



LAWRENCE UNIVERSITY  
APPLETON, WISCONSIN

# Academic Department Chairs & Program Directors Manual

**Last updated: July 2021**

This manual provides guidance for heads of academic units in carrying out their leadership roles. Such leaders include College department chairs, directors of interdisciplinary programs, and Conservatory administrators and area heads.

The duties and procedures described here are effective as of the date of the most recent revision and are subject to change.

<b>TABLE OF CONTENTS</b>
--------------------------

- 1. Responsibilities and Terms of Appointment
  - [Responsibilities](#) ..... 1
  - [Terms of Appointment](#) ..... 1
  
- 2. Administrative Duties
  - [Meetings](#) .....3
    - Faculty Meetings, Chairs & Directors Meetings, and University Functions
    - Department or Program Meetings
  - [Finances](#).....4
    - Budget Preparation & Monitoring
    - Academic Equipment Requests
    - Library Acquisitions
  - [Facilities](#).....6
    - Faculty Offices and Classroom, Laboratory, & Studio Spaces
    - Managing Space Use
  - [Curriculum](#) .....6
    - Course Catalog
    - Class Schedule
  - [Staffing](#).....7
    - Tenure-Track Faculty Requests
    - Adjunct Faculty Requests
    - Freshman Studies
    - Sabbatical Plans
    - Support Staff
  - [Reporting](#).....9
    - Self-Studies for External Reviews
    - Triennial Reports for Internal Reviews
    - Annual Updates
  
- 3. Academic Programs
  - [Oversight of the Curriculum](#)..... 10
    - Mission & Goals
    - Changes to Majors or Minors
    - General Education Requirements
    - New Courses
    - Course Enrollments & Class Enrollment Limits
    - Student-Initiated Courses & Adjunct Faculty
  - [Assessment of Student Learning](#) ..... 13
    - Learning Outcomes & Curriculum Maps
    - Assessment Plans & Activities
    - Assessment Reporting
  - [Program Reviews](#)..... 13
    - Internal Reviews
    - External Reviews
    - Accreditation Reviews

4. Faculty Recruitment & Development	
<a href="#">Faculty Recruitment</a> .....	18
Approval for a Search	
Managing Recruiting Costs	
Interim Positions	
Offers of Employment	
<a href="#">Faculty Development</a> .....	20
Mentoring of Junior Faculty	
Oversight of Adjunct Faculty	
Evaluation of Teaching	
Reappointment, Tenure, & Promotion Reviews	
Sabbatical Planning	
<a href="#">Personnel Issues</a> .....	23
5. Student Admissions & Advising	
<a href="#">Admissions</a> .....	25
<a href="#">Advising</a> .....	26
6. Development & Community Relations	
<a href="#">Fundraising</a> .....	28
<a href="#">Communications</a> .....	28
<a href="#">Public Events</a> .....	28
7. Appendix: <a href="#">Conservatory Governance</a> .....	30

## 1. RESPONSIBILITIES & TERMS OF APPOINTMENT

### Responsibilities

As the leaders of their academic units, department chairs, program directors, and Conservatory area heads and administrators are advocates for their disciplines or fields; mentors for their junior colleagues; and advisors to the Provost and the President on issues pertinent to the academic mission of the University. Accordingly, the duties and responsibilities of a unit leader go well beyond the clerical tasks of course scheduling and budgetary oversight. True shared governance depends on robust faculty leadership, and unit heads are, by virtue of their position and its responsibilities, best positioned to provide that leadership.

In the College, department chairs and program directors are responsible for convening department and program meetings to discuss curricular and other matters, coordinating the teaching assignments of faculty, regulating the calendar of sabbatical leaves so as to ensure curricular continuity, providing the registrar with information about course offerings and the times of class meetings, coordinating departmental contributions to *First-Year Studies* and other programs, and administering the budget for the department or program. In addition, chairs and directors normally have the principal responsibility for mentoring junior faculty and for conducting searches for new faculty and keeping the administration apprised of search progress. Responsibilities for mentoring and searches may be shared with other senior colleagues, and other duties may be delegated where appropriate.

In the Conservatory, some of these responsibilities are carried out by the Dean and Associate Dean with input from area heads and Conservatory faculty committees, while others are carried out by the area heads themselves, in accordance with the size of the area and its responsibilities. Conservatory areas with a large number of faculty or students hold regular meetings, whereas others may meet informally or as needed. In larger areas the chair keeps a calendar of prospective sabbatical leaves, whereas in smaller ones faculty negotiate leaves directly with the Dean and the Provost. Class schedules and teaching assignments are coordinated by the Associate Dean with input from leaders of areas that offer a large number of scheduled courses, such as music theory, musicology, and music education, that need to be coordinated with other areas. The Dean of the Conservatory coordinates contributions to *First-Year Studies* with input from individual faculty and the leaders of larger areas. The Conservatory budget is managed by the Conservatory administration with input as needed from individual faculty, department chairs, and Conservatory committees. Heads of areas within the Conservatory also mentor junior faculty and typically chair searches for new faculty in their respective areas. More information on Conservatory processes can be found in the appendix on Conservatory Governance.

### Terms of Appointment

Chairs of College academic departments and directors of interdisciplinary programs are **appointed by the Provost**. Typically such appointments are made during the winter

term of the final year of service of the current chair or director, before completion of the class schedule for the coming academic year. In selecting a chair or director, the Provost consults with faculty in the department or program. Faculty may nominate themselves for the post or suggest colleagues whom they believe to be able and willing to serve. The leaders of areas in the Conservatory of Music are **selected by the Dean of the Conservatory** in consultation with Conservatory faculty and the Provost. Given the important leadership responsibilities of these positions, department chairs, program directors, and Conservatory area heads are normally drawn from the ranks of tenured faculty.

The term of service for a unit leader is **two to three years (three years preferred)**. Shorter terms of service must be approved by the Provost or the Dean of the Conservatory. In departments and programs with a sufficient number of tenured faculty members, every effort should be made to rotate this responsibility among eligible faculty, though there is no prohibition against faculty serving more than one term. To prepare for the upcoming academic year, the term of service begins **August 1** and, in the final year, ends on July 31; though summer duties are few, the term of appointment ensures that there is a nominal head of every academic unit at all times.

In the College, chairs of academic departments and directors of those interdisciplinary programs that offer majors are compensated in one of two ways:

- 1) with one **course release** annually during the period of service; **or**
- 2) with an annual **stipend** equivalent to one-half of the current adjunct per-course rate (currently \$5,500 per course).

The course release is intended to supply the heads of large units with the time needed to properly attend to their responsibilities, while the stipend is intended to compensate the heads of smaller units in which a course release may not be feasible or desirable. Departmental and programmatic needs must be taken into account, but, ultimately, the decision to request a course release or a stipend is up to the individual faculty member and may be different for different years of service. The Provost is available for consultation and advice on this matter.

Directors of interdisciplinary programs that do not offer majors do not receive a stipend or course release except in unusual circumstances and should plan accordingly to manage the responsibilities of the position. Though rare, situations may arise in which a faculty member serves simultaneous or overlapping terms as chair of a department and director of a program with a major. Such service does not result in any additional course release or stipend, so it should be undertaken only where the responsibilities can be managed with the single course release or stipend afforded each chair or director.

In the Conservatory, broader administrative duties are managed by the Dean, who may delegate such responsibilities to the Associate Dean as deemed appropriate. Some duties may be further delegated to area heads. Appropriate compensation for this work is determined by the Dean, with the approval of the Provost.

## 2. ADMINISTRATIVE DUTIES

### Meetings

#### *Faculty Meetings, Chairs & Directors Meetings, and University Functions*

Academic unit leaders are expected to **attend and encourage regular faculty attendance at the monthly faculty meetings**. In addition, chairs, directors, and area heads **gather with the Provost for the department chairs & program directors meetings**. A person who cannot attend may choose to send a delegate and should read the minutes of the meeting once they are posted on the Department Chairs & Program Directors SharePoint space.

From time to time, unit leaders will be asked to **represent their academic units at University functions**, such as receptions for new faculty and events sponsored by Admissions or Development. Unit leaders should attend whenever possible, or, when appropriate, arrange for the unit to be represented by other faculty members. In addition, unit leaders should make every attempt to see that academic units are regularly represented at events at which attendance is urged though not required, such as convocations, colloquia, and guest lectures.

#### *Department or Program Meetings*

While the structure and agendas of meetings will naturally vary with each department or program, **all academic units in the College should meet regularly—ideally at least once a month during the academic year for departments and once per term for interdisciplinary programs**—and should **keep minutes** of meetings for program and accreditation reviews. In the Conservatory, the full faculty meets once a month and keeps minutes of its meetings, as does the Conservatory Advisory Committee; areas within the Conservatory meet formally or informally, regularly or as necessary, depending on their size and responsibilities.

Unit leaders should regularly **invite members' input** to meeting agendas, and, if possible, agendas should be circulated in advance of the meetings. Unit leaders have a particular responsibility to ensure that questions and suggestions about the department or program's curriculum from all members are given full and fair consideration. Other subjects that should be discussed at meetings include requests for capital or other expenditures; staffing plans; student recruitment and retention; changes in the structure of the curriculum or major or minor requirements; the distribution of tutorials and independent studies; advising loads; standards and practices in areas such as curricular assessment and grading; and improvements to diversity and inclusion. At least annually, departments or programs should discuss findings from assessment of student learning and ensuing adjustments to the academic program, keeping a record of findings and changes for subsequent reviews. In the Conservatory, these topics are variously discussed in meetings of the appropriate bodies: areas, committees, or the full faculty.

Unit leaders will have their own, individual approaches to the handling of departmental and programmatic business, and it is not difficult to envision circumstances in which individual consultation with faculty on matters affecting all members is useful or even advisable. However, such individual conversations must always be seen as supplementary to an established practice of regular departmental and programmatic meetings where colleagues have the opportunity to ask questions and stimulate one another's thinking on matters germane to the academic mission of the University. Additionally, while majorities or pluralities about certain issues may be derived in a series of one-on-one sessions, no genuine consensus can emerge from a series of private conversations. Even on controversial issues, the confidence that all points of view will be aired before all members is likely to reduce the level of contention among colleagues, especially as compared to a situation in which some members may believe their views are not adequately or accurately communicated to all.

## **Finances**

### *Budget Preparation & Monitoring*

In late winter, the University's budget office sends unit leaders their current budget reports and asks them to **prepare a budget proposal** for their departments or programs for the upcoming year. In the Conservatory of Music, the budget is prepared by the Dean's office in consultation with the leaders of different areas.

To assist unit leaders in preparing their proposals, those budget reports will include a statement of recent years' expenditures as well as those of the first six months of the current year. Unit heads should determine whether specific lines in their budgets are inappropriately funded (either excessively or inadequately) and anticipate, insofar as possible, likely new expenses. When appropriate, budget proposals should also include suggestions for new budget lines, to better cover and track new or reallocated expenditures.

Since unit leaders submit budget proposals on behalf of the entire department or program, it is imperative that they discuss budget needs with their colleagues before submitting their proposals. As needed, the Provost will work with unit leaders to refine the proposed budgets before they are finalized for inclusion in the institutional operating budget submitted to the Board of Trustees for approval. All budgets are, of course, limited by the resources available to the University for a given year. Simply requesting an amount in the budget does not ensure that amount will be available.

Once a budget is approved, it is the responsibility of the unit leader to **approve expenses** charged to the unit and to monitor actual expenses to be sure they do not exceed the budgeted amounts.

### *Academic Equipment Requests*

The capital budget for academic equipment is separate from the operating budgets for departments and programs and is administered by the Provost's Office. Each fall the

Provost invites chairs and directors to **submit requests for major instructional equipment to be purchased in the current fiscal year** and to **project equipment needs for the coming two years**. The Provost relies on these projections to draw up a proposal for the academic equipment budget as part of the capital budget-making process. Equipment requests for the Conservatory of Music are managed by the Dean's office in consultation with the heads of areas within the Conservatory.

Priority will be given to capital requests submitted as part of this process. As a general principle, requests to fund unanticipated or unallocated purchases will need to wait until the subsequent budget year. Therefore, unit leaders should work with faculty to plan requests and projected needs realistically and carefully.

The Office of Technology Services makes all computer purchases for the University. Unit leaders should work with the Provost and the Director of Instructional Technology to identify and plan for new purchases of, and upgrades in, computer hardware and software. It is important that they also consult with the Director of Instructional Technology when planning purchase of equipment or software that will interface with Lawrence's computers or networks.

The budget for computer purchases and upgrades is part of the annual budget prepared in the late winter. As with instructional equipment, unallocated new purchase requests generally will be postponed to the subsequent budget year.

### *Library Acquisitions*

In September and March, the Mudd Library's Director of Technical Services informs chairs, directors, and Conservatory administrators about their allocations and expenditures for library acquisitions. In the College, each department and program that offers a major has an allocation, as does the Conservatory as one unit. Each allocation is intended to cover the costs of journal subscriptions; subject-specific databases; and one-time only purchases such as books, scores, and CDs. Annual increases are charged against the department or program's allocation, and with ever-increasing costs, unit leaders should **review the journal titles and databases that the library purchases for them** on a regular basis to make sure the library collection is supporting the curriculum in a manner that continues to respond to both student and faculty needs. Allocations not spent by the end of the fiscal year are returned to the University general fund.

Unit leaders must involve unit faculty in the ordering process. They may collect and collate requests, but requests for one-time-only purchase of such items as books, scores, videos, and CDs are typically made directly by individual faculty members to the library; College faculty make requests through the Acquisitions Assistant, Conservatory faculty through the Music Librarian. Requests for journal subscriptions must be discussed by members of the unit before the unit leader forwards the request to the library. Lists of departmental journals currently received can be obtained from the library's Director of Technical Services. Indices, abstracts, databases, and other electronic full-text products

are charged to the requesting department's allocation. Unit leaders should discuss requests for these with members of their own and other affected departments (e.g., for a multidisciplinary database) before forwarding requests to the library. The final decision about these purchases is made by the University Librarian, in consultation with the library faculty.

## **Facilities**

### *Faculty Offices and Classroom, Laboratory, & Studio Spaces*

Unit leaders should work with building administrative assistants on issues relating to physical space, including **identifying office needs for unit faculty and staff or additional space needs for instruction or research**. Assignment of faculty offices and reallocation of spaces across departments or programs are under the purview of the Provost or, for Conservatory spaces, the Dean of the Conservatory. The Provost or Dean may seek counsel from chairs, directors, area leaders, or a faculty committee as appropriate. Where a portion of a building has been allocated for unit use, the Provost may delegate assignment of offices, labs, or studio spaces to the unit leader.

### *Managing Space Use*

Unit leaders **manage issues related to the unit's physical spaces** — including dedicated classroom space, student laboratories, other common student space, and bulletin boards or display cases — and serve as the contact persons for questions concerning those spaces. In some departments and programs, chairs or directors delegate this responsibility to other faculty members; in such situations, care should be taken to ensure that the assignment is clearly and equitably allocated. In the Conservatory, such issues are managed variously by the administration (classroom spaces, practice rooms, rehearsal and performance spaces, display cases, certain bulletin boards) or by area leaders in coordination with administrative staff (theory tutoring space, certain bulletin boards).

## **Curriculum**

### *Course Catalog*

Department chairs, program directors, and, in the Conservatory, administrators have the responsibility to **keep catalog copy up to date**. They should ensure that all members review the copy for their courses regularly and update as necessary, and they should enter changes to majors or minors approved by the Faculty that year. Chairs, directors, and Conservatory administrators compile and enter these changes in the Course Catalog Maintenance system in the Department Menu under Faculty Academic Services in Voyager. They may begin editing copy for the upcoming year's draft catalog as early as December, and a call to approve or update catalog sections is sent in the spring.

## *Class Schedule*

In the College, chairs and directors **construct the class schedule** for their departments or programs each year in collaboration with their colleagues, and they should ensure that classes are spread across the available class periods to optimize the use of classroom, laboratory, and studio spaces. Chairs and directors should consult with faculty both within the department or program and in other academic units to minimize schedule conflicts. It is imperative that discussions about cross-listed courses, course sequencing issues, shared facilities, and shared faculty occur before the class schedule is set. In the Conservatory, the Associate Dean who oversees scheduling coordinates a process in which area leaders develop class schedules for their respective areas, after which administrative staff compile, cross-check, and transmit them to the Registrar.

The class schedule for the full academic year is prepared during the winter term of the preceding academic year in preparation for advance registration by students in the spring term. A formal request for review and revisions to the schedule is sent by the Registrar's Office. It is expected, however, that any changes to the schedule will be reported as they occur. Late changes to the class schedule should be made rarely: such changes are likely to have serious consequences for students and enrollments. **If a class section is cancelled** due to low enrollment, lack of instructor, or other concern, the unit leader must notify registered students and discuss other options with them.

A new course will not be scheduled until it has been formally approved by the faculty, nor will a course be marked for a general education competency or diversity requirement or class enrollment limit until the GER or limit request has been approved by the Instruction Committee. Departments or programs planning to create new courses or request GER approvals or class limits should have the requisite forms submitted and review completed in time for the last faculty meeting of the winter term.

In the Conservatory, proposals for new courses are subjected to two rounds of approval, first by the Conservatory Advisory Committee, which forwards them to the Conservatory faculty for final approval. Conservatory administrators then communicate the new course offerings to the Instruction Committee for broader dissemination to the faculty.

## **Staffing**

### *Tenure-Track Faculty Requests*

Academic unit leaders have the responsibility for **coordinating the preparation of requests for tenure-track positions and the curricular rationales** behind such requests according to the procedures and the timeline approved by the Curriculum Committee, which begins in the fall of the academic year preceding the potential search. Requests should address the criteria used by the Curriculum Committee in making its staffing recommendations to the President.

### *Adjunct Faculty Requests*

Each winter the Provost calls for requests for adjunct faculty as part of the budget planning process. Chairs, directors, and Conservatory administrators are expected to **submit adjunct requests** by the stated deadline and to include all adjuncts, including those with multi-year or ongoing appointments. This may require consultation with other chairs or directors to coordinate requests for an adjunct to teach in more than one department or program. In the Conservatory, chairs work directly with the Dean or Associate Dean to create the Conservatory adjunct request list, and the Dean consults with the Conservatory Advisory Committee before communicating the final list of Conservatory adjunct requests to the Provost.

### *First-Year Studies*

Chairs should work with department faculty to **coordinate a schedule for teaching *First-Year Studies*** while maintaining department offerings and contributions to interdisciplinary programs. Lawrence's goal is to have 80% of *First-Year Studies* sections taught by tenure-track faculty; this works out to one section for every two to three tenure-track faculty members. Junior faculty are expected to participate in teaching *First-Year Studies* before the tenure review and should teach the first time before reappointment if at all possible. Guidance for expected departmental contributions to *First-Year Studies* is provided annually by the Provost.

In the Conservatory, individual faculty members express their interest in teaching *First-Year Studies* to the Dean, who evaluates the requests and communicates them to the Provost. In larger Conservatory areas that (actually or potentially) make frequent contributions to *First-Year Studies*, the area head coordinates faculty availability with area staffing needs.

### *Sabbatical Plans*

As part of their responsibility to manage resources effectively and to maintain the integrity of the academic program, unit heads work with unit faculty to **coordinate a sabbatical schedule** that will cause minimal disruption to student progress toward completing the major and minimal need for adjunct assistance. In general, adjuncts are not hired to replace faculty on sabbatical without external funding or salary savings to cover the cost. Exceptions to this policy require the approval of the Provost.

### *Support Staff*

Unit leaders have the responsibility to **supervise unit support staff**. This includes entering student workers into the student hire system, approving timesheets for employees and student employees, and completing performance evaluations as requested by Human Resources. The daily work of student research assistants or teaching assistants may be overseen by the faculty members in charge of the research projects or courses to which the student employees are assigned.

## Reporting

### *Self-Studies for External Reviews*

Departments and programs in the College and Conservatory are reviewed externally at least once every ten years, as is the Conservatory in its entirety by its accrediting body, the National Association of Schools of Music (NASM). Chairs, directors, and Conservatory unit heads are expected to **prepare the self-study for an external review** in consultation with department or program faculty. Conservatory administrators preparing for the NASM review may request narratives and data from leaders of areas within the Conservatory. See “Program Reviews” in Section 3. Academic Programs.

### *Annual Updates*

In the intervening years when an academic unit is not scheduled for an external review, the unit leader should **prepare an annual update** addressing important issues of concern for the university’s planning and accreditation. Individual unit leaders in the Conservatory do not provide annual updates; rather, the Associate Dean of the Conservatory produces an annual update for the Conservatory as a whole. The current template asks leaders to highlight important changes in the academic unit, to discuss efforts to enhance curricular diversity and inclusive pedagogy, and to summarize assessment activities and findings. The template is updated annually by the Associate Dean of the Faculty.

### 3. ACADEMIC PROGRAMS

Because academic programs are at the core of the University's mission, overseeing the collegial shaping and maintenance of the curriculum is one of the most important responsibilities of unit leaders. Each academic unit of the College should have its own mission statement, formulated by consensus, that articulates how the unit serves the University's mission and that guides faculty members in their decisions about the curriculum, goals for student learning, and priorities for assessment. The unit should also have strategic goals that will advance its mission. Unit leaders should encourage their colleagues to regularly review the unit's mission statement and goals to ensure their continued relevance. Conservatory areas develop their strategic goals in relation to the Conservatory mission statement and in consultation with the Conservatory administration and leaders of related areas.

#### Oversight of the Curriculum

Curricular review should not be limited to those times when structured reviews are scheduled. It is the responsibility of the unit leaders to see that academic units engage in **ongoing review of the curriculum**, including trends in the discipline and findings from assessment, to facilitate planning new courses, scheduling students' coursework, and responding to external forces that may necessitate curricular change.

To that end, unit leaders should feel free to tap the advice and expertise of colleagues on the Curriculum Committee and the Accreditation and Assessment Committee. Unit leaders serve as the liaison between their unit and these committees and are encouraged to consult with the committees as they prepare for or respond to reviews and implement revisions of curricula.

Leaders of Conservatory areas are likewise responsible for steering ongoing review of their curricula, and they coordinate their efforts with the administration, on whom they rely for information and advice on meta-curricular questions, assessment, and accreditation. On broader curricular issues, Conservatory area leaders may likewise tap the advice and expertise of colleagues on the Curriculum Committee and Accreditation and Assessment Committee, but for discipline-specific curricular issues they work closely with Conservatory administrators and committees. This is especially important for the major in performance, which does not reside in a single Conservatory area.

#### *Mission & Goals*

Academic units should **periodically review their mission statements** to see how they align with the university's mission and to make updates as needed. Likewise, each should **define strategic goals** in support of or in addition to those defined in the university's strategic plan and should **track progress** toward these goals and revise them as necessary. The unit leader is expected to update the mission and goals and report on progress in self-studies and annual updates.

### *Changes to Majors or Minors*

When College departments or programs undertake the creation, elimination, or substantial revision of a major or minor, the chair or director should **prepare and submit the proposed changes to the Curriculum Committee** and work with the committee and with department or program faculty to refine the proposal for a vote of the faculty. Once the proposal is approved, the chair or director should **enter the changes into the draft catalog** for the upcoming academic year.

When Conservatory departments undertake the creation, elimination, or substantial revision of a major or minor, the area leader, in consultation with the administration, prepares and submits the proposed changes to the Conservatory Advisory Committee and works with the committee and with area faculty to refine the proposal for a vote of the Conservatory faculty. Upon approval by the Conservatory faculty, the Associate Dean who oversees curricular matters submits new or significantly revised majors and minors for approval by the National Association of Schools of Music (NASM). Once the proposal is approved by NASM, the Associate Dean reports the change to the Curriculum Committee for broader dissemination to the faculty and enters the changes into the draft catalog for the upcoming academic year.

### *General Education Requirements*

Unit leaders are responsible for reviewing unit offerings to **ensure that they provide sufficient opportunities for students to meet the general education requirements** for a Lawrence degree, and for working with unit faculty to address shortcoming where identified. In general, every major should include coursework that addresses communication in the discipline (such as a writing-intensive and/or speaking-intensive course) and, where possible, every unit should try to offer one or more courses that address diversity (global diversity or dimensions of diversity) and/or civic engagement (such as community-based learning). The extent to which such courses can be offered will vary with the nature of the academic unit and its curriculum.

### *New Courses*

Unit leaders should **aid faculty in the development of new courses** and guide them through the course proposal process. By countersigning the course proposal, unit leaders certify that the faculty in the unit have considered the impact of the new course on the unit's curriculum; on general education requirements; on other units and their curricula; and on the staffing of other courses. New course proposals should represent some consensus within the unit about the desirable evolution of the curriculum.

In the College, the chair or director should **send course proposals** to the Associate Dean of the Faculty for review by the Instruction Committee, which, if it endorses the proposals, brings them to the full faculty for approval. To appear in the class schedule for advance registration, a course proposal must be received by the committee in time to be reviewed prior to the March faculty meeting; earlier submission is encouraged in case

the proposal is tabled by the committee while it seeks additional information from the instructor, chair, or director.

In the Conservatory, area heads develop course proposals in consultation with the Associate Dean who oversees curricular matters. Completed proposals should be sent to the faculty chair of the Conservatory Advisory Committee, which, upon review, brings proposals to the Conservatory faculty for final approval. To appear in the class schedule for advance registration, a course proposal must be received by the Conservatory Advisory Committee in time to be reviewed prior to the February meeting of the Conservatory faculty. Earlier submission is encouraged.

### *Course Enrollments & Class Enrollment Limits*

In general, a course must have five or more students to proceed; a course with lower enrollment may be canceled, taught as a directed study, or, if required for the major, continued as a course with approval from the Provost or the Dean of the Conservatory. Before the start of each term, unit leaders should **review enrollments in courses** offered by the unit and **cancel** those that are underenrolled **or seek approval** for necessary courses to be continued. When a tenure-track faculty member's course is canceled, the unit leader should determine how to make up for the missing course in the faculty member's teaching load, consulting with the Provost or Dean of the Conservatory as needed.

Another important aspect of managing enrollment is setting appropriate limits on high-demand courses depending on classroom size, equipment, pedagogy, or balancing of sections. Unit leaders in the College should **send class enrollment limit requests** to the Associate Dean of the Faculty for approval by the Instruction Committee; requests for class limits in the Conservatory should be sent to the administrator who oversees course scheduling. Periodically, the Instruction Committee and Conservatory administration may review class limits across units or areas and, in consultation with area heads, determine changes to improve balance and equity.

### *Student-Initiated Courses & Adjunct Faculty*

Every tenure-track faculty member can expect to teach a small number of tutorials, independent studies, academic internships, or directed studies during the course of the academic year, especially in support of student honors projects and *Senior Experiences*. The teaching of such courses by adjuncts is subject to approval by the unit leader and, because it may involve additional compensation, by the Provost. Unit leaders are expected to **contact the Provost with any requests for adjuncts to teach student-initiated courses**, including teaching a directed study in place of a course canceled for low enrollment.

## Assessment of Student Learning

### *Learning Outcomes & Curriculum Maps*

Consistent with its mission, every academic unit should have key learning goals for the majors it offers, while also encouraging students to go beyond these goals in their own unique ways. Key learning goals are commonly defined as a set of essential student learning outcomes, sometimes with components that relate to individual courses. The unit leader should **maintain a curriculum map** relating major requirements to these essential outcomes. The map provides a tool for evaluating the scope and sequence of courses in the major and for identifying assessment points to collect and review student coursework for progress toward the desired outcomes.

In the Conservatory, learning outcomes or competencies – and their connection with the Conservatory’s mission, with major requirements, and with assessment – are overseen by Conservatory administrators, in accordance with NASM standards. According to the NASM handbook, the Dean of the Conservatory is responsible for ensuring compliance with NASM standards regarding curricular structure, essential content, competencies, and curricular tables. The Associate Dean organizes and coordinates the Conservatory’s compliance efforts, preparing and maintaining required materials, and requesting data and/or narrative from area leaders and individual faculty as needed.

### *Assessment Plans & Activities*

Related to the above, the leader of each academic unit should work with unit faculty to **craft an assessment plan** and should **oversee assessment activities** in accordance with that plan. The unit leader should engage faculty in **discussing assessment findings and planning curricular adjustments at least once per year** and should **keep minutes** of these discussions for future program or accreditation reviews.

### *Assessment Reporting*

Academic unit leaders should **summarize assessment activities, findings, and resulting actions** in annual updates and self-studies. Unit leaders are encouraged to create a summary narrative, table, or chart to present assessment data.

## Program Reviews

### *Internal Reviews*

In years when an external review is not scheduled, the unit leader should **prepare an annual update using the provided template**. The annual update summarizes important changes in the academic unit, findings and actions resulting from assessment of student learning, and efforts to improve diversity and inclusion; topics may change in accordance with the strategic goals of the university. Individual units in the Conservatory do not provide annual updates; rather, the Associate Dean of the

Conservatory produces an update for the Conservatory as a whole. Annual updates are discussed by senior academic administrators, and general findings are summarized and shared with the leaders of academic units.

Annual updates are not required in years when an academic unit either has just completed or is preparing to undergo an external review. In the year following an external review, the unit should submit an annual report.

### *External Reviews*

At least **once every ten years**, every College and Conservatory academic department or program offering a major will undergo a review by faculty colleagues from other institutions. The cycle of these reviews will be determined by the Provost and Dean of the Faculty in consultation with department chairs, program directors, and Conservatory administration, taking into consideration factors such as turnover and leaves among faculty members, national trends in disciplines, and perceived curricular needs. Chairs and directors are responsible for coordinating the elements of the external review, working with other faculty members and offices and individuals on campus, such as the Office of Research Administration and the Curriculum Committee, to determine who should be responsible for which tasks in preparation for the department review.

The first step in these external reviews is **preparing a self-study**, which should include:

#### State of the Department or Program

- a narrative description of departmental or programmatic mission and goals;
- an assessment of the current state of the department or program and its curriculum, including (for departments) a discussion of current and/or possible interdisciplinary or interdepartmental connections;
- a review of current and planned initiatives affecting the department or program and its curriculum, including plans for new personnel;
- a statement of departmental or programmatic needs, particularly in terms of the kind of support the department seeks or may seek from the University;

#### Faculty

- the *curriculum vitae* of every faculty member of the department or program;
- a list of faculty publications, productions, or other individual professional accomplishments, identifying those coauthored with students;
- a list of faculty awards, honors, and distinctions;
- a list of major grants obtained by faculty members;

#### Curriculum

- a list of courses offered by each member of the department or program, the years in which they were offered, and a recent syllabus for each course;

- average enrollments in department or program courses over the past five years and information about the demographics of students taking these courses;
- numbers of students in tutorials and independent studies over the past five years;
- a list of recent *Senior Experience* and honors projects by department or program majors;
- numbers of majors and graduates over the past five years;

#### Students & Alumni

- a survey of current students on their views of the department or program and its curriculum;
- a survey of graduated majors on their views of the department or program and its curriculum;
- a list of the post-graduate accomplishments of recent graduates and information, to the extent it is available or can be found, about the post-graduate careers of majors;

#### Resources

- departmental or programmatic budgets;
- departmental or programmatic material relating to admissions and materials sent to prospective students;
- material used in the department or program, such as a manual for majors;
- a list of the library's journal holdings in the discipline.

After these materials have been compiled, they are sent to the Provost's Office for review and for dissemination to the members of the external review team. The Provost selects the outside reviewers in consultation with the department. Typically there are two reviewers, at least one of whom has experience in a liberal arts setting.

Chairs and directors discuss the timing of site visits with the Provost. The chair or director, or a faculty member to whom the task has been delegated, should **plan the schedule for the external reviewers**, who normally are on campus for two days. External reviewers speak with each member of the department; with students; with colleagues in other departments; and with the Provost and the President.

After their visit, the external reviewers submit a written report to the Provost, copies of which are shared with the President, the members of the department or program, and, where appropriate, the Dean of the Conservatory. The chair or director, along with members of the department or program, will then **meet with the Provost and the President to discuss the report's findings and recommendations**. The department or program may respond in writing to the report if its members wish to do so. The chair or director will work with faculty colleagues and the Provost to **draft a plan to address concerns** raised by the reviewers.

A comprehensive external review of the Conservatory in its entirety is conducted every ten years by the National Association of Schools of Music (NASM) as part of the reaccreditation process (see below). Decennial external reviews of areas within the

Conservatory are scheduled by the Provost, in consultation with the Dean of the Conservatory and area faculty, to aid in curricular planning and improvement; the contents of the self-study will be determined when the review is scheduled.

### *Accreditation Reviews*

Lawrence University is accredited by the Higher Learning Commission (HLC), which reviews institutions on a 10-year cycle. The university is on the Open Pathway, which involves three components: (1) an assurance argument and evidence file (for quality assurance), (2) a federal compliance review, and (3) a quality initiative (for quality improvement). In year 4 of the cycle, the university updates its assurance argument and evidence file for off-site review by a peer review team. Between years 5 and 9, the university proposes, undertakes, and reports on a quality initiative to improve a strategic aspect of the institution (e.g., assessment, student success, or civic engagement). In year 10, the university submits its assurance argument and evidence file and its federal compliance information for review with an on-site comprehensive evaluation visit. Lawrence will undergo its next comprehensive visit in 2028-29.

Materials for the HLC reaccreditation review are collected and prepared by the Accreditation and Assessment Committee. Leaders of academic units should **provide information as requested** and **meet with peer reviewers as scheduled** during the evaluation visit to answer questions about Lawrence's mission and integrity; its governance structure; its academic programs, resources, and assessment; its planning and budgeting; and other topics of interest to the reviewers. Unit leaders are expected to provide timely, accurate information to help the peer review team evaluate the extent to which Lawrence meets the criteria for accreditation and to prepare evidentiary statements for its report to the HLC.

The Lawrence Conservatory of Music is also accredited by the National Association of Schools of Music (NASM) and undergoes an extensive self-study and review process for continuation of membership on a ten-year cycle. All member institutions are responsible for annual reports to the association and for obtaining approval from NASM's Commission on Accreditation for new curricula or substantive changes during periods between regular accreditation reviews. The designated Commission has the authority to require a partial or a full reexamination at any time upon prior notice to the institution.

NASM accreditation standards apply to the full Conservatory as a "music unit." Reporting comes from the "music executive" (the Dean of the Conservatory), who is the official voting representative to NASM, and leaders of areas within the Conservatory provide information for the reaccreditation self-study, which, in addition to the topics outlined above for College departments and programs, includes reports on Conservatory admissions and retention by the Vice President for Enrollment and Communication and on music holdings by the music librarian. The accreditation review includes a site visit over several days by a team of NASM-trained music faculty and administrators, who observe classes, lessons, rehearsals, and a recital, in addition to meeting separately with

Conservatory administrators and faculty. The report they write is shared with the Conservatory administration and with the Provost and President.

## 4. FACULTY RECRUITMENT & DEVELOPMENT

### Faculty Recruitment

Leaders of academic units normally **coordinate the recruitment of new faculty members and supervise searches** within their units, although they or the Provost may delegate this responsibility to another member of the unit in certain cases (for example, when the search is to replace a retiring chair or director or when the expertise of another faculty member is particularly relevant). While unit leaders are responsible for coordinating the search, they should call upon colleagues and support staff as needed to conduct it.

The chair of the search committee (normally the unit leader) is responsible for convening meetings of the search committee and interview panel, arranging campus visits by candidates, following the [diversity hiring guidelines](#) of the Office of Diversity and Inclusion, assuring compliance with equal opportunity employment laws during all phases of the search, acknowledging receipt of applications and notifying applicants when a position has been filled, managing recruiting costs, keeping the Provost apprised of the status of the search, and notifying the Provost of the unit's recommendation. The President, with the advice of the Provost and, when appropriate, the Dean of the Conservatory, makes the final decision on the hiring of any faculty member.

Policies and procedures for recruiting new faculty and staff members are described in the [PCDA Staff Recruitment booklet](#) and the [diversity checklist maintained by the Office of Diversity and Inclusion](#). These include guidelines for developing diverse applicant pools and conducting fair and equitable searches. Aspects of the search process are also discussed in the *Faculty Handbook*. If any of the required procedures result in unresolved conflict between the Provost and the unit leader, the issue shall be resolved by the President.

#### *Approval for a Search*

1. Each fall, academic units seeking to search for tenure-track positions in the following year should submit allocation requests to the Curriculum Committee. Such requests should follow the detailed guidelines and timeline established by the Committee and available on the [Committee's website](#).
2. The Curriculum Committee will make their recommendations for tenure-track searches to the President, who must approve all tenure-track searches and will announce their decisions by the end of the academic year.

*Vacancies created by retirement.* Although retiring faculty members whose positions are being filled may, as seems appropriate, be part of social events integral to the search, they should not serve on the search committee or interview panel. It is a matter of professional courtesy that a faculty member does not play a dominant part in the University's choice of that faculty member's successor.

*Adjunct faculty.* The Provost must approve appointments of all faculty members, including part-time and adjunct faculty, in the Conservatory as well as the College. Final authority to appoint a member of the faculty resides with the President. Full-time temporary appointments anticipated to be for longer than one year should be advertised and interviewed in the same manner as full-time tenure-track appointments. Procedures for making part-time appointments will be determined by chairs and directors—or, in the case of the Conservatory, the Dean of the Conservatory—in consultation with the Provost. Extraordinary circumstances such as the sudden departure or illness of a regular faculty member may require that appointments of visiting full-time faculty members depart from the usual procedure.

### *Managing Recruiting Costs*

The chair of the search committee is responsible for managing recruiting costs. The Provost will give the chair budgetary guidelines, which the chair should make every effort to follow. Should it seem likely that the search will exceed its budget because of unanticipated costs, the search chair should consult with the Provost. Search chairs should control the cost of entertaining candidates, for example, by avoiding taking large numbers of faculty members to expensive restaurants. Typically, groups at meals should be kept to a maximum of three or four. Financial Services has published detailed guidance about the University's [reimbursement policies](#) for meals and entertainment that apply to events with job candidates. Most candidates should stay at one of the campus guesthouses; if the guesthouses are unavailable, the candidate should stay at the university's preferred hotel. The budget for faculty recruitment resides in the Provost's office, but it will be helpful to the Provost if chairs monitor their own expenses.

### *Interim Positions*

If circumstances preclude a full search to fill an approved full-time faculty position, that position may be filled on an interim basis only, the length of the appointment varying from case to case. In such instances, a limited or regional search may be conducted. An appropriate search must then be inaugurated for the year following the expiration of the interim appointment.

### *Offers of Employment*

Offers of appointment, both in the College and the Conservatory, are first tendered informally by the Provost. Once a candidate accepts an offer, the President sends a formal letter of appointment to the candidate. This letter describes the position, including its tenurability, states the length of the appointment, and indicates salary and fringe benefits. The letter also outlines the University's expectations, both specific and general, of the new faculty member. The terms of the initial letter of appointment are subject to amendment by yearly appointment letters; letters of reappointment, promotion, or termination; or other letters from the President or Provost relative to the terms of the faculty member's affiliation with Lawrence.

Leaders of academic units may not extend offers of appointment to selected candidates. Once the offer has been extended by the Provost or the Provost's delegate, the unit leader may contact the candidate if that would be appropriate and helpful to the candidate's deciding whether to accept the offer. Without the Provost's explicit prior knowledge and approval, unit leaders may not raise issues of salary or benefits with candidates who have been offered positions. Should questions about such issues come up in conversation between the candidate and the unit leader, the candidate should be informed that the Provost will follow-up with a reply. Only the Provost or the Provost's delegate may make an offer of salary and benefits or negotiate those terms of employment.

## **Faculty Development**

Among the most important responsibilities of an academic unit leader are the mentoring, counseling, and support of faculty colleagues. From time to time the leader will be called upon to help address personal problems, resolve disputes, and provide practical advice. It is important that leaders be willing to listen carefully and sympathetically and, when necessary, to act decisively and fairly. It is equally important that leaders direct to appropriate administrators or campus resources any problems or disputes that exceed their authority or ability to resolve.

### *Mentoring of Junior Faculty*

Though all new faculty participate in mentorship programming organized by the Provost's Office and all new tenure-track faculty are assigned a tenured mentor from outside the unit, the unit leader should **take a leading role in facilitating the mentoring and advising of junior faculty, which may involve other senior faculty within the unit**. Because unit leaders have come to know new faculty members during the hiring process and have developed some familiarity with the new faculty member's background and area of expertise, they are in an excellent position to provide early help and counsel. Unit leaders also play a critical role through their written evaluations at reappointment and tenure reviews; they thus bear more responsibility than other faculty members for preparing junior colleagues for those reviews.

Junior faculty constitute a considerable investment in the University's future. They should be treated with professional respect and given every opportunity to learn and grow as teachers, scholars, and colleagues. It is incumbent on unit leaders to enable and support this growth; accordingly, they should engage their junior faculty in both informal exchanges and more formal interactions—such as classroom visits or discussions of scholarly progress—on a regular basis. Unit leaders should also work to ensure that new faculty members understand how the unit and University operate and how various institutional obligations may be balanced and met.

### *Oversight of Adjunct Faculty*

Leaders of academic units **have primary responsibility for overseeing the work of adjunct faculty**. As with junior faculty, leaders should treat adjunct faculty with professional respect, advise them on the workings of the University and procedures and requirements for instructors (as delineated in the *Course Catalog* and *Faculty Handbook*), and encourage their development. Leaders should gather evidence on the quality of adjunct teaching and student achievement—from classroom visits, course evaluations, student performances, etc.—and address any concerns that rise. Leaders may be called upon to resolve student concerns or faculty disputes that involve an adjunct faculty member. Where necessary or appropriate, leaders should bring concerns about teaching or personnel matters to the attention of the Provost.

Approval of both the unit leader and the Provost is required before any student-initiated course (tutorial, directed study, independent study, or academic internship) may be added to an adjunct faculty member's schedule. Approval in past years may not be interpreted as *carte blanche* for future requests: fairness and equity in managing teaching loads and faculty compensation demand regular review of student-initiated course assignments to adjunct faculty. All requests for salary or additional compensation for the adjunct must be submitted to Payroll by the Provost's Office. The unit leader should alert any adjunct in their unit of this process at the start of their appointment.

### *Reappointment, Tenure, & Promotion Reviews*

Together with the Provost's Office; the Tenure, Promotion, Reappointment, and Equal Employment Opportunity Committee; and individual faculty mentors; leaders of academic units should **ensure that all unit members are informed about the practices and procedures for reappointment, tenure, and promotion reviews**. Practices are detailed in the *Faculty Handbook*. The Tenure, Promotion, Reappointment and Equal Employment Opportunity Committee reviews candidates for tenure in the fall, for promotion in the winter, and for reappointment in the spring. Materials for external review are due earlier than submission of other materials. The schedule associated with faculty reviews is as follows.

#### REAPPOINTMENT

Start of 2 <sup>nd</sup> year:	Meet with the Provost to discuss progress
February 1 (3 <sup>rd</sup> year):	Submit materials for external reviewers
March 1:	Submit materials for reappointment review
June 15:	Deadline to notify candidate of reappointment decision

#### TENURE

March 1 (4 <sup>th</sup> year):	Deadline to request postponement of tenure review (must be made one year before review would have been held)
March 1 (5 <sup>th</sup> year):	Submit written affirmation of intent to stand for tenure
March 31:	Submit CV and statement of research/artistic interests
June 1:	Submit materials for external reviewers
July 1:	Deadline for submission of all tenure materials for candidates on an accelerated schedule
September 1 (6 <sup>th</sup> year):	Submit materials for tenure review
Two weeks after exams:	Tenure Committee submits tenure recommendation to President and provides copy to candidate
3rd day of winter term:	Deadline for candidate's written response (if desired)
4th day of winter term:	If no response, President commences review of Tenure Committee recommendation
4 weeks after the 3rd day of classes:	President communicates tenure decision to candidate; appeal due within two weeks of receipt

### PROMOTION

End of academic year:	Submit nominations for, or notify Provost of intent to stand for, promotion in coming year
October 15:	Submit materials for promotion review
June 15:	Deadline to notify candidates of promotion decisions

### *Sabbatical Planning*

Leaders of academic units should **encourage unit faculty to pursue their scholarly or creative agendas, including developing plans for sabbaticals**. In particular, junior faculty may need help formulating a plan and identifying support for the term of pre-tenure sabbatical, which plays an important role in generating accomplishments for the tenure review; senior faculty may be expected to act more independently in developing sabbatical plans and finding sources of funding. Nevertheless, it is incumbent upon the unit leader to work with the unit as a whole to **coordinate a sabbatical schedule** that maintains the academic program without the

expectation of additional adjunct support funded by the University. Unit leaders should consult with the Provost and/or Dean of the Conservatory about specific concerns and needs, especially those that might interfere with the fair and equitable use of earned sabbaticals.

## **Personnel Issues**

Often students who have a complaint about a course or faculty member will approach the unit leader, either directly or through a faculty advisor. Unit leaders should **listen to complaints carefully, aiming for fairness toward both the student and the faculty member**, and should honor requests for confidentiality that are consistent with the law and with university policy. Concerns about course policies, grading, or teaching may be mediated by the leader, and if no resolution is possible, should be referred to the Provost and/or Dean of the Conservatory. Concerns about academic accommodations may require attention from the director of accessibility services in the Center for Academic Success. Reports of potential honor code violations should be referred to the Honor Council, and reports of possible sexual harassment or assault must be referred to the Title IX Coordinator. In general, unit leaders can **help students and faculty members find the appropriate university offices or resources** to address the situation.

Sometimes faculty colleagues will seek the assistance of the unit leader in resolving personal or professional difficulties. Again, sympathy and fairness should prevail, with leaders honoring requests for confidentiality when possible and conferring when necessary with the Provost and/or Dean of the Conservatory. Every attempt should be made to resolve such difficulties within the unit. If such attempts are unsuccessful, or if any unit member is not satisfied with the resolution, the Provost should be consulted. **Matters that involve potential violations of university policies must be brought to the attention of the appropriate office**, such as the Institutional Review Board and/or Provost for research misconduct, the Title IX Coordinator for sexual harassment or assault, or Human Resources for other employee policies. Unit leaders should use discretion in handling such matters while assuring that appropriate steps are followed.

If a matter does not fall under one of the established procedures (bias reporting, Title IX, honor code, judicial code) and cannot be resolved to the satisfaction of all parties, then any of the affected parties may pursue a grievance using the Grievance Procedure described in the faculty, staff, and student handbooks.

## 5. STUDENT ADMISSIONS & ADVISING

### Admissions

Leaders of academic units should **review information about their programs and faculty as requested by Admissions** to ensure that information in websites and publications is accurate and current.

The web has become the single greatest source of advice and information for prospective students. Accordingly, unit leaders should work closely with staff in Admissions, Technology Services, and Communications to ensure that homepages for departments and programs are well designed and up-to-date.

The Admissions Office also displays information about academic units in Alice G. Chapman Hall and welcomes copies of articles, books, or creative work produced by faculty members. Unit newsletters, student projects, or other publications should also be sent to Admissions for display or distribution to interested students. If the unit anticipates that a publication or project may be of particular interest to prospective students, advance consultation with the Admissions Office might be advisable; in some cases, Admissions might be able to provide financial support.

For open houses and accepted students events, the Admissions Office asks faculty members to **meet with prospective students, hold special office hours, allow students to visit classes, and participate in informational sessions presenting their academic units**. If unit leaders are unable to participate in these events themselves, they should ensure that someone representing the unit will be present. Campus visits are often the single greatest influence on a prospective student's decision to attend Lawrence.

Other Admissions activities in which unit leaders may be asked to participate or encourage their faculty colleagues to participate include interviewing scholarship applicants, telephoning or emailing prospective students, participating in informational webinars, meeting with prospective students and their parents, encouraging current students to host prospective students, and keeping the Admissions Office informed of matters such as new majors or minors, new courses, faculty research, and alumni news. In the Conservatory, audition dates are established by the coordinated efforts of the Conservatory administration and Admissions office.

The following deadlines in the admissions process may be useful to know:

October 31	Early decision application deadline
November 1	Early action I application deadline
December 1	Early action II application deadline
January 15	Regular decision application deadline
April 1	Notification deadline for first-year students
May 1	Candidate reply deadline
May 15	Transfer student application deadline

## Advising

The advising of students is a central responsibility of all faculty members at Lawrence, and a full description of the university's expectations and procedures can be found in the *Advising Handbook*. Leaders of academic units have a number of academic advising responsibilities above and beyond those of other faculty. The chair or director is the **default advisor for the department or program**, answering questions for students who are non-majors or for faculty working with their advisees. The same applies in the Conservatory, where area heads rely on the administration for advice on broader Conservatory advising issues. Depending on the academic unit, specific advising responsibilities of the unit leader may include all or some of the following:

*Placement tests.* Unit leaders provide and **maintain information about placement tests** that are offered or required by an academic unit. This responsibility may include arranging for online testing, scheduling in-person tests, providing information to new students during Welcome Week, and meeting with students as needed to determine proper course placement.

*Transfer credits.* Unit leaders work with their units to establish standards and procedures for the evaluation of requests for transfer credit. Normally the unit leader will determine whether to **approve a request for transfer credit or for a transfer course to satisfy a requirement**. In the Conservatory, leaders of individual areas normally evaluate such requests in consultation with the Associate Dean who sits on the Conservatory Administration committee. The Associate Dean then forwards approved requests to the registrar's office. *In all cases, leaders should respond quickly to these requests as they may determine whether a student chooses to enroll at Lawrence, and the student may be facing a deposit deadline.*

*Minors.* While students can seek advice from any member of an academic unit, the unit leader serves as the **official advisor for the minor** and will be responsible for verifying that students have completed all requirements for the minor. For the music minor within the B.A. degree, the B.A. in Music advisor serves as the official advisor for the minor.

*Petitions.* Unit leaders **respond to petitions to waive or alter requirements for the completion of the major or minor**. When necessary, the leader should work with the entire unit to establish appropriate standards and procedures for handling such petitions. In the Conservatory, leaders of individual areas normally respond to such petitions in consultation with the Associate Dean who sits on the Conservatory Administration committee.

*New faculty.* Unit leaders **work with new faculty to ensure that they understand the advising process** within the unit, and they **inform majors and other students about the interests and teaching responsibilities of new faculty** members.

*Departing faculty.* Often faculty who vacate their positions at Lawrence will leave behind advisees. Unit leaders must **make certain that these students are properly assigned to new advisors** and should serve as an interim advisor for those students who have not been so assigned. In the Conservatory, the Associate Dean overseeing administration normally reassigns advisees, in coordination with the Director of Advising, and in consultation with the leader of the relevant area.

*Faculty on leave or sabbatical.* When a faculty member will be away on leave or sabbatical, the unit leader must **arrange interim advising** by another member of the unit or serve as interim advisor. The unit leader must communicate with students and with the Director of Advising to ensure that all students have an academic advisor on campus during the academic year.

*Advising loads.* Unit leaders may be asked to **review the advising loads** of faculty in their units and to work with the Advising Committee on the assignment of new advisees or to adjust work demands to balance the workload across faculty.

## 6. DEVELOPMENT & COMMUNITY RELATIONS

Leaders of academic units will occasionally be contacted with requests to which they or a delegated colleague need to respond. Every effort should be made to respond promptly and with good cheer.

### Fundraising

Occasionally, unit leaders may be asked to work with the Development Office in fundraising efforts that will benefit their academic programs. **No faculty members should solicit funding from individuals or community or national organizations without consulting with the Development Office, as there is the potential to undermine long-term or sensitive contacts by doing so.**

When faculty members encounter potential sources of funding they should **notify the Development Office**, which alone may speak for the university in such matters. The only exceptions are applications for grants from government agencies or foundations that explicitly support scholarly or creative activities of individual faculty members. To apply for such grants, faculty members must complete an “Intent to Seek External Funding” form (on the Faculty Forms page).

### Communications

Unit leaders may be asked to handle correspondence on behalf of the unit. Once again, leaders should take care to **make clear whether they are speaking as individuals or as the representative of the unit.** When leaders are representing views of the unit, they should involve other faculty colleagues in discussion of the issue to be sure that the views expressed represent a consensus.

From time to time, members of the public or the media will contact leaders of academic units requesting information about Lawrence and its programs or seeking advice from a faculty member with expertise on some issue. Requests for information about current events or incidents at the university, either from the press or from other members of the public, should always be **referred to the Office of Communications.** Requests for information about areas in which faculty members have expertise may be referred to the appropriate faculty member, and the Office of Communications should be made aware of the request.

Unit leaders, like all faculty members, are free to comment about events and issues affecting Lawrence, and they have a special obligation to make clear that when expressing their own views they are not speaking on behalf of the unit or the university.

### Public Events

Some academic units have speakers, productions or exhibits, poster sessions, or other events for the campus or general public. The extent of unit leader responsibility for these varies greatly, and even when other faculty colleagues coordinate such efforts, leaders should monitor progress and **identify whether a colleague is receiving**

**appropriate help and support** from others in the unit. When scheduling events, leaders or other faculty organizers should check for conflicts on the University Calendar and should use the online room reservation system to check the availability of spaces and to reserve them for the unit's use.

## 7. APPENDIX: CONSERVATORY GOVERNANCE

This section gives a broader picture of Conservatory governance and how it differs from College departments in the interrelatedness of responsibilities among the administration, faculty committees, area heads, and individual faculty members. (Authoritative information about faculty committees is in the *Faculty Handbook*.)

**The Conservatory administration** consists of the Dean, Associate Dean, the Director of Conservatory Operations, and the Director of Conservatory Programs and Community Outreach. Duties include:

- Preparing the budget;
- Managing equipment and instrument inventory and purchasing;
- Determining faculty positions (tenure-track and adjunct) based on input from individual areas;
- Administering the Conservatory curriculum as a whole, in close coordination with the Conservatory Advisory Committee, area heads, and faculty;
- Conducting assessment and reporting for internal and external reviews, including NASM accreditation;
- Coordinating course and room scheduling;
- Overseeing General Education Requirements for the Bachelor of Music and Bachelor of Musical Arts degrees;
- Organizing Conservatory faculty contributions to *First-Year Studies*, in consultation with area heads;
- Coordinating community outreach efforts.

Duties of the two administrative assistants include:

1. Scheduling recitals, classes, and rehearsals; producing programs and posters for student, faculty, and guest recitals; maintaining the Conservatory portion of the online University calendar; and supervising student office workers and ensemble set-up crews; and
2. Coordinating music education, website design and maintenance, and faculty searches; maintaining and coordinating the use of the Conservatory's instrument inventory; coordinating the rental and purchase of music for ensembles, including obtaining rights for webcasts and recordings; and supervising the student ensemble librarians.

**The Conservatory Advisory Committee** consists of the Dean and Associate Dean, three members of the Conservatory faculty (one from performance areas, one from academic areas, and one at large), the Director of Conservatory Admissions, the Music Librarian, and a representative of the College faculty. The committee is chaired by one of the faculty members. Responsibilities include:

- Advising the Conservatory administration on a variety of issues, including admissions, retention, staffing, and academic affairs;
- Approving course and curricular proposals for consideration by the full Conservatory faculty.

**The Conservatory Committee on Administration** consists of the Associate Dean, two members of the Conservatory faculty, and (on an *ad hoc* basis) the B.A. in Music advisor. Responsibilities include:

- Evaluating proposals for individual non-traditional courses of study, including academic internships and student-designed majors, and approving those that the committee considers consistent with the Conservatory's purposes and standards;
- Handling all student petitions for exceptions to curricular standards within the Bachelor of Music and Bachelor of Musical Arts degrees.

**The B.A. in Music Committee** consists of the Associate Dean, the Bachelor of Arts in Music advisor, the College representative to the Conservatory faculty, and a Conservatory faculty member at large. Responsibilities include:

- Advising students about general requirements of the B.A. in Music curriculum, including non-recital *Senior Experience* projects;
- Handling petitions for exceptions to curricular standards within the music major or minor in the Bachelor of Arts degree.

**The Conservatory area heads** (brass/percussion, composition, jazz and improvisational music, keyboard, major ensembles, music education, musicology, strings, theory, voice, woodwinds). Responsibilities vary by size and may include:

- Leading ongoing curricular review and development;
- Determining course offerings and coordinating scheduling with the Associate Dean responsible for administration;
- Providing the Associate Dean responsible for administration with narratives for internal and NASM reviews;
- Preparing materials for decennial departmental external reviews;
- Organizing departmental search committees and conducting faculty searches in consultation with the Dean of the Conservatory, the Provost, and the Vice President for Diversity and Inclusion;
- Advising the Music Librarian of needs for journal subscriptions and databases;
- Mentoring junior colleagues;
- Preparing, in larger areas, the planned calendar for sabbaticals and participation in *First-Year Studies* for use by the Dean of the Conservatory;
- Generating text for various Admissions Office publications;
- Responding to student questions about courses and majors;
- Managing concerns about personnel issues (in conjunction with the Dean of the Conservatory and other administrators or campus resources, as appropriate);
- Fielding requests from large ensembles for non-routine performance needs;
- Coordinating with ensemble directors on matters of staffing and recruiting;
- Coordinating and scheduling juries, performance reviews, and qualifying exams;
- Working with area faculty to decide on — and prepare applications for — visiting presenter funds;
- Working, in larger areas, with faculty and/or the Conservatory Admissions office to:
  - schedule, coordinate, and evaluate on-site and submitted auditions;

- assess incoming visits to assign prospective-student lessons with appropriate studio faculty and ensembles;
- evaluate and prioritize applicant acceptances, deferrals, wait-lists, and denials;
- provide and/or coordinate follow-up correspondence by faculty members with sought-after applicants and their teachers.

**The Visiting Presenters Committee.** Responsibilities include:

- Overseeing disbursement of funds for visiting artists and speakers.