic services, and in exceptional cases E1S for students.

Additional information is provided in the May 2, 2017 training manual: http://www.odu.edu/content/dam/odu/offices/finance-office/docs/payroll-training.pdf. It is highly recommended that every Department Chair attend payroll training.

Personnel can also be hired through ODURF to be charged to IDC accounts or projects. ODURF recently upgraded its online hiring/payroll system to the ePAS. Additional information on hiring rules and policies can be obtained from ODURF HR who also provide assistance with using the ePAS system.

Travel

Travel on University and ODURF funds generally follow rules that are very similar to the Federal Joint Travel Regulations. The University provides an extensive set of guidelines at https://www.odu.edu/facultystaff/university-business/travel/guidelines. ODU uses ChromeRiver to manage its travel authorizations and reimbursements. A request must be submitted to have the BUD added to the master signature list for ChromeRiver. ODURF Travel policies are documented at: http://www.researchfoundation.odu.edu/accounting/travelpol.html.

In general, travel policies and processes are designed to minimize the chance of a misuse of funding, with a secondary intent being to minimize travel costs. International Travel in particular is subject to added regulations. ODU personnel undertaking international travel for business purposes *must obtain approval*. This applies even if the traveler is not using ODU funds, for example if travel is being undertaken with funds at ODURF, or from an external sponsor. Advance travel approval must be obtained for travel paid for through ODURF. Approvals are obtained by email from the Grant and Contract Administrator (GCA) managing the account.

Travelers can request an ODU Travel Card to cover travel expenses. Note that ODU issued PCards cannot be used for travel purposes. It is the traveler's responsibility to repay the costs incurred when using a travel card and to seek reimbursement through ChromeRiver. ODURF purchasing cards can be used for travel.

ODU maintains agreements with Enterprise Car Rentals in the Hampton Roads area. Cars are rented through the eVA portal. ODU also has an agreement with SpringHill Suites for visitors to ODU.

Travel advances are possible through ODU and through ODURF. This is particularly useful for students or staff going on travel that might face financial difficulties to cover the costs of travel.

Equipment/Asset Purchases
Small equipment purchases can generally be made through eVA, the University Tech Store, or through one of the other agreements that ODU has with suppliers. For computing equipment, ODU has agreements in place with Dell and Apple. Larger purchases, for example for laboratory equipment or machinery, should be processed through procurement services (https://www.odu.edu/procurement).

Platforms/Systems

Platform	Description	Supporting materials and information	Access
Banner Finance	Banner is the university's centralized academic and administrative records system. You can access the system through your web browser. Banner consists of a series of forms that allow users to view and work with university data.	Information on training and other resources related to Banner. https://banner.odu.edu. Authorization must be received to be given access to Banner. Requests can be initiated at: https://www.odu.edu/ts/access/monarchkey/online-account	Access to Banner https://bannerxe.odu.edu:7005/ApplicationNavigator/
ODURF PI Portal	PI Portal, a web-based interface allowing authorized users access to sponsored project, discretionary and other cost centers financial reports and information. This reporting system provides virtually live up-to-date financial information to faculty researchers and administrators any time they log-in.		https://hera.odurf.odu.edu/RFPortal
PCard	The PCard provides departmental cardholders with flexibility to conduct small dollar procurement transactions.	Information on the purchasing card: https://www.odu.edu/facultystaff/university-business/purchasing/purchasing-card Application for a purchasing card: http://www.odu.edu/content/dam/odu/offices/procurement-services/pcard/pcard-application.pdf	Access to the BOA Works portal: https://payment2.works.com/works/
ODU travel Card	Corporate Travel Cards are available to full-time and part-time faculty and staff who travel more than twice a year. The travel card provides a means of charging expenses incurred while conducting official State business. Students are not eligible.	Application for a corporate travel card: https://www.odu.edu/content/dam/odu/offices/finance-office/docs/corporate-travel-card-application.pdf	
eVA	eVA is the Commonwealth of Virginia's web-based purchasing system designed to enable state agencies to solicit and purchase goods and services more efficiently and effectively. As stated in the Board of Visitors Policy 1627 Procurement Reporting Exemptions, the University will utilize eVA as its primary procurement tool	The ODU eVA page: https://www.odu.edu/facultystaff/university-business/purchasing/eva Note that users AND approvers need to complete training to be given access to the eVA site.	Access the eVA web portal: https://eva.virginia.gov/

	supplemented by the small purchase charge card (PCard).		
ODURF Purchasing Card	Old Dominion University Research Foundation has implemented a procurement card program for researcher use on sponsored program, cost center and discretionary purchases. The purpose of this program is to afford authorized users greater flexibility in making small dollar procurements. The use of a procurement card should substantially alleviate the need to use Limited Purchase Orders. The use of a procurement card will in no way change the required documentation for purchases or change any existing procurement policies. The single purchase limit on all credit card purchases is $2,000.	Information on the ODURF procurement card is available at: http://www.researchfoundation.odu.edu/accounting/procpolicy.html A procurement card application is available at: http://www.researchfoundation.odu.edu/forms/forms.html	None
EPAF	Electronic Personnel Action Forms (EPAFs) is a paperless method to submit employee changes for Student Hourly, Graduate Assistant, and Hourly employees to Human Resources and/or Student Employment The EPAFs are submitted through Banner self-service (Leo-Online) by the department and routed to the appropriate EPAF department approver and then to Payroll (Student Employment) or Human Resources for review and update of the Banner records.	Information on EPAF including training: https://www.odu.edu/facultystaff/employee-services/managers/epafs Approval form to get access to EPAF: http://www.odu.edu/content/dam/odu/offices/human-resources/docs/epaf/electronic-approval-access-form.pdf	Access to LeoOnline to approve EPAF actions: https://www.odu.edu/facultystaff/employee-services/leo-online
Summer Faculty Loading and Compensation (FLAC), 4027, 4031	Faculty loading and compensation, particularly as this applies to activities outside of the regular academic year, for example in the summer, takes place according to guidelines provided by academic affairs. Generally, data is entered by the fiscal technician directly into Banner or LeoOnline for teaching activities. The 4027 form is available to process payroll in exceptional circumstances. The 4031 form is used to process payroll for non-academic services.	Training for Payroll actions can be accessed at: https://www.odu.edu/facultystaff/training-development/banner-training https://www.odu.edu/facultystaff/training-development/university-financial-management	

ODURF ePAS	New and significantly improved Payroll Authorization System (ePAS) Monday June 12th at 7:00 PM. This new system is a significant step-forward in our ongoing efforts in the Foundation's mission of providing responsive and cost-effective support to the University's research community.	Human Resources staff welcomes the opportunity to provide departments or individual one-on-one meetings for training. If interested please contact Hope Fowler, hfowler@odu.edu or 683-7238. An ePAS User Guide will be available on the Research Foundation web page. http://researchfoundation.odu.edu/pdf/ePAS%20Quick%20Start%20Guide.pdf	ePAS will be accessed via the Research Foundation's PI Portal.
Graduate Assistant Tuition Waivers	Tuition Waivers may be available for Graduate Assistants. Rules exist that govern GA eligibility for tuition waivers. The department GPD is often put in a position of providing oversight of the tuition waiver budget. The department or a college designated fiscal technician enters tuition waiver information into Banner.		http://catalog.odu.edu/graduate/financialawardsforgraduatestudents/
Time and Leave Approval	Time and leave are approved through LeoOnline. Approvers will be given the ability to approve direct report employees through the employee section.		https://www.odu.edu/facultystaff/employee-services/leo-online
ChromeRiver	ChromeRiver is the platform used by the university to process travel expenses. It is also used to obtain travel approvals when required.	Please contact your Travel Team Processor to schedule a training class. https://www.odu.edu/facultystaff/university-business/travel	http://odu.edu/chromeriver
Insight	Insight is the University's centralized reporting and analytics system. You can access Insight using your web browser. Insight at Old Dominion University is an implementation of Cognos (an IBM product) using Ellucian data models. Insight consists of reports, dashboards and data models to view University data across different business areas.	How to verify if you have access to insight: https://www.odu.edu/content/dam/odu/offices/occs/docs/insight-verify.pdf	Access to Insight: https://insight.odu.edu/cognos

APPENDIX

Appendix A

	Important Dates For Fall Semester
8/1	Solicit nominations – Univ. Professor, Univ. Distinguished Teacher, and eminent scholar designations
8/1	Faculty member and dept. P&T committee identify potential external reviewers for faculty seeking promotion to full professor
8/8	Dept. chair provides names of external reviewers to the dean for faculty seeking promotion to full professor
8/15	Dean submits an agreed upon list of external reviewers to the provost. Upon final approval of the provost, the dept. chair initiates the review process for promotion cases.
8/15	Cycle for performance evaluation for classified staff begins (between mid-August and October 24)
9/1	Chair submits teaching portfolio review materials of NTT/non-tenured faculty to dept. committee
9/1	For NTT Fifth Year Major Eval, faculty submits file to dept. chair. Chair submits to dept. committee.
9/1	For mid-year hires, faculty member submits materials concerning pre-tenure review to dept. chair for review by dept. committee. Chair initiates the process, collects the materials, and makes the materials available to the department and college promotion and tenure committees and informs chairs of both committees of the timeline for the review (by 9/15 in the case of the college committee chair).
9/1	Nominations for University Professor and University Distinguished Teacher designations submitted by a tenured department colleague in nominee's discipline
9/15	For mid-year hires seeking tenure, dept. chair informs the chair of the college promotion and tenure committee of the location of the material and the timeline for the review.
9/15	Dept. chair submits the faculty member's tenure file, including external evaluations, to dept. committee. Chair initiates the process, collects the materials, and submits the materials to the Office of Academic Affairs for posting on a secure site accessible to department, college and University promotion and tenure committees.
9/15	Deadline for nominations of eminent scholars due to department chair
9/30	WEAVE reports completed
10/1	Designated dept. evaluation committee submits teaching portfolio review (of non-tenured/NTT) evaluation to the dept. chair, providing copies to the faculty member and dean.
10/1	For University Distinguished Teacher designation, chair conducts a secret ballot of the dept. full-time faculty members to select the nominees and forwards the nominees who received a majority of the vote, including the votes, to the college dean. Chair of P&T committee does this for university prof. nominees
10/1	Nontenured/NTT Faculty member submits materials, including the teaching portfolio review, for evaluation to dept. chair. In the fall immediately following the pre-tenure review, the faculty member's pre-tenure evaluation materials with any appropriate updates added by the faculty member or chair will be the annual evaluation process. Dept. chair submits materials from faculty NTT/Nontenured member for evaluation to dept. committee.
10/1	Dept. chair convents dept. eminent scholar committee, ensuring applications are available for reviews
10/1	For mid-year hires going through pre-tenure review, dept. committee submits comments on third-year review to the dept. chair concerning pre-tenure review and provides a copy to the faculty member.
10/1	For tenure cases dept. committee submits its recommendation on tenure to chair
10/15	For tenure cases, dept. chair submits recommendation on tenure to the dean.
10/24	Complete evaluation of classified staff
10/31	Solicit course requests from faculty for next fall
11/1	Dept. committee submits its evaluation/recommendation concerning reappointment or nonreappointment of NTT/Nontenured faculty to dept. chair, providing a copy to the faculty member.
11/1	For promotion cases, the faculty member submits his/her promotion file to department chair.
11/1	For mid-year hires seeking tenure, faculty member and dept. promotion and tenure committee identify potential external reviewers.
11/8	For mid-year hires seeking tenure, dept. chair provides names of external reviewers to the dean.
11/8	For mid-year hires seeking tenure, dean submits an agreed upon list of external reviewers to the provost. Upon final approval from the provost, the dept. chair initiates the review process.
11/15	For NTT/non-tenured faculty in their second year or beyond, Dept. chair submits an evaluation and recommendation concerning reappointment or nonreappointment to dean, including the dept. committee recommendation, providing a copy to the faculty member.
11/15	For Fifth year major eval of NTT, the dept. chair reviews the major evaluation file and submits it and his or her recommendation to the dean of the college, with copy to faculty member
11/15	Dept. chair conducts secret ballot of all tenured faculty on eminent scholar nomination
11/30	Finalize draft of course schedule for next fall
12/1	Performance plan for classified staff certified
12/1	For eminent scholar designations, dept. chair completes independent evaluation and submits it, the dept. review letter and vote, and credentials to the dean.
12/1	CourseLeaf Deadline: Curricular Change Forms (estimated)

12/7	CourseLeaf Deadline: Course changes/new courses in CIM (estimated)
12/15	For first year nontenured/NTT faculty, submit materials, including teaching portfolio review, for evaluation to dept. committee
Important Dates for Spring Semester and Summer	
1/15	1/15 For first year non-tenured/NTT faculty, receives evaluation from dept. committee
1/15	1/15 For first year non-tenured/NTT faculty hired mid-year, submits materials for evaluation to dept. committee
1/15*	Banner data entry ends for Fall schedule (estimated date)
1/15	For NTT promotions, the chair submits the materials to the dept. promotion committee for review. Chair initiates the process, collects the materials, and makes the materials available to the department and college promotion and tenure committees and informs the chairs of both committees of the timeline for the review.
2/1	Tenured faculty member submits materials, including teaching portfolio review if available, for annual evaluation to the dept. chair.
2/1	For first year non-tenured/NTT faculty, department chair submits an evaluation and recommendation concerning reappointment or nonreappointment to dean, including the dept. committee recommendation, providing a copy to the faculty member.
2/1	For first year non-tenured/NTT faculty hired mid-year, receives evaluation from dept. committee
2/1	Faculty member submits materials concerning pre-tenure review to dept. chair for review by dept. committee. Chair initiates the process, collects the materials, and makes the materials available to the department and college promotion and tenure committees.
2/1	Dept. promotion committee submits its recommendation concerning promotion to Senior Lecturer or Master Lecturer to the dept. chair.
2/15	For first year non-tenured/NTT faculty hired mid-year, submits an evaluation and recommendation concerning reappointment or nonreappointment to dean, including the dept. committee recommendation, providing a copy to the faculty member.
2/15	Dept. chair submits recommendation on promotion to Senior Lecturer or Master Lecturer to the college dean for review by the college promotion committee.
2/20	CourseLeaf Deadline: Text changes/additions (estimated)
3/1	Dept. chair completes evaluation of faculty member providing copies to the dean and the faculty member.
3/1	Receives comments from submits comments from the dept. chair concerning pre-tenure review from pre-tenure committee
3/15	Dept. chair submits comments to the dean concerning pre-tenure review for review by the college promotion and tenure committee and provides a copy to the faculty member.
4/15	For mid-year hires seeking tenure, dept. chair submits the faculty member's tenure file, including external evaluations, to dept. committee. Chair initiates the posting of all supporting materials to a secure server accessible to department, college and University promotion and tenure committees and informs chair of the first of these three committees of the location of the material and the timeline for the review.
5/1	Solicit course requests from faculty for following spring and summer
5/1	Faculty member and dept. promotion and tenure committee identify potential external reviewers for tenure candidates.
5/8	Dept. chair provides names of external reviewers for tenure cases to the dean.
5/15	Dean submits an agreed upon list of external reviewers for tenure cases to the provost. Upon final approval of the provost, the dept. chair initiates the review process.
5/15	Faculty member seeking tenure submits his or her research portfolio and curriculum vitae to be sent to external reviewers to dept. chair.
6/1	Department annual report due to the dean
6/1	For mid-year hires seeking tenure, dept. chair submits recommendations on tenure
6/1	For mid-year hires seeking tenure, dept. chair submits recommendations on tenure, together with all documents, to the dean. Dept. chair advises the faculty member, providing a copy to the dean and provost, if neither the dept. committee nor the dept. chair recommends tenure.
6/8	Draft Spring Schedule for the next year
6/15	Draft summer schedule for the next year
7/15*	Banner data entry for next spring schedule ends (estimated date)
7/22*	Banner data entry for next summer schedule ends (estimated date)
7/23	Schedule a vacation

*Schedule dates are estimates

Appendix B

Faculty Credentialing Process

New FT Faculty Credentialing Process:

- Improving the new FT Faculty Credentialing process by confirming credentials earlier in the hiring process, minimizing delays in hiring, and gathering information to respond to SACSCOC standards.

- **Process (completed in PAPERS)**
    1. For tenure-track faculty, Institutional Effectiveness and Assessment (IE&A) reviews unofficial transcripts and CVs for candidates selected for on-campus interviews after Equity and Diversity has certified the pool
        - For tenure-track faculty, IE&A consults the Faculty Credentials Guidebook to confirm candidates have terminal degree in the discipline or related fields
            - Translates, verifies, and evaluates international degrees, if applicable
        - If additional information is needed, IE&A contacts the search committee chair
        - SACSCOC Liaison reviews information if IE&A cannot determine credentials
    2. Once the final candidate is selected, an official transcript should be sent to an University Official – Dean's Office, Department Chair or directly to IE&A – prior to the start date
        - Originals are scanned by IE&A and uploaded to WEAVE VERIFY (accreditation credentialing system)

New Adjunct Faculty Credentialing Process:

- Improving the new Adjunct Faculty Credentialing process by streamlining the paperwork and steps needed in adjunct appointments and gathering information to respond to SACSCOC standards.

- **Process**
    1. Hiring Packet with completed Adjunct Faculty Approval & Employment Authorization Form is sent to IE&A
    2. IE&A reviews official transcripts and CVs for selected candidate
        a. IE&A consults the Faculty Credentials Guidebook to confirm candidates have
            i. Either a terminal degree in the discipline or related fields, 18 graduate credit hours in the discipline, **OR** alternative credentials
                ii. Translates, verifies, and evaluates international degrees if applicable
        b. If additional information is needed, IE&A contacts the department chair
        c. SACSCOC Liaison reviews information if IE&A cannot determine credentials
    3. Hiring paperwork is sent to Academic Affairs for processing

New FT Faculty Credentialing Process

Pool of Applicants

Candiates for on-campus interviews

Equity & Diversity Approval

IE&A Review

Candiates for on-campus interviews

Final Candidate Selected

Official Transcripts sent to IE&A

Faculty Credential Guidebook consulted

WEAVE VERIFY Updated

Contact Search Committee Chair if additional information if needed

SACSCOC Liaison reviews information if IE&A cannot determine credentials
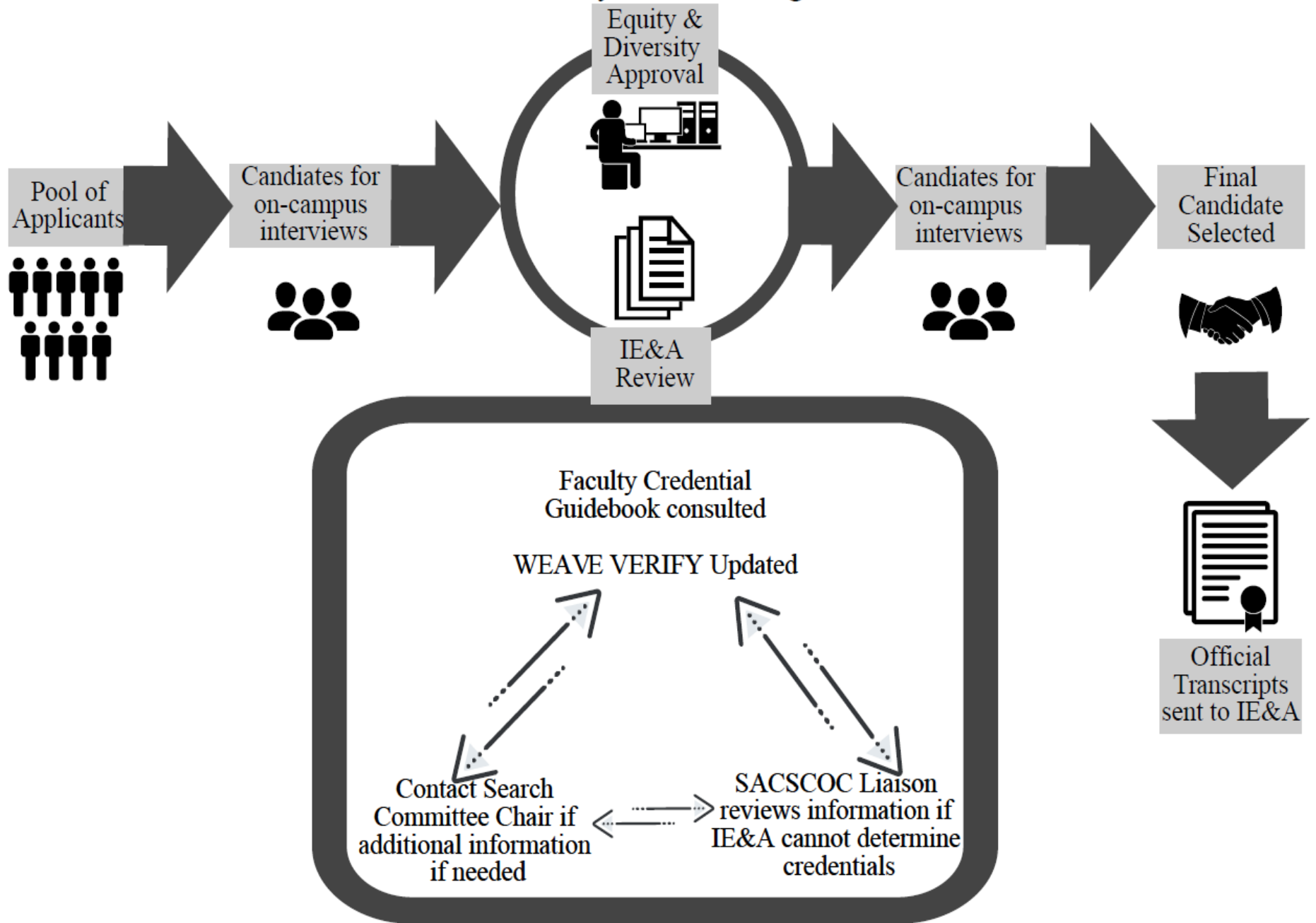
New Adjunct Faculty Credentialing Process

Department Chair completes
Adjunct Credentials Form & send
sot Dean's Office. All new hiring
paperwork is sent to to IE&A

IE&A reviews Adjunct
appointment form

Contacts Department
Chair if more
information
is needed

Updates WEAVE Verify

Hiring paperwork sent to
Academic Affairs

IE&A consults
SACSCOC Liaison
if credentials are
unclear

Old Dominion University Adjunct Faculty Approval & Employment Authorization Form

OLD DOMINION UNIVERSITY
IDEA FUSION

Instructions

Adjunct faculty may be appointed for up to a three year term of approval. Departments are encouraged to do so in order to reduce administrative paperwork. However, this approval period is not intended to imply a guarantee of employment for the entire approved term. It only indicates the faculty member is eligible for part- time employment any time during the approved term. A copy of the Adjunct Faculty Approval/Employment Authorization Form will be sent to Human Resources to create a payroll record for those designated as being paid in the Payroll Status section. Departments still must complete the On & Off Campus and Non-Credit, Part-time Faculty and Overload Payroll Form to execute payments to the adjunct faculty member. All newly hired employees are required under Federal law to complete an Employment Eligibility Verification form (I-9 form) within 3 days of commencing employment. Failure to complete the I-9 form by the deadline will result in a delay of the first paycheck. Human Resources requires a copy of the adjunct faculty member's Social Security Card be attached to the appointment form. In addition, federal and state tax withholding forms, Direct Deposit Form, Internet Usage Form, the Commonwealth's Policy on Alcohol and Other Drugs form, Conflict of Interest form, Elected Official Disclosure form and the Child Support Disclosure and Authorization form must also be completed. Males must complete the Verification of Registration for Selective Service form. All of the before mentioned forms are available on the Department of Human Resources website. A new Adjunct Faculty Approval/Employment Authorization Form should be completed if a faculty member changes from an unpaid status to a paid status. **Failure to provide original transcripts and/or other credentialing information <u>can</u> result in termination of the Employment Contract.**

Academic And Professional Preparation Requirements

Old Dominion University's academic and professional preparation requirements for part-time faculty conform to the criteria established by the Commission on Colleges of the Southern Association of Colleges and Schools. The following policy guidance is based on the relevant sections from the Commission's <u>Principles of Accreditation: Foundations for Quality Enhancement</u> and defines the University's policy and procedure with regard to part- time faculty:

♦ Faculty teaching general education courses at the undergraduate level: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

♦ Faculty teaching baccalaureate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.

♦ Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

♦ Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Original documentation including official transcripts, current CV, & other applicable documentation must be provided with the Adjunct Faculty/Employment Authorization Form to the Office of Institutional Effectiveness and Assessment. Failure to provide these documents may result in adjustment of appointment term.

Rank

Adjunct Professor	Adjunct Research Professor	Adjunct Community Professor
Adjunct Associate Professor	Adjunct Research Associate Professor	Adjunct Community Associate Professor
Adjunct Assistant Professor	Adjunct Research Assistant Professor	Adjunct Community Assistant Professor
Adjunct Instructor		Adjunct Community Instructor
Adjunct Assistant Instructor		Adjunct Community Assistant Instructor

Executive-In-Residence	Adjunct Clinical Professor
Performer-In-Residence	Adjunct Clinical Associate Professor
Artist-In-Residence	Adjunct Clinical Assistant Professor
Writer-In-Residence	Adjunct Clinical Instructor
	Adjunct Clinical Assistant Instructor

All individuals appointed as Adjunct Faculty must be assigned an appropriate rank in accordance with the Policy and Procedures Concerning Academic Rank and Promotion in Rank in <u>The Faculty Handbook</u>.

Those hired to perform non-teaching academic support duties (i.e., summer camp assist ants, lab assistants, musical accompanists, graders, exam proctors) should be designated as Academic Assistants. They will not be assigned an academic rank and should not be considered as holding an adjunct faculty appointment. Normally they should be paid out of sub account 4031 on a Temporary Employment Payroll Form.

Send to the Office of Institutional Effectiveness and Assessment

Megan Smith - 2202 Spong Hall - m4smith@odu.edu - 757-683-4650

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Page 1

It is hereby recommended that the following individual be appointed/reappointed as an adjunct faculty member at Old Dominion University in the:

College of: _____

Department/School of: _____ Mail Drop Code: _____

Budget Code: _____ Position #: _____ University Identification #: _____

Last name _____ First Name _____ Middle Initial _____ Date of Birth _____

Street Address _____ City _____ State _____ Zip Code _____

Telephone _____ Email Address _____

Race Codes

Race 0 White   3 Asian
      1 Black   4 Native American
      2 Hispanic 5 Other/Unknown

Payroll Status:

Sex: Male ○   Female ○

☐ Paid by the University   ☐ U.S. Citizen

☐ Not Paid by the University   ☐ Resident Alien

☐ Non-Resident Alien

For Academic Affairs Completion

SS Card Received: _____

I-9 Complete: _____

I-9 Expires: _____ (If Applicable)

☐ New Appointment (attach vita/resume, official transcript & social security card)

☐ Reappointment (attach an updated vita/resume & transcript if applicable)

Term of Approval:

Begin Date: _____

End Date: _____

Rank: _____ (See Instructions on page 1)

Certified for Graduate Instruction?

☐ Yes

☐ No

If yes, attach copy of certification form.

Academic and Professional Preparation (Please see Instructions for explanation)

Conferring Institution: _____

Graduate Degree: _____ Date Conferred: _____ Degree within discipline*: ☐ Yes ☐ No

If no: 18 graduate semester hours in discipline*: ☐ Yes—Complete worksheet 1   ☐ No—Complete worksheet 1 & 2

*Referring to the discipline within which the appointee will be teaching

Original, official transcript attached: ☐ Yes ☐ No

If yes, is the transcript international? ☐ Yes ☐ No

If yes, is the transcript issued in English? ☐ Yes ☐ No

Specify discipline or courses to be taught: _____

Purpose of Appointment (if non-teaching): _____

Recommended By: _____   _____
                        Department Chair   Date

Approvals: _____   _____
                        Dean   Date

_____   _____
                        Provost   Date

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Worksheet 1 - Graduate Hours within Discipline

Please complete if graduate degree is not in the discipline within which they will be teaching —Listing applicable courses from the attached transcript(s) can help facilitate accurate and timely credentialing.

Name of Appointee:_____

Teaching Discipline (Prefix):_____

Please indicate the courses, credit hours, and institution granting the appointee 18 or more graduate semester credit hours in the discipline within which they will be teaching (or equivalent discipline).

If fewer than 18 hours have been completed, please complete the table below for the appointee's pertinent completed course (if any), and then also complete Worksheet 2.

Graduate Course Prefix, Number, & Title	Semester Credit Hours	Institution Granting

If needed, insert additional pages OR write "see attached" and attach a photocopy of the transcript with each applicable course highlighted. If course titles are not given on the transcript, please include those in the table provided.

Signatures for Certification: Date:

Chair/Director:		
Dean:		

SACSCOC Liaison Signature: _____ Date: _____

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Worksheet 2 - Alternative Qualifications

Complete if the appointee does not have a graduate degree in the discipline within which they will be teaching and does not have 18 graduate credit hours in the discipline within which they will be teaching, or does not have a graduate degree in any discipline.

Name of Appointee: _____

Teaching Discipline (Prefix): _____

Course Prefix, Number, and Title: _____

Course description and/or expected learning outcomes:

Please check ALL "Alternative Qualifications" that apply, enter course information, and provided a detailed narrative that addresses each qualification checked. Indicate the dates for each qualification and clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the specific course(s) to be assigned to the faculty member. Supporting documents (i.e., copies of licenses and certifications) must be submitted with this form. In any graduate coursework in the discipline (or a related field) had been completed, please complete Worksheet 1. If needed, insert additional pages and write "see attached" below to add additional information.

Alternative Qualifications: Check all that apply	☐ Related Work Experience	☐ Documented Teaching Excellence in Discipline
	☐ Professional Licensure or Certification	☐ Honors, Awards, or Special Recognition
	☐ Special Training	☐ Other Competencies or Achievements
	☐ Research and Publications	☐ Other_____

Narrative describing each qualification checked above and its relationship to the course content and/or outcomes: (attach additional pages if needed)

Signatures for Certification: Date:

Chair/Director:		
Dean:		

SACSCOC Liaison Signature: _____ Date: _____

Send to the Office of Institutional Effectiveness and Assessment

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Appendix C

RECRUITMENT AND SELECTION PROCESS
FOR CLASSIFIED & HOURLY POSITIONS

I.   Advertising a Position

The recruitment process for **Classified and Hourly positions** may be initiated by the hiring manager or budget unit director in PAPERS7 at https://jobs.odu.edu/hr. In this automated process, hiring managers will have the ability to officially request that a position is advertised by creating a **Posting**. When creating a **Posting**, the hiring manager will have the ability to identify specific recruitment sources they wish to use to supplement the Posting, determine what materials candidates should submit as a part of their application package, and designate individuals to serve on the committee.

The posting **must** be submitted to Human Resources by the close of business on Wednesday to ensure advertising of the position the following Monday. Per state policy, the posting must be listed for a minimum of five work days (Monday-Friday). Please attach an up-to-date departmental organization chart under the posting documents tab.

Once the Posting is created, the hiring manager will submit the Posting to the Budget Unit Director (BUD) for review and approval. Upon approval, the BUD will submit the Posting to the Department of Human Resources (HR) for approval. The recruitment process should be **concluded within 60 days** of the position being posted unless you advertised an open until filled or continuous recruitment.

Please Note: Hiring managers and BUDs should have conversations with their Vice President regarding the approval to advertise their positions before creating a Posting in PAPERS7. This should be done through the appropriate chain of leadership.

Once the position has been approved by HR, a system generated as well as a separate e-mail from your respective HR Recruiter will be submitted to the hiring manager. HR will post the announcement on the University's website, the Commonwealth of Virginia website and other recruitment sources as requested. All professional classified positions must be advertised in one print source for at least one Sunday. **Advertising costs are assumed by the hiring department.**

User guides with step-by-step processes on how to create a Posting, dispensing candidates and initiating a hiring proposal in PAPERS7 are located at the link below, which also can be found on the PAPERS7 homepage under the Department of Human Resources website.

http://www.odu.edu/content/odu/facultystaff/employee-services/papers.html

IMPORTANT NOTE: The announcement is removed from the University website at 11:59 pm on the closing date. Once the announcement is removed from the website, additional candidates will not have the ability to apply for the position.

II.   Search Committee Members

Search committee members must be in the same or higher role than the position being filled and cannot report to the position. The members should be diverse in terms of gender and ethnicity, if at all possible.

Before evaluating candidates, search committee members should complete the **On-line Search Committee Training**. This training was originally completed for faculty recruitments. However, it has the basic premise for hourly and classified recruitment as well. The following is a link to the training which is located on the Office of Institutional Equity and Diversity's webpage:

https://www.odu.edu/facultystaff/employee-services/managers/recruiting/search-committees/search- committee-training

Please Note: Pages 17, 18, 21, 22 and 23 does not apply to classified and hourly recruitment.

III.   Review of Candidates

Once the posting closes, the hiring manager may proceed in creating a rating matrix to evaluate all the candidates that applied for a position by the required minimum qualifications listed in the announcement. The review and dispensing of applications may begin before the position closes.

a. In reviewing applications, compare the minimum qualifications which appear in the Posting Details to the skills and experience listed in the application. The applicant should meet all minimum qualifications or have closely related, transferable skills to be selected for an interview.

b. Based on the applicant's reported experiences, skills, and abilities, rate how strong or weak they are in meeting each minimum qualification.

c . As the information is entered into PAPERS 7, summarize statements to reflect why the applicant was selected for an interview or not selected for an interview. The "ranking language" above can be used to show differences in the qualifications of one applicant compared to another. (For example: "Selected for interview: Comprehensive knowledge in

financial accounting systems" or "Not selected for interview: Limited knowledge in financial accounting systems").

d . "Preferred" qualifications also appear in the Posting Details and can be used to further screen the applicants. Possessing these qualifications makes a candidate "stronger" for consideration; so long as the candidate also has the **minimum** qualifications.

Make sure to select only candidates that have the minimum qualifications (hard criteria). Do not select someone who meets "preferred" qualifications, but does not have the minimum qualifications.

IV.   Interviewing

The hiring manager and search committee will be responsible for developing a set of core job-related questions for telephone and/or campus interviews. An Interview Question Guide is available on HR' web page at:

http://www.odu.edu/content/dam/odu/offices/human-resources/docs/intervquestguide.pdf

After the candidates are evaluated, the hiring manager and search committee may proceed in conducting telephone interviews, if applicable. These informal interviews do not require approval from HR.

After telephone interviews are completed, the **hiring manager** will dispense each candidate to **either campus interview requested or phone interviewed not recommended for campus interview** in PAPERS7 and return the Posting to the HR Recruiter. This process of dispensing candidates is inclusive of submitting candidates that are recommended for campus interviews to HR and the Office of Institutional Equity and Diversity (for professional classified positions) for review and approval. Once the interview pool is approved, the hiring manager will receive an e-mail informing them they may proceed with the campus interviews. It is at this point the hiring manager may contact applicants to invite them to the University for a formal interview.

a. Hiring Managers will be responsible for scheduling the interviews. An e-mail containing the interview schedule must be sent to the HR Recruiter who is handling the recruitment.

b. Documentation from the campus interviews should reflect the information obtained from the applicant **during the interview** rather than referring back to data in the application.

V.   References

The hiring manager should conduct at least two **employment** references for the candidate (s) who are being seriously considered for a position. State and ODU policy require the references are from the current employer and at least one former employer. Letters of recommendations are not supported as references for this process.

a. Exceptions may be granted by the Staffing & Operations Manager based on appropriate business necessity.

b. If the candidate indicated on the application that the current supervisor is NOT to be contacted, or a current or former supervisor cannot be contacted, please discuss options with the HR Recruiter who is handling the recruitment.

c. A reference report should be completed for each reference contacted.

Please Note: Hourly recruitments STOP at this point. You will submit an E1 form along with the required documents to the HR Recruiter.

VI.   Selection of Candidate (Hiring Proposal)

The **hiring manager** will dispense and submit the final candidate recommended for selection and the finalists to the **HR Recruiter** for review and approval in PAPERS7. If approved, the hiring manager will initiate a **Hiring Proposal** for the selected candidate. In the Hiring Proposal, the hiring manager will have the opportunity to propose a starting salary, propose an effective date and attach documents such as the references and matrix. Once the Hiring Proposal is completed, the hiring manager will submit the proposal to the BUD and the Vice President (if additional funds are needed) for approval. The BUD will submit the hiring proposal to HR for approval.

Once approved by HR, the Hiring Proposal will be returned to the hiring manager. The hiring manager will receive an e-mail from the HR Recruiter informing them that they may proceed with the **verbal offer**. If the candidate **accepts the verbal offer**, the hiring manager will return the hiring proposal back to HR so an offer letter and other new hire materials can be mailed to the new hire.

If there are **salary negotiations**, the hiring manager must receive approval from HR **before** offering a candidate a salary different than the salary that was originally requested in the hiring proposal.

If the candidate **declines the offer**, the hiring manager will return the hiring proposal back to HR noting that the candidate declined the offer. The hiring manager will make the decision to initiate a Hiring Proposal for an alternate candidate or advertise the position again.

After the verbal offer has been extended, the hiring manager must determine whether the candidate will need **Visa sponsorship**. The Office of Visa & Immigration Service Advising will need at least **6 to 8 weeks** to process necessary forms to establish when a candidate would be cleared to begin working on campus. If the candidate needs Visa sponsorship, please include this information in the returned hiring proposal.

IV. RETENTION OF RECORDS

Recruitment records to include interview questions, notes regarding the responses, the screening matrix and other recruitment documents must be retained for three (3) years from the date of the interviews. These records are subject to audit. After three years, the records can be destroyed within the guidelines established by the Library of Virginia. You will be notified by Human Resources when they can be destroyed and given instructions on how the records disposal will occur.

Acknowledgement of Application to Candidates

Candidates will receive a system generated e-mail for each position in which they officially apply. This e-mail acknowledges that the University has received their application submission and will thank them for applying to an employment opportunity with Old Dominion University.

Candidates will also receive an e-mail if they answer questions incorrectly notifying them if there are disqualifying screening questions as part of the Posting. Other system generated decision letters are e- mailed to the candidate at the end of the process when a final selection is made for the position.

Appendix D
Department Annual Report Guidelines

Each academic department is required to submit an annual report that is rolled up to a college report which is submitted to the Provost. The **Department Annual Reports are due to the Dean by June 1** each year. The **College Annual Reports are due to the Provost by July 15** each year. Reports cover the previous academic year and look forward to the next.

The Annual Report is part of the integrated planning, budgeting, and institutional effectiveness process in Academic Affairs. The goal of the Annual Report is to engage in a reflective process integrating data from several different sources: assessment of student learning and curricular improvements; faculty scholarship, productivity, and service; enrollment; and budget. When all of these data are analyzed together what picture of the department emerges? What are the strengths, weaknesses, opportunities, and threats (SWOT)?

Specific Guidelines for Department Annual Reports

The Annual Report should be:
   a) *brief (ideally 3-5 pages with appendices or links to data online)*
   b) ***produced after discussion and reflection on department goals during Spring and circulated to members***
   c) *based on goals for the current year and linked to initiatives in the coming year*
   d) *linked to the University Strategic Plan and College Strategic Plan*

Suggested Outline

   a) MISSION AND VISION OF THE DEPARTMENT-In support of those for the University/College
      Progress on goals and priorities identified in the previous Annual Report
   b) ASSESSMENT PROCESS Student Learning Outcomes and Curricular Innovations (using data from WEAVE) and curriculum mapping if applicable; ANALYSIS (students, faculty, curricula, infrastructure, resources,)
      Interpretation, reflection; Comparisons (simple benchmarking); Observed strengths and weaknesses
      Lessons learned (Trends – **Do not reproduce data made available to you** (but please comment briefly on major upswings or downturns if any and strategies to deal with them (recruitment, advising, and student success) Report on department-focused plans for graduate enrollment and program viability (if applicable), and for all students plans for retention, improving graduation rates, lowering DFWI rates.)
   c) ACTIONS (students, faculty, curricula, infrastructure, resources)
          Opportunities within reach and threats
          Actions and initiatives for improvement
          Set new targets
   d) RESOURCES (students, faculty, , curricula, infrastructure)
      Internal reallocations
      Needs for supplemental resources
   e) SUMMARY of PRIORITIES

APPENDIX A: Major accomplishments in the last year - student, alumni, faculty, research, curricular, & pedagogical changes

All of the data needed to complete the Annual Reports are available on the I drive or through other specified resources to which Chairs and Deans have access. The quantitative Institutional Research (IR) data are derived from official reporting statistics and are updated throughout the year following the submission of those reports to state and federal agencies. The survey data collected by the Office of Assessment are updated annually based on data collected from July 1 through June 30. These data are updated annually during the fall semester.

Becoming an Academic Administrator: Dancing in the Dark or Highway to Hell?

Brian K. Payne

In this manuscript, the perils and pitfalls of academic administration are discussed. The move to the "dark side" of academe is one that many choose not to take, and many who do take it do so with little understanding of the opportunities and challenges that await them. The author uses his career progression from faculty member to vice provost as a case study.

Bruce Springsteen is nicknamed "The Boss" in reference to his collecting the money for his band's early gigs and distributing the payments to his fellow band members. He was not hired as the boss, he simply took the lead to make sure that everyone was paid. In many ways, Bruce was acting as the department chair—simply making sure that everyone was appropriately remunerated for their efforts. For those of us who have entered academic administration, many of us—borrowing from one of Bruce's song titles—were likely "Dancing in the Dark" and stumbling our way through various processes, activities, meetings, and unwelcomed situations. Or, borrowing from ACDC, some might have perceived the administrative journey as a "Highway to Hell."

Individuals' perspectives certainly will determine their decisions to choose an administrative path in higher education. My own perspective has changed over time. Having served as a graduate program director, chief department advisor, department chair at three universities, and a vice provost, sometimes I truly did feel like I was on the dark side. Other times, I felt like I was tripping over myself in a dark room, making ever slight progress nonetheless. In this article, I address reasons that individuals go into academic administration, types of academic administrators, obstacles that you might confront in your own efforts to become an administrator, obstacles unique to criminal justice, strategies for overcoming these obstacles, and suggestions for a successful transition into the administration. Throughout the discussion, I borrow some criminal justice and sociological principles to demonstrate how leadership decisions and actions are grounded in very basic fundamental aspects of social behavior.

Deciding to Become an Academic Administrator: Don't Try Suicide

Emile Durkheim (1897) described four types of suicide which were characterized by the common driving forces behind suicide. In some ways, with some liberal interpretation of these concepts, this same typology can be used to understand why faculty members would move into academic administration. Durkheim described four types of suicide: fatalistic suicide, altruistic suicide, egoistic suicide, and anomic suicide. Please note that I am not suggesting that becoming an administrator results in one's demise (at least most of the time, it will not). Still, the parallels between this more than a century-old typology and decisions to become an administrator are striking. Indeed, from my perspective, academics become administrators for fatalistic, altruistic, egoistic, and anomic reasons.

Many of us have made certain decisions because we felt like we had no other choice. In other words, fatalistic factors drove these decisions. Consider a situation where nobody wants to be department chair in a criminal justice department and the dean threatens place the department in receivership and bring in a mean associate dean to run the department. Most of the time, but not always, someone will step in and offer to serve as chair. Or, consider a situation where a specific faculty member does not want to be chair, but does not want any of his or her colleagues to be chair either. Faced with this option, some people step into the administrative role out of a belief that the "pain" from being chair will be less than the "pain" from having one of their colleagues serve as chair.

In terms of altruistic justifications for entering academic administration, some higher education leaders chose their path either because they value shared governance or because they saw administration as a way to help various groups. Students, fellow faculty members, the community at large, and the broader discipline are all served well by successful academic administrators— from the chair to the university president. My decision to become chair at Old Dominion University was guided by a desire to serve my wonderful colleagues and students. I could not have asked for a better group to work with and I enjoyed serving them.

Some individuals might become chairs for egoistic reasons in that they are seeking either economic gains or a specific personal challenge. In terms of economic gains, in some situations, faculty members might be able to secure a salary increase for serving as chair. In terms of personal challenges, some individuals seek chair appointments for the personal challenge.

My decision to leave Old Dominion University and become chair at Georgia State University was guided by this latter type of egoistic reason (e.g., the personal challenge). In particular, I was driven by the challenge (and my own ego) to see if I could succeed as chair with a different group of colleagues and students in a completely different environment. While I welcomed the opportunity to embrace service ideals, I was also looking for a challenge. And trust

me, I got one. One of my ODU colleagues once told me that his friend thought she was a good mother after her first child was born. Then, she had her second child and realized that perhaps that it was not that she was a good mother, but that her first kid was easier to raise. I remembered this story after becoming chair at George State. I was challenged, but together we did great things. From moving the department into the Andrew Young School of Policy Studies to creating a high-quality Phd program, our department came together and helped me to grow as an academic leader. I am indebted to them for toughening me up—though I did tap out after six years.

Some individuals might make decisions to enter administration for anomic reasons. Consider instances where faculty members feel that their own personal goals have been met and their passion for learning moves from the classroom to the boardroom. Staying in the traditional faculty role may not be satisfying for those faculty. Hence, experiencing disconnect between their goals and their daily behaviors, rather than change their goals, they decide to become a department chair or some other administrator. In some ways, my decision to return to ODU as vice provost was driven by these reasons. I felt like we had accomplished everything that we could at GSU under my chair leadership and I was ready for new goals and new activities. I was fortunate to be able to return home for these new goals and activities.

Types of Academic Administrators: I'm a Little Bit Country, and I'm a Little Bit Rock and Roll

An axiom in our criminal justice literature is that typologies matter. There are different types of crimes, different types of criminals, different types of laws, different types of victims, and so on. In the same way, I think it is useful to consider different types of academic administrators. Focusing on varieties of administrators will help to demonstrate how an administrator's goals and routines are connected. Building on the anomic discussion above, we can borrow from Robert Merton's classic "Social Structure and Anomie" and consider five types of academic administrators: the conformist, the innovator, the ritualist, the retreatist, and the rebel.

Borrowing from Merton, one can likely think of academic administrators who are conformists: they have accepted the goals of the department, college, and university, and they have engaged in those behaviors that are proscribed as appropriate by the university. Consider department chairs who use the institution's strategic plan to lead their department. In these situations, the department will make some institutional progress, but their progress in the discipline might be limited. As well, given that many other fellow chairs at the same institution will be following the same procedures, in comparison to the other programs at the institution, the progress or growth may not be substantial.

In this context, the innovator academic administrator would include those who accept the institutional goals but identify new strategies (as opposed to

proscribed institutional strategies) to meet those goals. While Merton was focusing on deviant activities by innovative offenders, in academic land, there are many innovative department chairs who find new ways to lead their academic departments within the institutional rulebook. I remember reading about one criminal justice chair, for instance, who convinced local restaurants to donate a portion of their profits to a criminal justice scholarship honoring a police officer. Creating new programs, identifying new revenue streams, and building stronger relationships with the community are just a few activities performed by these administrators.

The ritualist academic administrator refers to the academic administrator who does what is expected of them but does not really try to move the program or institution forward. These administrators might be good managers, but they will not be good leaders. They don't cause any problems or do anything wrong, but their lack of progress may potentially harm the academic unit. After all, if others move forward and your own program stays where it is, at some point your program would be behind others.

The retreatist academic administrator describes the administrator who does not do what they are asked to do and they make no effort to move the academic unit forward. In some cases, this may be an administrator placed into a position they should not have been placed in, or it may reflect an administrator who has burned out from several years of service. Typically, the retreatist administrator will not hold their position for a long period of time (unless their institutional culture is accepting of those behaviors).

The rebel academic administrator does not accept the institution's goals or prescribed behaviors and they create their own goals and behaviors. I remember hearing about one dean who was frustrated by a pending university decision. The dean gathered the forces, got the support of the college faculty and staff, and then met with the president. The dean told the president that his college was vehemently opposed to the pending decision. The president fired the dean on the spot. The university did not eventually make that pending decision. Serving as a rebel in academic leadership positions may fail for the administrator and succeed for the academic unit.

One caveat is worth noting: academic leaders might change their roles depending on situations. I would like to think that while I generally lean towards being an innovative academic leader, I have filled each of these roles at different times. I have tried to rile the troops up and rebel a few times and I have spent an occasional meeting or two simply going through the motions (as a ritualist). Also, I have hid from an angry colleague once or twice (as a retreatist). Fortunately, those meetings and disappearing acts have been exceedingly rare! Still, there are many times when academic leaders will face obstacles. From my perspective, some of these challenges surface for all academic leaders, while some of the others might be specific to criminal justice.

Challenges Academic Leaders Face: Take this Job and Shove It

Academic leaders face many challenges in the course of performing their daily routines. In my effort to discuss these obstacles, I hope that it does not seem like I am complaining about being an academic leader or complaining that the job is too hard. Growing up in a blue-collar family, I have seen my parents engage in a lifetime of hard work in their respective careers (and I am proud to have had summer employment for four subsequent summers in the bottle factory where my dad worked). Those work days were hard work! Serving as an academic leader is challenging, but I intentionally resist the inclination to define this career as hard work. Discussing the challenges is meant to illustrate the kinds of issues that academic administrators might expect to confront.

Having established that being an academic leader is challenging work (but not hard work), here is a list of common challenges that many academic leaders will confront: (1) identity crises, (2) isolation, (3) unrealistic expectations, (4) dealing with difficult situations, (5) dealing with conflict, (5) issues with funding, (6) loss of independence, (7) lack of training, and (8) strain. With regard to identity crisis, most academic leaders have some change of identity —both in terms of how they see themselves and how their colleagues see them—when they transition from a faculty member to an administrator. This transition might be easy for some and more problematic for others. For those who are internal chairs, their identity changes from colleague (or even friend) to supervisor. The very nature of daily interactions is influenced by being labeled "chair." One colleague from another discipline shared the following with me recently:

> When I was a department chair, my colleagues seemed to hang on every word I would say to them. If I said hello to them, they would interpret the way I said hello or didn't talk long to them in a certain way. All I was doing was trying to say hello. Now, I am no longer chair. When my current chair says hello to me, I now read into how she says hello to me!

Talking to an academic leader changes the nature of communication between the parties. Goffman's (1959) treatise building on Shakespeare's line is illustrative: "All the world's a stage, and all the men and women merely players" (Shakespeare, *As You Like It*, Act 2. Scene 7). The stage changes, and your identity changes, when you enter academic administration. People will communicate with you differently and you will communicate with them differently because of your new role.

Isolation is a related facet of the academic leader's experiences. Department leaders dealing with contentious issues in a department will typically be unable to share their thoughts and perceptions with their department colleagues. This is especially the case with personnel issues. Department chairs will inevitably be at the center of heated disputes that they cannot talk about

with their colleagues. These issues undoubtedly leave academic leaders isolated in their academic unit.

Contributing to this isolation are unrealistic expectations that a small group of faculty members or administrators might have. This would vary across academic positions. My former provost used to tell department chairs in group meetings that being a department chair was the worst administrative position on campus. I often wondered if this provost went into a room full of deans and proclaimed that being a dean was the worst administrative position on campus. Now that my chair days are over—I am more accepting of my former provost's assertion about the role of department chairs. Chairs often have virtually no power but their colleagues might expect them to be able to do things that cannot be done.

Academic leaders also face challenges that involve difficult situations arising from interactions with faculty, staff, and students alike. I remember reading a few years ago about an economics professor who was fired because he took his pants off in class. My first thought when I read the story was about the department chair—I was certain it was the department chair who was called upon to deal with this situation. These situations happen all of the time (not the exact type obviously, but difficult situations do arise regularly for academic leaders). Most of the time, they do not end up in the news because department chairs and other academic leaders intervened in the same way that crisis intervention specialists might intervene.

A similar challenge that academic leaders must confront is conflict. At any given moment, conflict can arise involving any combination of faculty, administrators, staff, and students. Some have argued that academic leaders must be experts in conflict resolution. In my first year as chair at Georgia State, I attended a statewide conference for new department chairs. In one of the sessions, a presenter stressed a point that I found to be incredibly salient: department chairs will fail if they try to *resolve* conflict; they will succeed if they find a way to *manage* conflict. The trick is to identify strategies so that conflict between different parties can be used in a way to move the department, college, and institution forward. It's not easy to do. But, it's not impossible.

All academic leaders will also face issues with funding. Funding constraints have increased over time and these constraints particularly problematic in public institutions. States have cut back the amount of funding they provide to support higher education institutions. Colleges and universities are not able to pass along the entire cost differential to students. In fact, by 2012, for the first time ever funds from tuition revenue were covering more higher education costs than state funds were in public institutions (Government Accounting Office, 2014). Academic leaders must be prepared to make difficult decisions about how to most effectively and efficiently utilize scarce resources.

Another challenge that academic leaders will confront has to do with a loss of independence, particularly when transitioning from faculty to chair, and even more so when transitioning from chair to dean or above. Upon entering the chair role, faculty members go from having a great deal of

freedom—particularly regarding their disciplinary pursuits—to having virtually no freedom in this area. One study found that department chairs spend 70% of their time (or 3.5 of the 5 work days) dealing with issues that have nothing to do with their discipline (Hancock, 2007). I remember being so delighted when my dean offered to provide me a cell phone at no cost. Then, I realized that I had to give her my number and that she could call me any time! As faculty members, we have a great deal of control over our time. For many faculty members, the only time they have formally scheduled is the 6 to 15 hours a week they are in class and the couple of hours they have set for office hours. The rest of the time is set aside for research, service, or other activities the faculty member chooses to do. This independence goes away the further up one goes in the higher education institution. Occasionally, I even receive emails from myself inviting me to a meeting. These are meeting set by my office administrator. I often don't even have control over when my own meetings are set!

This relates to another issue that academic leaders will likely confront: stress. Higher education experts point to the loss of independence and faculty conflict as being among the strongest stressors for department chairs (Gmelch & Miskin, 2011). Closer to our own discipline, a quick review of Agnew's (1992) general strain theory might help us to understand the potential sources of strain for department chairs. Agnew points to three sources of strain: (1) the failure to achieve positively valued goals, (2) the removal or expected removal of positively valued stimuli, and (3) the exposure to and anticipated exposure to negative stimuli. Being an academic administrator makes it harder to conduct research and work with students, eviscerates the faculty member's free time, and exposes the faculty member to all sorts of potential conflict and difficult situations. It's no wonder that being a department chair is stressful!

Another problem new academic leaders will confront is the dearth of leadership training. When I first became chair at one of my institutions, a former department chair waited about a week before asking me a "chair question" that they didn't know the answer to. Yet, somehow, they thought I would know the answer. Frequently, faculty members are placed into leadership positions with virtually no leadership or chair training. As one author team notes, "To be a good chair takes practice—in fact deliberate practice" (Thomas & Schuh, 2004, p. 12). Over time, much of the practice will stem from direct experiences. Other times, forward thinking institutional leaders will provide the chair access to evidence-based chair leadership programs either at the institution or through a national program.

An interesting experience that happened to me early on as a department chair comes to mind. I attended a national chair workshop hosted by the American Council of Education. During breakfast one morning, the academic chairs had informal discussions over breakfast and we were asked to talk about the types of challenges we confronted. One theme that jumped out to me was clear: across all disciplines, academic chairs face a similar set of challenges that seem to cut across all academic departments. Finding that other

department chairs loathed certain aspects of their jobs just as I did was somehow comforting. At the same time, I also recognized that criminal justice academic leaders confront issues that are contextually influenced by the nature of our discipline.

Challenges Stemming from Criminal Justice Issues: You Can't Always Get What you Want

Criminal justice academic leaders may confront issues that are unique to our discipline or similar disciplines. These challenges include (1) confusion about criminal justice, (2) challenges leading multi-disciplinary departments, (3) a higher ratio of students to faculty than other departments, (4) dealing with different student issues than might arise in other academic units, and (5) challenges seeking higher academic leadership roles.

With regard to confusion about criminal justice, academic leaders in criminal justice will need to spend much of their time communicating about the nature of criminal justice. What exactly is criminal justice? What is the difference between criminal justice and criminology? How is it that your discipline is a science? Academic leaders of criminal justice programs will be peppered with these sorts of questions. I once had a university president tell me that he expected criminal justice faculty to come to meetings with guns in a holster. He was only half kidding. We remain a discipline that is not generally well understood across higher education institutions or well-respected in all places. Another challenge that arises for criminal justicians is that many criminal justice programs are housed in multidisciplinary programs. Such an arrangement presents issues both for administrators in these departments and for faculty in the various disciplines housed in the department. A recent review of ACJS members found more than 60 different names for our academic units and roughly three-fourths of these academic units were multidisciplinary (Payne, 2015). One issue that arises for academic leaders is that they will essentially be serving as "mini-deans" who are expected to be familiar with each discipline. Another issue may surface if the disciplines do not get along well. For faculty in these units, a potential issue that arises is that the academic leader's lack of familiarity with the discipline may ultimately harm the criminal justice programs. Despite these concerns, limited funding for supporting these programs means that multi-disciplinary programs are necessary. Successful academic leaders will be able to overcome these challenges and identify ways to promote interdisciplinary efforts.

On many college campuses, criminal justice programs are among the largest academic majors. This, too, can present challenges. Typically, there is a higher ratio of students to faculty in criminal justice programs than in many other academic programs. This inflated ratio may be particularly frustrating in multidisciplinary departments. In academic units combining Social Work and Criminal Justice, for example, the ratio in the Social Work program will be

determined by that field's accreditation standards. In Criminal justice, the ratio will be determined by student demand. Academic leaders will need to engage in efforts to appropriately resource their units while maintaining faculty and staff morale. At the same time, they should empathetically advise faculty that the higher ratios are both necessary and appreciated in the current budgetary environment.

Criminal justice academic leaders also face different types of student issues than others might face. On one hand, the higher number of majors equates to a higher number of potential issues. On the other hand, the nature or our students and our course material may result in different challenges for criminal justice academic leaders. In terms of students, I don't believe that our students are better or worse than other students, but I do think they are different in some ways. My own experience has been that many criminal justice students (1) are first generation students, (2) have financial issues, and (3) expect to be taught how to work in criminal justice (rather than being taught the science of criminal justice). These differences will present different issues for criminal justice leaders. With regard to the nature of our material, the topics we discuss in our courses are controversial and may lead to difficult situations requiring the chair to intervene. A recent study found that teaching about violence is tied to disclosures of violence on surveys (Mummert, Policastro, & Payne, 2014). With changes in Title IX, academic leaders of criminal justice programs will need to be familiar with the federal requirements that now exist regarding the reporting of sexual violence.

A final challenge that arises for criminal justice academic leaders (and leaders of comparable programs) is that it may be harder to move up in the academic ranks for those who want to "move further into the dark side." Such a barrier stems, in part, from a lack of understanding about criminal justice. I have often heard colleagues say that provosts should come from the education or the sciences so they can understand the entire university. Recent estimates suggest that more than 40 percent of presidents have degrees in education or higher education (Freeman & Kochan, 2012) and 42 percent of provosts of public doctoral granting universities have academic backgrounds in the STEM fields (Hartley and Godin, 2010). This is not to say that criminal justice leaders cannot move up in higher education. Indeed, effective leaders have done so. In fact, at least three former ACJS presidents are currently provosts: Todd Clear (Rutgers), Laura Moriarty (Monmouth), and Jim Marquardt (Lamar). Also, other criminologists who have risen to a chief academic officer/provost or president role include, but are not limited to, Tim Flanagan (Framingham and Illinois State), Velmer Burton (University of Minnesota-Twin Cities), Don Gottfredson (Oregon), Michael Gottfredson (Virginia Commonwealth), and Jeremy Travis (John Jay). These are clear examples of successful leaders who overcame challenges academic leaders face.

Overcoming the Challenges: We are the Champions

Several suggestions can be offered to address the challenges confronting academic leaders. Those that have been most beneficial to me are (1) having a mentor, (2) communicating openly, (3) advocating for your colleagues, (4) developing trust, (5) developing your sense of humor, (6) remaining active as a teacher and scholar, and (7) identifying ways that disciplinary knowledge can support leadership efforts. The importance of having a mentor (or mentors) is well accepted. Given that academic leaders receive relatively little professional development, having a mentor serves many purposes. Our leadership mentors might come from other disciplines. Today, my mentor is Chandra de Silva, a historian and my former dean and current interim provost. Watching Chandra in action as a dean and provost, I have learned a great deal about how to lead, how to manage, how to plan, how to use humor, and perhaps most importantly, the importance of open communication.

Open communication with colleagues is critical for successful academic leadership. Clearly, there are personnel issues that cannot be discussed in an open forum. But planning for a unit's academic changes must be discussed in a transparent manner. If a leader wants his or her faculty to follow, the leader must tell them where they are going. At the same time, the importance of listening to faculty, staff, and students needs to be stressed. All too often, individuals think of communication as a one-way street. Communicating is not just talking; it is also listening and acting on what we hear from our faculty, staff, and students.

Listening relates to another suggestion for being a successful leader: advocate for your colleagues. Academic leaders should promote the strengths of their departments and individual faculty. At times, academic leaders may have to dig their heels in and confront other academic leaders. These confrontations do not have to result battles or fights, but faculty and staff do expect the academic leader to advocate on their behalf.

The importance of earning your colleagues' trust cannot be understated. Trust is something that individuals give to others based upon their behaviors, interactions, and specific roles (See Friedrichs, 2009). From my perspective, trust is a necessary condition that must be present for administrators to be successful. Fellow faculty members will not automatically trust administrators, particularly those administrators who are hired from the outside. Over time, it is possible to earn their trust as long as interactions are open, fair, and transparent. Even the slightest misstep might have dramatic effects on the amount of trust that faculty and staff have for administrators.

One way to build trust is to avoid influencing faculty for personal reasons. This may seem like an obvious suggestion, but occasionally I hear about a department chair, dean, or other academic leader who used their positions for a personal gain. Consider textbook selections. A department chair should not require his or her faculty, for example, to require a textbook written by the

chair. The chair could publicize the book to the faculty. In a similar way, I could tell my direct reports that I recently co-authored a book titled *Introduction to Criminal Justice: A Balanced Approach* (2015) with my co-authors Will Oliver and Nancy Marion. But it would be inappropriate for me to require my direct reports to use my book for their classes.

Another suggestion I have for being a successful administrator is to develop your sense of humor and use it when appropriate. (I hope that readers recognize that plugging my book was an attempt at humor!) Serving as department chair, dean, or provost can be an incredibly stressful experience. Research shows that humor helps to cope with stressful experiences (Vivona, 2014). As well, I find that jokes are a good way to reduce tension in particularly contentious meetings. Here are a few of my favorite   academic administrator jokes:

- How can you tell if your dean is mad at you? Answer: Who cares?
- Why does the provost give deans control over the budget? Answer: So faculty will talk to them.
- How many deans does it take to solve problems? Answer: None, that's the chair's job.
- What's the difference between a chair and a vice provost? Answer: Chairs earn their paychecks.
- How many department chairs does it take to push a vice provost down the stairs? Answer: None, he fell.
- What would you call your vice provost to get him to come to your office? Answer: Why would you want the vice provost in your office?

I need to stress that these are just jokes: they do not reflect my beliefs at all. I hope that I didn't create additional tension by sharing these.

Remaining active as a teacher and scholar also helps to become a successful academic leader. Did I mention that I recently co-authored *Introduction to Criminal Justice: A Balanced Approach* (Sage)? But seriously, maintaining our roots in our discipline helps to deal with the isolation and loss of independence that academic administrators might confront. I am not required to teach in my current role, but I do so because I enjoy it and going to class reminds me why I chose this career path to begin with.

Finally, and on a related point, it is helpful if academic leaders identify ways to use their disciplinary knowledge to address departmental, college, and university-wide issues. This is fairly straightforward at the department level, though some missed opportunities may pass us by. For example, academic leaders should explore opportunities to connect their programs to other academic units through interdisciplinary research and teaching. Elsewhere, I have noted that opportunities for interdisciplinarity exist in areas such as biology and crime and cybercrime. Integrating biological research into our criminal justice research has appeal both because such efforts should help solidify our research as a science and there is a growing body of research that shows a link

between biological factors and criminal behavior (see Armstrong & Boutwell, 2012; Wright, Tibbetts, & Daigle, 2008; Wright et al., 2008). With regard to cybercrime, this is a growing area of concern for businesses and policy makers alike. Criminal justice academic leaders should ensure that their departments are involved in these discussions (see Holt & Bossler, 2014).

Criminal justice academic leaders can also use their academic leadership positions to contribute to various discussions occurring at the institutional level. Areas that come to mind are campus policing, campus judicial proceedings, and recent changes in Title IX. In terms of campus policing, criminal justice leaders have the disciplinary knowledge that can be used to promote effective campus policing strategies. It was no accident that the University of Cincinnati called upon ACJS member Robin Engel to serve as the vice president for safety and reform in the wake of the killing of an unarmed citizen by a campus police officer.

With regard to campus judicial proceedings, issues related to rule enforcement, due process and fairness are central to our discipline. At one of my former universities, we had more of our criminal justice majors referred to judicial proceedings for academic dishonesty than any other major. Was it because our students cheated more? Absolutely not! Our faculty believed in enforcing rules and supporting a fair process to apply those rules. As the academic leader of the department, I fully agreed with those beliefs.

Criminal justice leaders can also use their disciplinary knowledge to contribute to discussions about recent changes in Title IX. These changes require everyone at a university (except those identified as holding confidential status) to report cases of sexual and domestic violence to the Title IX coordinator at the institution. Criminal justice leaders familiar with these topics are in a prime position to help communicate these changes to the broader college community.

Paths to Leadership: Welcome to the Jungle

Sometimes I am asked how one might enter academic leadership. I have a few suggestions that may help. For most of us, leadership begins in our home department. If we want to one day be the leader of the academic unit, the way we treat our colleagues will go a long ways towards earning their trust. Being kind to your colleagues and students sends a message that you would not make everyone miserable if you were the chair. Serving your department and participating in department activities shows that you are willing to set aside your own interests for the good of the department. In addition, I believe that serving the discipline helps to build your leadership skills. Having served the Southern Criminal Justice Association for eight years (as editor for four years and up through the vice president/president ranks) was an invaluable experience. It prepared me for many interactions I had as a department chair. Serving ACJS through the vice president/president ranks has been an equally

valuable experience. In this role, I had the opportunity to travel to each regional association and meet the leaders of those associations. I could not have been more impressed with the individuals I met in these associations and on the ACJS executive board. Our discipline is certainly in good hands! If you have not already served ACJS or the regional associations, please consider doing so.

If you are absolutely certain that you do not want to enter academic administration and you are concerned that your colleagues might someday nominate you as department chair, there are things you can do to protect you against such a nomination. Here are a few failsafe suggestions:

(1) Criticize your colleagues every chance you have.
(2) Show up late for faculty meetings and insist that the department revisit items they had already discussed.
(3) Throw unnecessary wrenches into faculty searches.
(4) Whenever someone makes a motion in a meeting, slam your hand on the table and yell "I object."
(5) Give your colleagues nicknames such as "Buster," "Trixie," or "Moonchild."

If you engage in these behaviors, I assure you that none of your colleagues will nominate you for an academic leadership position. Indeed, they may end up nominating themselves for fatalistic reasons.

In closing, I began in my first assistant professor position 23 years ago. For 17 of those years, I have served in some form of academic administration. I do this because I enjoy it. I am often asked how long I will serve as a vice provost and my current answer is simple: "as long as they will let me." I have no aspirations to move to another position. I am in no hurry to try anything different at this time. Returning to the ACDC reference, "it's a long way to the top (if you want to rock and roll)." In the meantime, I'll continue dancing in the dark.

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Appendix F

Tips for Succeeding as a Department Chair (from your colleagues!)

- Keep a sense of humor.
- Visit your Dean with a solution, and not too often!
- Most everything can be fixed, *except*: gen ed/120 hour graduation requirements, classroom reservations for scheduling, adjunct payment
- Think about enrichment opportunities during faculty meetings
- Visit your faculty/reach out! Be a part of their world.
- You can always doodle through Chairs meetings.
- Always check scheduling of courses yourself before sending it out to the faculty for approval
- Allow faculty members to be involved in decision making whenever appropriate
- Being a Chair you need to be humble, if not you will find out very soon that you can't run a department on your own
- Keep a list of faculty personal contact information (cell phone/ home address) handy at all times
- Keep a list of administrative contact information (who to call for what items/questions)
- Answer emails as soon as possible
- Attend a professional development workshop specifically designed for Chairs every year
- Chairs are primarily advocates for their faculty's goals/aspirations and the Department's representation in the University - the Chair's goals should match this
- Don't reinvent the wheel.
- Ask the previous Chair to email you copies of the most recent reports (annual, teach load, travel) and evaluation letters. Ask a couple of other chairs as well so you can see other models.
- Have difficult conversations in person or over the phone; don't use email since tone is hard to judge.
- One of the most important questions you need to consider as Chair is, "who will be the next chair?" Plan for succession by cultivating and grooming future departmental leadership.
- As steward of the department's resources, fiscal literacy is key to the Chair's success.   If you don't know how your budgets work, you cannot plan effectively for the fiscal year. Take Banner finance training classes, meet with your fiscal technician regularly, and learn how to access budget information on your own.
- Keep the ODU Faculty Handbook within easy reach. Bookmark it. Acquaint yourself with essential policies (reappointments, tenure and promotions, personnel actions, etc.) and know how to navigate the Handbook for information about processes and procedures.
- Spend more time listening than talking. Reflect on your conversations and take notes so that you'll remember key take-aways. Remember that each person's story is entirely real to him or her, even if you don't quite understand it.
- When you enter the Chair's office be prepared to "reset" your relationships with colleagues. Put aside all past differences with colleagues and purge yourself of any lingering conflict or negative feeling. Schedule coffee or lunch with department colleagues on an individual basis and ask each one what you can do to help her

or him in your new capacity as Chair. Start with a clean slate and a willingness to let bygones be bygones.

- Be respectful, considerate, and flexible with office staff.
- Be available and have an open door.
- Visit faculty members at their offices.
- Your response will be wiser if you wait a day.
- Don't commit before being certain you can deliver.
- Special privileges for some lowers the morale of all.
- An electronic record is better than a verbal recollection.
- Everything you say, do, or write will become public knowledge.
- Deadlines matter.
- For any issue, always seek the win-win solution first. Do not start with conventional zero sum game thinking.
- Build excellent working relationships w/ people across campus and at all levels. Never dismiss the importance of anyone who works at ODU. To do the Chair's job effectively requires partners across campus from all units.
- If you are ever unsure about anything or something does not look right, ask. Always seek clarification to ambiguities. Never assume "it's probably right."
- Always promote the accomplishments of your faculty.
- Understand that your interests as a faculty member and the interests of your department may not always align. Think carefully about how you reconcile these conflicts of interest.
- Do not just passively respond to opportunities, actively try to create opportunities.
- Always apply department policies as uniformly as possible. Be careful about setting precedents.
- I gave this quote in our first faculty meeting as a new chairs. "The secret of change is to focus all of your energy, not on fighting the old, but on building the new" Socrates. It explains my leadership vision.
- As a new chair, I also did a short survey among the faculty about their expectation from me. In the survey, I asked the importance of the following areas; Leading the Department, Motivating Faculty to Teach Effectively, Motivating Faculty to Increase Scholarship, Motivating Faculty to Increase Service, Handling Faculty Evaluation and Giving Feedback, Creating a Supportive Communication Climate, Managing Conflict
- The higher education model is changing and I believe that the Chair should have a plan to response to the changing model such as new revenue sources, reallocation of sources, sustainable growth.
- The ACES leadership training is recommended.
- I know it sounds corny but I believe building positive, trusting relationships is key. In this atmosphere, folks are more willing to give the benefit of the doubt/assume positive intent and this proactively prevents problems.
- I also believe it's important for folks who interact with the chair to walk away feeling heard and understood. Even when I choose to say 'no' to 3 or 4 requests from someone, I try to find something we can agree on or that I can 'give' them so they are likely to feel heard and valued.
- I find being transparent and using a collaborative leadership style has costs but the benefits are terrific.
- Being out and about periodically and noting/remembering what other's find important in their lives can be validating and builds a caring community.

- Meeting faculty in their offices to share their evals and taking time to answer any questions seems to be appreciated.
- Finally, treating yourself like everyone else (e.g., not taking additional benefits beyond what all have with regards to travel $, etc.) can lead to a sense of the dept. as a community and that we're all in this together.
- Keep a bowl/jar of candy near your office that is accessible to faculty and staff. A small piece of chocolate does wonders to relieve faculty stress and provides an excuse for faculty to step in to your office, say hello, and vent when needed. This small, relatively inexpensive gesture communicates that you care to everyone you supervise.

Source: Solicited from ODU chairs.

Appendix G

Conflict Resolution Tips

- When angry, separate yourself from the situation and take time to cool off.
- Attack the problem, not the person. Start with a compliment.
- Communicate your feelings assertively, NOT aggressively. Express them without blaming.
- Focus on the issue, NOT your position about the issue.
- Accept and respect that individual opinions may differ, don't try to force compliance, work to develop common agreement.
- Do not review the situation as a competition, where one has to win and one has to lose. Work toward a solution where both parties can have some of their needs met.
- NEVER jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
- Remember, when only one person's needs are satisfied in a conflict, it is NOT resolved and will continue.
- Forget the past and stay in the present.
- Build 'power with' NOT 'power over' others.
- Thank the person for listening.

Source: Reprinted from
http://www.kdheks.gov/hcf/healthquest/download/resource_downloads/conflictresolution.pdf

Conflict Resolution Suggestions

Sometimes, conflict cannot—or should not—be avoided. Knowing how to deal with conflict is important for anyone. However, often people have not been given the tools to effectively deal with conflict. Consider the following tips:

Address the issue early. The longer you let an issue fester, the more time you waste and the greater chance you have of it spiraling into other problems.

Address the issue privately. Set up a time to talk in a private place, where you won't be overheard or interrupted. Speak to the person with whom you have the conflict and try to resolve the issue one-on-one before involving others.

Expect discomfort. You may have to say up front: "Although this is uncomfortable for me, if I don't address this, I'm afraid we will not meet our goal."

Be specific and objective. Identify the specific issue at hand and the effect it is having. Avoid generalizing statements such as "always," "ever" or "never." Stick to the subject; try not to digress into broad personality issues or revive past issues.

Focus on the outcome. Don't dwell on problems or blame. Keep the spotlight on finding solutions and how you will reach the desired outcomes. "In order to reach the goal of X, I think we need to do Y."

Be open. Doing so establishes an atmosphere of mutual respect and cooperation. Listen to and consider others' opinions, points of view and ideas. Understand and appreciate that they think differently than you and may bring a greater, or different, understanding to the table that will help resolve the problem more quickly and effectively.

Respond constructively. Let the other person know you value what he or she is saying, even if you don't agree. Try to avoid responding negatively or directively, for example criticizing, ridiculing, dismissing, diverting (talking about your- self rather than about what the other person has said) or rejecting the other person or what they are saying.

Know your triggers. Learn to recognize your personal warning signs for anger and figure out the ways that work best for you to constructively control your anger.

Maintain a sense of humor. Be willing to laugh, including at yourself. Maintaining a sense of humor can relieve stress and tension, and help get you and others through a difficult time.

Learn to compromise. Compromise is important in any relationship. If you disagree on an issue, discuss the problem calmly, allow each person to explain his or her point of view, and look for ways to meet each other in the middle.

Don't attempt to resolve conflict when tempers are flaring. During an argument, often no one can agree on a reasonable solution. If that is the case, agree to take a break and come back to the problem later, when you have had time to settle down and think about the issue.

Source: Reprinted from http://www.wfm.noaa.gov/workplace/ConflictResolution_Handout_3.pdf.

Appendix H
Software Systems Related to Chair Administration

	What it Does	Who to contact	Weblink
PCard	Card payment service automating authorization and reconciliation processes	Purchasing x-3108	https://www.odu.edu/facultystaff/university-business/purchasing/purchasing-card
Banner	The university's centralized academic and administrative records system.	ITS x-3189	https://www.odu.edu/facultystaff/university-business/banner/inb/
Blackboard	Web-based course management tool	ITS x-3189	https://www.odu.edu/academics/student-computing/instructional-tools/blackboard
Chrome Travel and Expense	Travel/expense management tool used for pre-approvals, travel expense reimbursements, expense reports, etc.	Finance x-4983	https://www.odu.edu/facultystaff/university-business/travel/filing-reimbursements
CourseLeaf	Software used to develop courses and catalogs	x-3260 (undergrad) x-6406 (grad)	https://nextcatalog.odu.edu/
EPAF	Electronic personnel action forms	Human Resources x-3042	https://www.odu.edu/facultystaff/employee-services/managers/epafs
Faculty Activity System	Tool for tracking research, creative, and service activity for instructional faculty. Enables faculty to enter scholarly achievements once for use in a variety of ways (department/college/university level reporting, etc.).	Academic Affairs x-5264	https://www.odu.edu/acadaffairs/faculty-activity-system
Footprints	Incident tracking system used by the ITS Help Desk to track requests for technology information and assistance.	ITS Help x-3192	http://www.odu.edu/ts/helpdesk
Insight/Cognos Enrollment Tracking	Provides enrollment data and budget information to support decision making	ITS x-3189	https://insight.odu.edu/
Leoonline	Contains employee's official financial information, including payroll and timesheets.	Registrar x-4425	https://www.odu.edu/facultystaff/employee-services/leo-online
MyAdvisor -- Institution Reports	Part of EAB's Student Success Collaborative, includes data regarding predictors of success, graduation rates, etc.	Advising x-6485	https://www.eab.com/technology/student-success-collaborative
ODURF Proposal Routing System	Process for getting grant/contract proposals approved.	ODURF x-4293	http://www.researchfoundation.odu.edu/forms/routinginstruct.htm
PAPERS	Online recruitment, position management and performance management system. This system integrates several key Human Resource processes.	Human Resources x-3042	https://www.odu.edu/facultystaff/employee-services/papers
Procurement eVA	Virginia's web-based purchasing system designed to enable state agencies to solicit and purchase goods and services more efficiently	Purchasing x-3252	https://www.odu.edu/facultystaff/university-business/purchasing/eva
WEAVE	The University-wide entry portal for submitting annual data on program/ department status and achievement based stated mission, goals and objectives.	Assessment x-4268	https://www.odu.edu/about/planning/assessment/cycle/weave#.WRn2s00ks_w=&tab1300=3
WordPress	Web environment for faculty websites	x-3192	https://www.odu.edu/ts/wordpress

Appendix I

Advising Tools Used in Different Phases of the Advising Process

		Registration	Transcript	Holds	Degree Audit	Personal Info	Advisor Notes	Advisor Appointments	Financial Data	Predict Risk	Identify Course by Risk	Help Select majors	Email	Alerts	Assign Advisor	Tutoring	Users
Hobson's CRM	Constituent relationship management system for maintaining contact w/ students			o		o	o		o				o				Advisors GPDs Chairs
SSC Campus/ My Advisor	Appointment setting and note taking program that assists in monitoring advisor workload and communication.					o	o	o	o	o			o	o			Advisors Chairs Faculty Success-Coaches
SSC Campus/ MyAdvisor	Web-based tool using predictive techniques based on past and current student performance		o				o			o	o	o		o			Advisors CDAs Faculty Chairs
SSC Campus/ MyAdvisor	Platform providing data showing predictive strength relative to courses, majors, and colleges.									o	o	o					Deans Chairs CDAs Advisors Chairs
Degree Works	System where advisors and students can review and verify academic progress towards degree.				o		o				o						Advisors Faculty Chairs Students
Leoonline	System where advisors and students find course offerings and unofficial transcripts.	o	o	o			o								o		Advisors Faculty Chairs Students
MyODU	ODU developed portal unique to specific users.			o				o					o				Advisors Students Chairs
Outlook	Microsoft program allowing email and appointment setting							o									Advisors Students Chairs
SSC Campus/ MyTutor	Tool providing electronic tutoring services.															o	Tutors CHIPS

Appendix J

Old Dominion University
2017-2018 Faculty Teaching Load Reporting Guide

As defined by the ODU Faculty Handbook (pg. 104), instructional duties <u>combined</u> with any non- instructional duties should total a minimum of 12 TL per semester. Faculty who received overloads should have a total >12TL, and the total should be greater than 12 TL by at least the number of teach load assigned to the overload payment.

This year's spreadsheet contains two tabs: the first tab includes fall 2017 data, and the second tab includes spring 2018 data. You will no longer need to enter instructional activities and non- instructional activities on two separate tabs.

- ➢ For each faculty member who taught courses during the semester, assign "teach load" to each of those course rows, as appropriate. **Cross-listed courses** have been collapsed so that only one of the associated sections appears in the spreadsheet. The total enrollment for the cross-listed group of sections is displayed to the right of the enrollment column.

  - For most course sections, 1 credit hour/contact hour = 1 TL; so, a typical three credit lecture section would = 3 TL
  - For laboratory sections, 1 contact hour = 0.75 TL; so, a two contact hour lab section would be = 1.5 TL
  - Refer to your college's guidelines for courses with other instructional types

- ➢ For each faculty member whose load included non-instructional activities, assign "teach load" to the rows for the appropriate category as needed. Please do not enter additional lines for non- instructional activities – instead, enter the sum of teach load associated with that category in the row provided. Leave rows blank where the faculty member did not engage in that category of activity for that semester.

- ➢ If you find any faculty are missing from your spreadsheet, please contact Elaine Pearson (empearson@odu.edu).

- ➢ We have inserted a "running total" column that will track the total teach load entered thus far for each faculty member. **Faculty members should have a total of 12 TL, unless approved overloads push the number over 12 TL.** Do not enter information into or otherwise edit the "running total" column. This column is for your reference.

- ➢ When you have completed the fall 2017 and spring 2018 tabs for your department's faculty, save the spreadsheet and submit to your Dean's Office. The Dean's Office will then review and work with you to make any necessary corrections and then forward the finalized file to Academic Affairs

- ➢ If you have any questions or concerns with the teaching load spreadsheets, please contact Shari swain (sswain@odu.edu) or Elaine Pearson (empearson@odu.edu) in Academic Affairs.

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