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# Southern Oregon University

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Department Chairs'  
Manual

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September 2013

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*Department Chairs' Manual – Table of Contents*

- I. The Rewards and Challenges of the Department Chair Role
  - Department Culture and a Diverse Campus – Responsibilities of Department Chairs – Role of Department Chairs – Working Relationship with Office Coordinator – Summer Duties – Academic Freedom and Responsibility – Collegiality
- II. The Chair's Role as Counselor
  - Listening and Establishing a Caring Climate – Giving Advice and Feedback – Confidentiality – Disruptive Individuals – Emotionally Distressed Individuals – Summary – Checklist for Chairs as Counselors
- III. Curriculum
  - Catalog and Curricular Changes – Course Scheduling and Teaching Assignments
- IV. Advising
  - Advising Majors, Minors, Special Majors and Graduate Students – University Studies Advising and State Mandated Regulations – Summer Session – Career Choices – Letters of Recommendation – Student Orientations – Summary
- V. Student Issues
  - General Guidelines for Dealing with Student Complaints – Other Student Complaints – Anonymous Student Complaints – Grade Disputes – Addressing Sexual Harassment or Discrimination Complaints – Consensual Relationships and Conflicts of Interest – Sexual Misconduct – Student Evaluations – Documentation – Other Things to Keep in Mind When You Meet with a Student – Documentation – Academic Honesty and Plagiarism – Addressing Plagiarism

VI. Personnel

Professional Development – A Good Start: Mentoring New and Probationary Faculty – Leaving SOU – Hiring – Course Evaluations – Faculty Evaluations – Developing the Evaluation Schedule – Annual Evaluations – Colleague Evaluations – Confidentiality Records – Dealing with Conflict: Guidelines for Dealing with Faculty Complaints – Documentation – Addressing Other Complaints – Employee Assistance Program

VII. Budget

Business Services Monthly Reports – Personnel Questions – Spending Rules and/or Limitations – Special Note for Meals – Special Note for Travel – Carryover – Assessment Tax – Special Accounts for Grants and Other Restricted Activities – Foundation Sources

VIII. Practical Considerations

Copyright Law – SOU Alcohol Policy

IX. Tips for Department Chairs

X. Resources for Chairs

Key Contacts for Personnel, Student, Legal, Teaching/Curriculum/Assessment/Enrollment, and Budget Issues

XI. The Academic Year at a Glance

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## I. The Rewards and Challenges of the Department Chair Role

Chairs who greet each day with enthusiasm may describe their positions as placing them on the front lines where something new and unexpected happens every day, those less enthusiastic might argue that they are not on the front lines at all; they are caught in the middle, pressured by the needs of their faculty, the desires of students, and the demands of administrators. On the one hand, they are faculty members in the department, while at the same time they have the responsibilities and concerns of managers. When asked about the most onerous task facing a department head, most chairs would complain about the reams of paperwork and the countless bureaucratic deadlines: “I never see the top of my desk. And next quarter’s schedule is always due—without a break”. Other chairs bemoan having to go “hat in hand to the dean’s office, pleading for resources”. “There’s a lot of responsibility and no glory”, say some chairs. “Besides, I hate having to deal so often with the uglier side of human nature”.

A chair’s lot, one can argue, is not a happy one. And yet there are numerous benefits - even pleasures - to the position. As a chair, you are able to make a difference in your department. You can smooth the way for students and help move the department forward in a positive way. You can effect change, coordinate the development of new instructional programs, work on building a diverse, forward-looking faculty and department. As a chair, you have an opportunity to guide, to provide positive and active leadership, to help take your department in new directions or set it on a steadier course. You can provide support and inspiration for both new and experienced faculty, serves as a mentor for students, and act as an advocate for the department. The increasing emphasis on planning and assessment throughout the university provides opportunities for re-thinking curricula and re-examining the needs of both students and faculty. In all these areas, you, as chair, play a vital and rewarding part.

### Department Culture and a Diverse Campus

In some ways, the most vital responsibility of a department chair is the most intangible: to create a departmental culture that makes faculty, staff, *and* students feel they are appreciated and respected. In the optimal departmental environment, experienced faculty believe their expertise is acknowledged and their interests encouraged, new faculty feel they receive useful guidance and support, the serious mission of educating students is consistently reassessed and critically examined, and full- and part-time faculty, staff, and students are given opportunities to flourish. To help create this environment, you are responsible for ensuring that recruitment and retention of diverse faculty, staff, and students are not random and makeshift activities but part of a long-range strategy developed and supported by the department.

In working toward this goal, you need to consider and be sensitive to the varied needs and interests of highly diverse individuals. You are responsible for fostering a culturally diverse environment and a departmental culture that is not simply in compliance with regulations but is receptive and supportive to the disparate array of people who are teaching, learning, and working within the department. Faculty, students, staff, and visitors should feel welcome in the department and should always leave feeling that they have been treated with dignity and respect. More than anyone else, it is the department chair that must set the tone for the entire department.

As you weigh the relative challenges and rewards associated with your position, you may find that responsibility for developing and maintaining a supportive department culture is the most daunting but also the most satisfying part of the job. For it is here that you can truly help to foster a community that will positively affect the lives of everyone in the university.

Your job as chair is to help develop and foster the mission and vision of the department and the university as a whole, while supporting and encouraging faculty to succeed and excel.

### **Responsibilities of Department Chairs**

Your responsibilities as Chair will vary and will often be determined in part by the department context and the needs of the staff, faculty and administration at any given time. Individual departments may also have internal guidelines for chairing that department.

However, the SOU Faculty Bylaws lay out the following general duties for department Chairs:

The Department Chair is responsible for the effective operation of the unit. The Department Chair is directly responsible for matters relating to personnel, budget, curriculum, and scheduling. In carrying out these functions, the Department Chair will consult with faculty in the department and may delegate responsibility to them. Where the Bylaws directly identify the Department Chair, it is not meant to prohibit delegation through consistent departmental policy.

The Department Chair's duties include but are not limited to administering matters related to personnel, budget, curriculum and scheduling; consulting with faculty; acting as a liaison between his/her department and other departments and administrative offices. Administrative responsibilities are outlined in section 4 of the Bylaws.

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

- Leading strategic planning and visioning initiatives for the department
- Facilitating department meetings
- Handling student complaints
- Managing personnel issues
- Implementing department and campus policies fairly and consistently
- Recruiting of new faculty
- Mentoring new and probationary faculty
- Evaluating faculty
- Facilitating growth and professional development in all faculty
- Managing service assignments for faculty
- Overseeing the department budget
- Directing curriculum development
- Coordinating departmental recruitment activities
- Scheduling (sometimes in coordination with a department committee)
- Fostering an atmosphere of cooperation and collegiality for all members of the faculty
- Supervising and working with the office coordinator

- Participating in campus leadership through School, College and Campus-wide Chairs' meetings
- Serving as the public contact for department
- Fundraising/scholarship support to foundation

### **Role of Department Chairs**

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

The Bylaws are vague on the nature of a Chair's authority, and because at SOU Department Chairs rotate back into the faculty, carrying out certain responsibilities can be a challenge. Chairs have a network of support available to them outside the department and should freely access those resource persons. A list of "Key Contacts" is included in this handbook, and can help in identifying appropriate resources. Separate sections on handling different departmental issues will also provide more specific guidelines.

Most importantly, the Chair should keep in contact with the Dean, both in more formal situations such as the College's Chairs' meetings and through regular individual meetings. It's essential to feel free to pick up the phone, send an email, or make an appointment in order to brainstorm or discuss an issue or concern in more detail. The Dean's Office will also be able to provide support when necessary in carrying out the responsibilities of Department Chair.

### **Working Relationship with Office Coordinator**

Departments will vary in the amount of office support they have and the role the Office Coordinator plays in the day-to-day operation of the department, but it is essential that the Chair develop an open, communicative relationship with the Office Coordinator so that she or he can provide the type of support necessary. Some Chairs schedule regular weekly meetings in order to share information with the Office Coordinator and to keep updated on on-going projects as well as the regular functions of the Department office. Other Chairs must coordinate their workload for the Office Coordinator with other Chairs and/or Dean in the College or School. Office Coordinators are usually invited to Chair's Council meetings, and in many Departments the Office Coordinator attends regular Department meetings.

### **Summer Duties**

Chairs (or summer Chairs) must be available during the twelve week summer session to manage department affairs; the amount of office hours needed to fulfill this requirement will vary, but the Chair should remain in close contact with the Office Coordinator and the Dean's Office during the summer. Chairs are entitled to four weeks of leave, which normally is scheduled in

consultation with the Dean at non-peak times. The SOU Collective Bargaining Agreement (CBA) provides further information related to summer duties and compensation.

### **Academic Freedom and Responsibility**

As the principal link between students and faculty on the one hand and the university administration on the other, you play a pivotal role in safeguarding academic freedom. The freedom of faculty members to teach and fulfill their professional responsibilities, unencumbered by extraneous political or other pressures, and the freedom of students to inquire and challenge without fear of rebuke or retribution by administrators or faculty, are equally fundamental to the educational process.

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

### **Collegiality**

A department's educational goals are best achieved in an atmosphere of collegiality and cooperation. Central to the chair's role as educator is the development and continual renewal of a common vision focused on learning. Such a vision can be established only by give and take in the department, by enthusiastic and dedicated commitment, and by faculty initiative. You can and should encourage interchange, discussion, and cooperation among faculty members centered on a common commitment to the department's educational goals and on effective techniques for achieving those goals.

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## **II. The Chair's Role as Counselor**

A department chair is often called upon to counsel students, faculty, and staff on issues ranging from the trivial to the extremely serious. Many department chairs experience the following types of situations:

- A student complains that a faculty member has acted rudely in class;
- An office coordinator feels overworked in the office or has been asked to do more than the job description allows;
- A faculty member is disappointed at not being granted a sabbatical leave;
- Students are upset that an instructor has arbitrarily changed the date of a midterm;
- A staff member is irritable with callers on the telephone;
- A faculty member believes a student is suicidal.

Sometimes an individual seeks out the department chair to discuss a problem or concern. Other

times, however, the chair recognizes that a situation has become unproductive and calls a faculty member, staff person, or student into the office.

Remember that you are not alone: the university offers support of various kinds, including people trained in advising and counseling. If you encounter serious problems, ask another experienced person for help.

### **Listening and Establishing a Caring Climate**

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

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

### **Giving Advice and Feedback**

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

- Ascertain that the person is ready for what you have to say;
- Stay focused on the individual and his or her words or behaviors, not your own needs or feelings;
- Give feedback on the things the person has the capacity to change;
- Give small amounts of feedback at one time;
- Be as prompt as possible so that the situation does not fester;
- Check with the individual after giving feedback to see if it was understood and if it was productive.

### **Confidentiality**

It is your responsibility to make sure that every faculty member in your area is knowledgeable about the Family Educational Rights and Privacy Act (FERPA), which requires written consent of a student authorizing the disclosure of non-directory information from their University record. Unless a student has a signed FERPA release form on file in the Enrollment Services Center, faculty are prohibited from sharing information about grades, financial aid, conduct, housing, etc. with other individuals—including the student's parent(s) or employer(s). For more information about the law see: <http://www.sou.edu/it/facultystaff/policies/FERPA-summary.html>

The FERPA release forms are available at: <http://www.sou.edu/enrollment/forms/ferpa-release.pdf> .

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

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

### **Disruptive Individuals**

Disruptive behavior is that which interferes with other students, faculty, or staff and their access to an appropriate educational or work environment. Some disruptive behaviors, like physical assault, are clearly criminal. Other behaviors, though not criminal, may present serious problems and may be referred to your office. These include such things as habitual interference with the learning or workplace environment, persistent and unreasonable demands for time and attention, intimidating behavior or speech, or verbal threats. Any of these situations calls for immediate attention (for police and/or health service assistance, dial 911, as in any campus emergency situation).

Your ability to remain calm in the face of the situation is critical. Keep your focus on the situation and try to describe the behavior that must be changed. If the individual with whom you are speaking is extremely angry or agitated, allow him or her to vent for a brief time. Maintain eye contact. Clearly and calmly set limits for the conversation: “Yes, I do want to hear your perceptions of the problem, but we cannot begin until you sit down and lower your voice”. While being careful not to make any demeaning remarks about the individual, describe the disruptive behavior and indicate that it is inappropriate and will not be tolerated. Describe the consequences if the disruptive behavior is not corrected. See if you can arrive at a mutual agreement about a behavior change. If you judge that this is not possible, decide whether to attempt it again later or to refer the situation to someone else.

### **Emotionally Distressed Individuals**

The department chair is often in a position to spot students who are in distress. An individual who appears abnormally irritable, aggressive, or withdrawn or who has a sudden and unexplainable change in behavior may be experiencing emotional distress. The person may seek you out; students or faculty may report uncharacteristic behavior; or more commonly, you will note changes in an individual’s behavior. Establish a time to speak together privately. Let the person know what you have observed and that you are genuinely concerned about him or her. In the case of students, you may want to consider putting the person in touch with a staff member at the university’s Student Health and Wellness Center. On occasion, an individual who appears emotionally distressed may be exhibiting symptoms associated with a disability. You may wish to contact the Director of Disability Services for further advice and assistance. If the situation

appears potentially violent, do not hesitate to summon Campus Public Safety.

***At a minimum, if a student shows any sign of distress, or displays behavior that you perceive to be unusual or out of the ordinary for that student, you should immediately file an SOU CARES report. To file a CARES report, go to the portal through My SOU and click on the faculty/staff tab; click on SOU CARES Report on the right side of the page under RESOURCES.***

If you are concerned about the physical or mental health of a faculty or staff colleague, you should refer her/him to the Director of Human Resources for assistance. (See Section VI. in this Chair's Manual for more information.)

### **Summary**

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

### **Checklist for Chairs as Counselors**

- Be a good listener.
- Avoid personalizing a situation; focus on the problem.
- Do not talk too much.
- Stay calm, even when the situation is emotionally charged.
- Be sure to get all sides of the problem.
- Acquaint yourself with the resources on campus; there are a number of places to go for help.
- Follow through on the problem or difficulty; ensure that the focus of the problem is resolved.
- Maintain confidentiality.

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## **III. Curriculum**

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

Just as our society and the university constantly change, so a department's curriculum must keep pace with change. Among your central responsibilities is ensuring that the curriculum is up to

date and responsive to students' needs and interests and that the material is presented in a manner that enhances student learning.

### **Catalog and Curricular Changes**

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

<http://sou.edu/provost/curriculum.html>

### **Course Scheduling and Teaching Assignments**

The new Chair needs to be aware of how long the scheduling process takes and initiate it so that it is completed by early February. The scheduling process, which must be as transparent as possible, includes the following steps:

The department determines future sections from previous enrollments, and current university needs, such as new programs and changes in general education requirements, in consultation with the Dean.

The Chair may consider faculty preferences in the scheduling process but the overall schedule must meet the needs of the University and students. The Chair is ultimately responsible for scheduling but may work with the department as a whole or a subcommittee. Where individual faculty cannot agree on teaching assignments, the Chair makes the final decision, as fairly as possible.

The classrooms assignments will be dealt with according to various needs (i.e. times and technology). (Note: Visual aids, such as spreadsheets or manual metal sheets with magnets can be used to facilitate the process and make the assignment of rooms transparent to faculty).

The requests are entered in Banner. If a change needs to be made after the log out date has passed, contact Academic Scheduling, or type "ScheduleRequest" in Gmail. These requests will be given priority. Chairs or office managers, not individual faculty members, should initiate changes.

When determining the scheduling of classes, chairs should consider the University's needs for offerings in Fall, Winter, Spring, and Summer at both the Ashland and Medford campuses and on-line. In addition, some departments offer classes that are needed by other programs, so it is important to consult with other departments to determine scheduling needs and potential conflicts. It is easier to resolve conflicts before they are in the schedule for students. Avoiding class conflicts, communication and advance planning are the keys for smooth scheduling and effective enrollment management.

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

Scheduling is intimately involved with budget and finances. Faculty members have a contractual teaching assignment and it is the Chair's responsibility to monitor compliance by accounting for credit hours or ELUs (equated load units) in accordance with the current CBA. Adjunct faculty funding can come from various sources (e.g., salary savings, self-support, or grant funds); your Dean can help you manage your department's offerings.

The guidelines for loading and course release are summarized in the Faculty Workload document ratified by the Senate in 1997, and updated in 2006 and 2011. The best approach is to consult the current CBA for most recent policy on loading.

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#### IV. Advising

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

- Training and mentoring new faculty.
- On-going training for all faculty to make sure they are aware of changes in advising on campus and in the department.
- Tailoring advising materials to departmental needs and making sure they are readily available for faculty and students.
- Assuring that the advising load for faculty is distributed fairly, according to department policy.
- Making sure that faculty who are advising are available to students on a regular basis.
- Continuous improvement of advising by following up on students' concerns and complaints and bringing advising issues to the department, Dean and Academic Support Programs.

The Academic Support Programs' Academic Advising page (<http://www.sou.edu/access/acadvising/>) contains important information on issues such as:

- Catalog choice
- General education requirement
- Transfer student admission

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

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

#### **Advising Majors, Minors, Special Majors and Graduate Students**

Most undeclared majors receive advising through University Seminar/House Seminar or Academic Support Programs, so the bulk of your academic advising is with students majoring or minoring in your department. Make sure that you and all department advisors are thoroughly familiar with Banner's degree evaluation system and have undergone training. Every faculty

member in your department should be familiar with University Studies (general education) requirements and with department major requirements. Every full-time faculty member should be familiar with the current degree evaluation system in order to help students understand which ongoing degree requirements they need to fulfill. Department advisors should know how frequently courses are offered, whether they are more likely to be day or evening classes, which courses are offered online or at the Higher Education Center (HEC). If your department offers a graduate degree, the advisors are probably familiar with the program requirements and options. However, unless your department has a designated graduate advisor, you are likely to be the primary advisor for graduate students taking 500-level courses in your program.

### **University Studies Advising and State Mandated Regulations**

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

### **Summer Session**

Contracts for faculty teaching in the summer include a service component, which ensures that faculty on summer contracts will be available for advising and Early Registration days and other University obligations. The Chair is responsible for providing a summary of these service assignments to the Dean. In the event that there are no faculty members from your program who are on contract in your program when early registration occurs, faculty stipends are available for advising on those specific days.

### **Career Choices**

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

In some cases, however, students hope to receive specific direction. You should make sure that any information offered by you and other department advisors about career choices is current, and that advisors are aware of a wide range of useful resources and options. For more information about additional career preparation services contact Max Brooks at [brooksm@sou.edu](mailto:brooksm@sou.edu).

### **Letters of Recommendation**

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

unfamiliar. If you do write letters for such individuals, state clearly the extent to which you know them and their work.

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

### **Student Orientations**

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

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

### **Summary**

Southern Oregon University students merit continuous and expert academic advising. Effective advising will enable them not only to grow intellectually, but also to meet the requirements of the university and to graduate. You and your department faculty should be ready and available to provide courteous and knowledgeable advising to students at all levels.

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## **V. Student Issues**

### **General Guidelines for Dealing with Student Complaints**

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

### **Other Student Complaints**

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

If you receive numerous complaints from a faculty member about a student, i.e., sleeps through each class, odd or erratic behavior, etc., ask her/him to consider filing a report to SOU Cares using Faculty/Staff tab through the My SOU portal.

### **Anonymous Student Complaints**

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

### **Grade Disputes**

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

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

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

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

### **Addressing Sexual Harassment or Discrimination Complaints**

For complaints involving Sexual Harassment or Discrimination, you are considered an “agent of the University,” and upon receipt of such complaints you are obligated to address the issue and seek resolution. You must first consult with the appropriate administrator(s). Due to the University’s legal obligation to resolve sexual harassment and unlawful discrimination complaints, and to maintain a record of such complaints, you should document any conversation(s) you have involving a complaint. For complaints about faculty, notify the Associate Provost; for complaints about staff, notify the Director of Human Resources; for complaints about students, notify the Director of Diversity and Inclusion. As the Affirmative Action Officers for the University, they will provide guidance in dealing with the complaint and assistance in further investigating or resolving the issue. The University’s Sexual Harassment and Discrimination policies can be accessed through the SOU policy website at: <http://www.sou.edu/policies/> You may also feel it appropriate to refer students to the websites for the Women’s Resource Center (WRC) at <http://www.sou.edu/wrc/advocacy.html> and/or the Queer Resource Center (QRC) at <http://www.sou.edu/su/qrc/>. Both centers are located in the basement of the Stevenson Union.

### **Consensual Relationships and Conflicts of Interest**

Complaints about consensual relationships can come from either faculty or students. Because of the enormous potential for conflicts of interest, consensual relationships may undermine the perceived integrity of a class, professor, and/or department. Familiarize yourself with the University’s policy on Conflict of Interest and Consensual Relationships which can be accessed through the SOU policy website at: <http://www.sou.edu/policies/> **Any faculty member who is involved in a consensual relationship with a student must complete the Consensual Relation form—including signatures from both the faculty member and the student—and submit it to the faculty member’s direct supervisor to be kept on file for a period of five years.**

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

### **Sexual Misconduct**

The State Board of Higher Education is committed to providing a learning environment free of all forms of abuse, assault, harassment, and coercive conduct, including sexual misconduct. As such, the Board does not tolerate sexual misconduct by students in any form. The Board is committed to enacting, improving, and enforcing efforts to *prevent* sexual misconduct, to *support* victims should it occur, and to obtain appropriate *resolution* in order to keep it from recurring. Familiarize yourself with the University’s Sexual Misconduct Policy at <http://www.sou.edu/policies/all-policies.html>

### **Student Evaluations**

Department Chairs are “administrative officers” per Section 4 of the Faculty Bylaws, and are therefore responsible for reviewing all student evaluations in their role as a faculty member’s direct supervisor. According to the Bylaws, Chairs are also responsible for taking appropriate

corrective action when poor evaluations occur, including whether or not to involve the Dean or departmental personnel committee.)

### **Documentation**

Documentation regarding student complaints should not be placed in a faculty member's personnel file. Chairs are advised to keep a "student complaint file" in a secure location. Such records should be kept in a locked cabinet or desk drawer in the Chair's office. Keep in mind that a complaint file's contents are subject to discovery in formal grievances and litigation.

Documents should contain nothing you would not be willing to tell the involved parties or have examined in a formal proceeding. Stick to the facts and avoid side comments or impressions based on unsupported opinions or observations unrelated to the complaint. Contents may be purged 3 years after the complaint is closed or resolved under the Oregon University System's record retention schedule.

### **Other things to keep in mind when you meet with a student**

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

### **Academic Dishonesty and Plagiarism**

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

Plagiarism is a crime and can have serious consequences for students. Be sure to explain to students that plagiarized work will, at a minimum, result in a failing grade on the assignment and may result in failure of the course or even expulsion. Teach students how to cite work, and encourage them to use writing guides or handbooks. Currently, there is no campus-wide subscription to a plagiarism-check site; however, you can investigate a suspicious line of text by using TurnItIn.com or typing the phrase into Google, putting it in quotation marks, and conducting a search. This quick check will often identify plagiarized work.

*All instructors must include a statement regarding academic integrity in their syllabus. At a minimum, you should use or modify the example in bold type below, or create your own if you prefer.*

**Students are expected to maintain academic integrity and honesty in completion of all work for this class. Examples of academic dishonesty include:**

- **Receiving or providing unauthorized assistance on exams**

- **Using unauthorized materials during an exam**
- **Plagiarism (using materials from sources without citations)**
- **Copying the work of someone else and submitting it as your own**

**The first instance of academic dishonesty may result (for all parties involved) in no credit for the assignment or exam. In addition, a student may be ineligible to complete any extra credit work for the class. Subsequent episodes will result in further disciplinary action, up to and including failure of the course.**

The department chair should be able to articulate departmental guidelines for handling plagiarism. Guidelines for responding to complaints about plagiarism or other forms of academic dishonesty are provided within the Academic Standards Policy located at [http://arcweb.sos.state.or.us/rules/OARS\\_500/OAR\\_573/573\\_095.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_573/573_095.html). You can also file a SOU CARES report regarding any form of academic dishonesty or contact Casey Clithero [clithero@sou.edu](mailto:clithero@sou.edu) for more information.

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## **VI. Personnel**

**EVERYTHING YOU NEED TO KNOW ABOUT PERSONNEL ISSUES CAN BE FOUND IN SECTION 5 OF THE FACULTY BYLAWS!**

### **Hiring**

The Chair submits a request to the Dean outlining the desired position. Once approved through Cabinet, the Chair submits the position template, which includes a description of the position and its duties, as well as the necessary qualifications to the College or School Dean (these qualifications/degrees will vary depending on the required academic rank of the position). With rare exceptions, the Chair should not serve on the search committee but is ultimately responsible for initiating the search and appointment process in a timely manner, monitoring the process, and understanding the duties of the search committee and departmental practices. The Chair initiates the search by organizing a search committee. Once a position is approved, the Chair of the search committee must meet with someone from the Office of Human Resources about Affirmative Action policies. The Affirmative Action statement can be access through the SOU policies website at: <http://www.sou.edu/policies/all-policies.html> When a final decision is made, the Chair submits the written recommendation for hiring and the candidate's file to the Dean, who in consultation with the Provost, will develop an offer and present to the candidate. The Dean will then serve as the contact for any final offers, which are subject to the Provost's approval. The Chair determines with the Dean and Provost what, if any, years in rank toward promotion (though not tenure) to grant to the new hire.

### **A Good Start—Mentoring New and Probationary Faculty**

The Chair should provide a copy of the department personnel guidelines, faculty Bylaws, and current CBA at the time of hire or as soon as the new faculty member comes to campus. Additional faculty resources can be found on the SOU website at: <http://www.sou.edu/provost/> .

The Provost's Office provides a comprehensive new faculty orientation program which includes a full-day orientation followed by a reception, a mentor pool consisting of mid-career and senior level faculty—many of whom are current or former chairs—and receptions and luncheons with senior administration that provide opportunities for new faculty to ask questions and receive feedback. Each new faculty cohort also participates in the two-day MyOregon event, an overnight excursion to key places in the region.

It is important for Chairs to mentor new faculty and to maintain a dialogue during their tenure and promotion processes. Topics of discussion may include:

Personnel guidelines

Early in the fall term Chairs should provide the guidelines for annual evaluations, full colleague evaluation—including post-tenure reviews—as well as a schedule for those evaluations.

Guidelines for tenure and promotion

Chairs should engage with faculty members on a regular basis to give them support and direction in meeting the specific criteria for your discipline as well as the general university expectations.

Getting to know the campus

Chairs can help new faculty make contacts both inside and outside the department.

Department culture

Chairs should instruct faculty about expectations regarding such things as office hours, colleague coverage for illness, conferences or “research days,” office hours, attendance at department meetings, participation in the governance of the department, use of supplies.

Teaching

Chairs can be a resource regarding teaching issues such as strategies, concerns/expectations specific to students at SOU, importance of being in class during exams, student and peer evaluation processes, etc., student discipline problems such as cheating, plagiarism or classroom disruption.

The Chair should also:

Provide samples, with permission, of recent, successful promotion and tenure files.

Assign courses, when possible, with the new faculty member's area of expertise.

Adjust the new faculty member's schedule to allow blocks of time for scholarship and course preparation. Provide training in advising prior to assigning advisees to new faculty.

**Professional Development**

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

- Discussing FPAPs and FPARs with individual faculty. The FPAR is intended to report faculty activities of the preceding academic year and is normally prepared toward the end of the Spring term and forwarded through the Dean to the Provost by October 15<sup>th</sup>.
- The FPAP is intended to assist departments in planning for effective use of resources and is normally prepared in the Spring term and forwarded to the Dean of the School by October 15<sup>th</sup>.
- The FPAPs should be reviewed in a department meeting as well and they are the key planning document for ensuring that the department, school/college and University goals are being met and that individual plans serve department, school/college and University goals.

- Acknowledging and publicizing faculty achievements.
- Encouraging faculty to apply for available professional and travel funds and helping them identify campus and external sources for funding.

### **Course Evaluations**

Course evaluations are one aspect of a Chair’s assessment of faculty performance and should be scheduled in advance in such a way as to get feedback on the full range of a faculty members courses over time. Each department is responsible for maintaining one master sheet for each faculty member containing all numerical responses to the “all-campus question”. Teaching effectiveness based on these student assessments should be based on the most recent 7 years of all years at SOU when fewer than 7.

*All course evaluations are done online. A record of tabulated reports shall be kept in the department or program’s files.*

### **Faculty Evaluations**

Faculty evaluations need to follow the guidelines set out in section 5 of the Faculty Bylaws. However, here is a brief summary of procedures that will meet those requirements. (Ongoing revisions to the Faculty Bylaws may modify these procedures.)

### **Developing the Evaluation Schedule—See Section 5.330 of the Faculty Bylaws**

Note: This includes recommendations for non-renewal. When considering a recommendation for non-renewal, it is wise to communicate this with your Dean well in advance of the November deadline for notification.

### **Annual Evaluations—See Section 5.350 of the Faculty Bylaws**

Note: A good evaluation provides summary information to the administration regarding the faculty member’s overall performance *and* provides the faculty member with constructive comments about their performance and their progress toward meeting promotion criteria and departmental goals as stipulated in the faculty bylaws and approved departmental expectations. To accomplish this, it is recommended the Chair include:

- A brief summary of the items reviewed in preparing for the evaluation
- A brief overview of the faculty member’s performance
- Separate paragraphs on teaching effectiveness, scholarship (professorial faculty only), and service
- Highlight specific strengths and weaknesses
- Identify possible areas for improvement

Evaluations can be supportive and helpful if they are honest about meeting the department’s needs and the faculty member’s progress toward promotion and tenure.

Here is a sample report:

Pat Smith’s Annual Evaluation November 20XX
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In preparation for Pat's annual evaluation, I have reviewed....

**Teaching Effectiveness** —

[One or two paragraphs evaluating teaching effectiveness with an indication of whether or not he/she is making good progress toward promotion in this area. Reference to all-campus question]

**Scholarship** — (*Professorial faculty only*)

[One or two paragraphs evaluating scholarship with an indication of whether or not he/she is making good progress toward promotion in this area.]

**Service** —

[One or two paragraphs evaluating service activities with an indication of whether or not he/she is making good progress toward promotion in this area.]

[Summary statement regarding performance — usually a sentence or two. Concluding sentence recommends (or does not recommend) his/her reappointment for 20XX.]

**Colleague Evaluations—See Section 5.360 of the Faculty Bylaws**

Here is a brief overview:

A comprehensive evaluation is typically 3-4 pages in length and provides both feedback to the faculty member on their overall performance and assists her/him in developing effective goals and objectives for the next evaluation period.

Pat Smith's Colleague Evaluation  
November 20XX

In preparation, the evaluation committee composed of ... reviewed....

Evaluation

[This section may or may not include an opening paragraph with some summary of the evaluation findings.]

**Teaching Effectiveness**

[This section should provide a thorough evaluation of teaching effectiveness, including information drawn from in-class observations and select student comments taken from course evaluations. This section should conclude with the committee's finding regarding whether performance is satisfactory or not.]

**Scholarship** – *Professorial faculty only*

[This section should provide a thorough evaluation of the individual's body of scholarly activity including the committee's finding regarding whether current levels are satisfactory or not.]

**Service**

[This section should provide a thorough evaluation of service including the committee's finding regarding whether performance is satisfactory or not.]

[Closing comments on overall performance followed by a list of specific goals and objectives, including a timeline, for the next evaluation period.]

Goal	Completion Date
1.	
2.	
3.	

[The evaluation should conclude with signature lines for all committee members and the faculty member being evaluated.]

### What materials are reviewed?

Depending on the nature of the evaluation and the performance criteria for each rank - recommended materials are:

- Up to date CV
- Previous year FPARs/FPAPs
- Past years' course evaluations including quantitative scoring summaries and qualitative comments
- Classroom observations
- Other material as requested relating to previous years' professional activities (teaching, service, and research)
- Most recent colleague evaluation

### **Confidential Records**

The faculty personnel file in Human Resources is a faculty member's employment file. The Oregon Administrative Rules have a comprehensive policy on faculty records. The section on "Access to and Correction of Records (573-010-0045) defines the access rights:

*The personal file shall be only open to the faculty member and to those officials of the institution who have demonstrable need of such access in fulfilling their official professional duties.*

*All evaluative materials or other records originated or utilized by the president, deans, or department heads, or by personnel review committees at the department, division, or University level in reviewing a faculty member, shall be available upon a single request to the Vice President for Academic Affairs and Provost, to the subject faculty member at a reasonable place and time. A faculty member may make copies of materials in the files.*

*Each faculty member shall be given a copy of his or her periodic regular written evaluation made by the administrative officer (department or divisional head or dean of the unit in those instances in which the dean is the evaluating administrator). The evaluation given to the faculty member shall contain or have attached to it a statement informing the faculty member that he or she may discuss the evaluative statement with the evaluating administrator. A copy of the evaluative statement, duly signed by the faculty member signifying that he or she has been given a copy thereof, shall be placed in the faculty member's personal record file.*

*A faculty member shall be entitled to submit, for placement in the three files, evidence rebutting, correcting, amplifying or explaining any document contained therein and other material which the member believes might be of assistance in the evaluation process.*

*Stat. Auth.: ORS 351.070*

*Stats. Implemented: ORS 351.065, ORS 351.070 & OAR 580-22*

*Hist.: SOSOC 2, f. & ef. 7-12-76; SOU 1-1998, f. & cert. ef. 4-23-98*

### **Dealing with Conflict: Guidelines for Dealing with Faculty Complaints**

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

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

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

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

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

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

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

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

### **Documentation**

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

### **Sexual Harassment, Discrimination, Consensual Relationships and Sexual Misconduct**

See section V. *Student Issues* in this Department Chair's Manual.

### **Addressing Other Complaints**

Faculty members should follow the appropriate “chain of command” when dealing with a complaint. The more confidence a faculty member has in the fairness of the Chair, the less temptation he or she will have to jump to a higher authority. Often complaints involve the perception of favoritism or a lack of fairness. Transparent and readily available departmental policies and procedures can be very effective in combating misperceptions within the department. Rectifying fairness issues may be difficult. Equity may be impossible to achieve due to varying duties within and without the department. Strive for some level of parity, realizing you may need to take a more global view than a particular week or term in order to achieve this. It often requires negotiating a compromise between two or more faculty. It may be difficult to isolate the real source of the complaint in these situations. The initial complaint may be masking the real concern.

### **Employee Assistance Program**

The Employee Assistance Program (EAP) is a good resource if the root of the problem is related to a personal problem. Their services are available to faculty, staff, and family members at no charge for up to five visits per issue, completely confidential, and cover a wide range of issues including:

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

The EAP also offers help and guidance to those in an administrative and supervisory role in dealing with challenging personnel problems, conflict resolution, coaching, and problem solving. Information about services and programs and how to communicate that to faculty and staff is available through the Office of Human Resources.

### **Leaving SOU**

The mirror image of a good start to a faculty career is a good finish, and it is recommended that departments develop check sheets and procedures for the conditions that arise when faculty and staff resign, retire or are not renewed.

When faculty retire, it is the Chair’s responsibility to request Emeritus status if the professor qualifies. The request is approved by the department and made to the Dean who then forwards his or her recommendation to the Provost.

Department are also responsible for generating the paragraph of appreciation for retirees that appears in the commencement program and are encouraged to celebrate the achievement of their colleagues.

Check sheets for new hires and departing faculty/staff are available through the Office of Human Resources. These can be tailored to meet specific department and college/school needs.

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## VII. Budget

Locating and understanding your accounts. Make an appointment with Vicki Fox, Fiscal Officer in the College of Arts and Sciences, Margaret Wright in the School of Education, or Lisa Sherrill in the School of Business. They can help you locate your department's campus accounts and determine who has spending authority over each account.

Tracking your Budget. Financial Services updates and posts various monthly budget and financial reports online. The reports are available through Business Service/Financial Services sites. FIS (Financial Information System) provides the most up-to-date information on all income and expenses with on screen viewing of status for all accounts or printing of account information for fiscal year or any shorter period. Shadow Systems can be easily customized to break out expenses into categories that fit your departmental needs and allow for tracking commitments and/or credit card charges that have yet to appear in FIS. It is important, however, to keep the shadow system balanced with information posted to FIS Banner, to ensure the shadow system remains a valid tool for tracking your budget.

Chairs do not usually need extensive FIS knowledge but should check approvals at the beginning of each month (Note: Approvals tend to show the dollars involved twice, once for the source account and once for the destination account). Personalized technical help is available to faculty and staff from experts in the Banner<sup>TM</sup> Finance (FIS) functional areas. A list of functional experts is posted online at the Business Services/FIS Processing website.

Ultimately, it is the College or School Deans that are responsible for the money in your department. The budget that is assigned to your department and the self-support monies that the department earns, do not belong to any one individual or even to the department. They are institutional funds. The Dean must rectify excess or loss at the end of each fiscal year (June 30). The Dean is also authorized to determine what becomes of salary savings from sabbaticals, retirements, resignations, etc. The Dean will also help plan how promotion costs will be met and how Enrollment Reserve for adjuncts is distributed. It is essential to work closely with your Dean to plan for the current and future needs of your department.

### **Business Services Monthly Reports**

The standard formats separate fund types: General Fund, Self-support, Grants, etc. and fiscal periods are numbered to match the fiscal year, beginning with July. Once period 12 is closed, Period 14 is opened to complete transactions necessary to closing the fiscal year. Fiscal year results include all transactions through Period 14.

### **Personnel Questions**

Begin by calling Colin Bunnell in Human Resources. She will be able to answer the question or direct you to the correct contact.

## **Spending Rules and/or Limitations**

Questions related to Computer Purchases, call the IT computing coordinator assigned to your department.

Refer questions related to General Purchases, Travel, Food, and Purchasing Card Use to Business Services. Appropriate contacts are listed on the Business Services website at:

[http://www.sou.edu/bus\\_serv/](http://www.sou.edu/bus_serv/)

Links include:

Travel

Purchasing

Payroll

Financial Services

Bursar & Accounts Receivable

Printing and Copy Services

Risk Management & SOU Insurance Coverage

Contracting

Once you have reviewed this information, check with Office Coordinators for your department, or the Administrative Assistants to the Deans for additional assistance.

## **Special Note for Meals**

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

Tips cannot exceed 15%. There are special rules for when a spouse's meals may be included. Alcohol cannot be purchased with general fund dollars. For on campus events, the President's approval is usually required for alcohol to be served and Oregon Liquor Control Commission (OLCC) servers must be used.

## **Special Note for Travel**

Using the purchasing card is often simpler than traditional purchase orders. Many vendors are glad to accept the charge cards instead. BUT **airfare** cannot be charged to the departmental purchasing card; this also holds for **hotel** charges. If you want airfare or hotel charges billed directly to the department, contact Business Services for details on arranging for the charge.

## **Carryover**

The rules for carryover are not set in stone. Due to current budget constraints, few carryover requests are granted. Self support funds retain their fund balances but expending fund balances may be restricted.

## **Assessment Tax**

Currently all self-support accounts are charged an assessment tax. As of 2011-2012, the rate is 9.5%.

## **Special Accounts for Grants and Other Restricted Activities**

These accounts can be easily created and then closed when activity ends. They allow better tracking of expenses and provide better accountability to granting agencies.

## **Foundation Sources**

Call or make an appointment with someone familiar with SOU Foundation accounts; she/he can help you with reports that allow periodic tracking of funds. Endowment accounts generally require a minimum principal to set up and pay about 4.5% annually (some additional earnings are added to principal). For non-endowment accounts, all funds are available to you.

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## **VIII. Practical Considerations**

### **Copyright Law**

Southern Oregon University requires faculty to adhere to federal copyright laws. Authors and creators of published and unpublished works hold the sole right to authorize the reproduction of all or part of their work. The law allows for the fair use of copyrighted materials.

Instructors may make a single copy of any of the following for scholarly research or use in teaching or preparing to teach a class:

- A chapter from a book,
- An article from a periodical or newspaper,
- A short story, short essay or short poem, or
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

Multiple copies (not to exceed more than one copy per student in a course) may be made for classroom use or discussion provided that:

- The distribution of the same photocopied materials does not occur every term or year,
- The material includes a copyright notice on the first page of the material copied,
- The students are not assessed any fee beyond the actual cost of the photocopying,
- And if the following limitations are applied:
  1. Poetry:
    - (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
  2. Prose:
    - (a) Either a complete article, story or essay of less than 2,500 words or
    - (b) An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
  3. Illustrations:

One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
  4. Special works:

Certain works in poetry, prose or poetic prose which combine language with illustrations and which are intended sometimes for children and other times for a

more general audience fall short of 2,500 words in their entirety may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text may be reproduced.

- And if it meets the cumulative effect test as defined below:
  1. The copying of the material is for only one course in the school,
  2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term, and
  3. There shall not be more than nine instances of such multiple copying for one course during one class term.

For more on copyrights, go to the Hannon Library website:  
<http://www.sou.edu/library/circulation/copyright.html>.

### **SOU Alcohol and Drug Policy**

Possession, consumption, or furnishing of alcoholic beverages on University owned or controlled property, or at University sponsored or supervised functions is prohibited unless authorized. The sale of alcohol on campus is regulated by current Oregon Administration Rules. All sponsored Southern Oregon University events and activities held on campus involving the dispensing of alcoholic beverages will come under the jurisdiction of the annual Oregon Liquor Control Commission (OLCC) Restaurant License. Sale of alcohol is permitted in recognition of the fact that there are a large number of students over 21 attending SOU and that a great number of those students consider it desirable to socialize where alcohol is available. The institution permits such events with the expectation that sponsors will exercise good judgment in planning the events and that the focus of the event will be on entertainment and socializing, and not on the consumption of alcohol. Every effort will be made to discourage excessive consumption.

The sale of alcoholic beverages on the campus is permitted as long as policies relating to those sales and consumption are adhered to strictly. The University will hold the sponsoring group responsible for maintaining the event in an orderly manner and adhering to the policies established by the University. Sponsoring organizations are responsible for being knowledgeable about all applicable OLCC regulations. A copy of those regulations is available in the Stevenson Union Office (SU 321). Oregon laws related to alcohol sales and licensing restrictions enforced by the OLCC are specific and the penalties for the non-compliance are severe. Liability for the University and sponsoring group not only applies to the event, but also the actions of individuals on their way home from the event.

The President or designee (Vice President), must approve all events where alcoholic beverage service has been requested. Functions must be approved a minimum of two weeks in advance. Approval will be based on adherence to SOU Guidelines for the Service of Alcoholic Beverages for such an event. Further information about the University's policy can be found at:  
[www.sou.edu/policies/Alcohol-and-Drugs.pdf](http://www.sou.edu/policies/Alcohol-and-Drugs.pdf) - 2011-06-22

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## **IX. Tips for Department Chairs**

Advice from Experienced Chairs:

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

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## X. Resources for Chairs

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

Human Resources Services offers a number of training opportunities for supervisors.. These are normally announced by email and worth considering. The Provost's Office also sponsors webinars and workshops on a number of topics including Promotion/Tenure, Annual and Interim Evaluations, Chairs Workshops, and the fall Instructional Institute,. The American Council on Education offers workshops and national, regional and discipline-specific online resources for Department Chairs. Information is available at: <http://www.acenet.edu/Pages/default.aspx>

### Academic and Students:

Issue	Department/Person	Extension
Advising	Academic Support Programs	2-6213
Career Advising/Internships	Max Brooks	2-6131
Tech Support Issue	IT-Help Desk	2-6900
Financial Aid Holds	Financial Aid/ESC	2-6600
Degree Checks	Registrar/ESC	2-6600
Discipline (cheating, disruptive behavior)	Casey Clithero	2-6222
Media Requests for Info	Marketing/Communications	2-7246

Mental health issues- students	SOU CARES Report or if an emergency Victor Chang	2-6813
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**Legal:**

<b>Issue</b>	<b>Department/Person</b>	<b>Extension</b>
Disability – Students	Disability Resources	2-6213
Disability – Staff	Human Resources	2-6167
Employee Discrimination	Human Resources	2-6167
Family & Medical Leave Act	Human Resources	2-6167
FERPA – Federal Educational Rights and Privacy Act	Records / ESC	2-6600
Sexual Harassment – Students	Diversity/Inclusion	2-6223
Sexual Harassment – Faculty	Associate Provost	2-6114
Sexual Harassment – Staff	Human Resources	2-6315

**Curriculum, Assessment and Enrollment:**

<b>Issue</b>	<b>Department/Person</b>	<b>Extension</b>
Assessment	Kristin Nagy Catz	2-7246
Scheduling	Enrollment Services	2-6602
Course Approval/Curriculum changes	Penny Thorpe	2-6114
Admissions data/ SCH info	Admissions	2-6411

**Budget Issues:**

<b>Issue</b>	<b>Department</b>	<b>Extension</b>
Departmental Accounts	CAS Fiscal Officer	2-6116
Self-Support Accounts	CAS Fiscal Officer	2-6116
Salaries	Budget Office	2-8297
Benefits / OPE	Budget Office	2-8506
Foundation Accounts / Scholarship balances	SOU Foundation	2-6127

## XI. The Academic Year at a Glance

It is useful to be aware of a number of key deadlines during the academic year. The dates given below are approximate and will change slightly in any given year. But the information here should provide a sense of what is on the horizon.

	<b>Things requiring Chair action and follow-up</b>	<i>Dates to be aware of</i>
<b>September</b>	Fall term Adjunct Contracts to Deans/Director List of colleague evaluations due to Dean Establish Department Committees (especially Curriculum and Personnel) Review work assignments	Faculty contracts begin Plan Department Retreats if needed
<b>October</b>	Sabbatical applications to Academic Affairs office (and let the Dean's Office know who is applying) FPARs and FPAPs due to Deans Confirm Department and University Personnel members Watch for official 4th-week enrollment forms and maintain a file covering the last several years Sabbatical applications to Department Chair	Sabbatical applications to department personnel committee Last day for new registration, addition of new courses or change of section Last day to pay fees without penalty Last chance to submit changes to banner winter and spring terms Carpenter II applications due Last day to drop a course without being responsible for a grade
<b>November</b>	SOUF Scholarship dinner Chairs begin review of faculty on 2nd or subsequent 1-year, fixed-term appointments Preregistration begins for Winter Classes (oversee advising, scheduling, staffing issues)	Sabbatical applications due to Deans/Director Begin planning summer school schedule and staffing (due Dec) Begin planning next academic year schedule and staffing (due Feb) Veteran's Day (classes held) Last day to change P/NP option SOU Preview Day (department representatives) Thanksgiving Holiday
<b>December</b>	Evaluations of faculty on 2nd or subsequent 1-year, fixed-term appointments due to Deans/Director Summer School Schedule must be in banner	Last day to submit course withdrawal to Registrar's Office and last day to withdraw completely from the University Final Examinations

	Winter term Adjunct Contracts to Deans/Director	
<i>January</i>	SOU Preview Weekend (department representatives) Chairs initiate review of faculty on 1st 1-year, fixed-term appointments Applications for promotion and tenure due to Department Chair	Applications for promotion and tenure due to department personnel committee Orientation, advising and registration for newly admitted students All classes begin Last day to pay fees without penalty Last day for new registration, addition of new courses or change of section Last chance to take an IT class on entering course information into Banner Martin Luther King Day (No Classes) Last day to drop a course without being responsible for a grade
<i>February</i>	Evaluations of faculty on 1st 1-year, fixed-term appointments to Dean Preregistration begins for Spring Classes (oversee advising, scheduling, staffing issues) Watch for official 4th-week enrollment forms and maintain a file covering the last several years Deadline for entering Fall course information into Banner (room assignments begin) SOU Preview Weekend (department representatives)	Applications for promotion and tenure due to Dean Carpenter I applications due Last day to change P/NP option Last day to submit course withdrawal form to Registrar's Office Last day to withdraw completely from the University
<i>March</i>	Deadline for entering Winter/Spring summary information into Banner Spring term Adjunct Contract to Dean Spring Break Academic advising and registration for new students	
<i>April</i>	SOU Preview Day (department representatives) Watch for deadlines for submitting Scholarship and Awards Watch for official 4th-week enrollment forms and maintain a file covering the last several years	Last day to pay fees without penalty Last day for new registration, addition of new courses or change of section Professional Development Grant applications due Last chance to submit changes to banner fall term Carpenter II applications due Last day

		to drop a course without being responsible for a grade
<i>May</i>	Preregistration begins for current students for Fall classes (oversee advising, scheduling, staffing issues) Deadline for entering Winter/Spring course information in Banner (room assignments begin)	Last day to change P/NP option Memorial Day Holiday (No Classes)
<i>June</i>	Budget close-out	Last day to submit course withdrawal form to Registrar's Office Last day to withdraw completely from the University Commencement
<u><i>Summer Session</i></u> <i>June – July</i>	1st Early Registration Friday 2nd Early Registration Friday 3rd Early Registration Friday 4th Early Registration Friday	Registration continues for all sessions Fourth of July Holiday (No Classes) Catalog changes due to Dean's Office in July
<i>August</i>		Post-session begins