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MEMO

From: Samuel A. Rebelsky
To: Jerod Weinman, Incoming Chair
Re: Notes on Chair Responsibilities in Computer Science
3 June 2017

Dear Jerod,

Congratulations on your election as department chair. I look forward to helping support you in that role over the next three years. Given that we rotate the position, I assume that I will replace you three years from now, after which we can pass it on to the younger faculty in the department.

As you know, you are inheriting a special department in a particularly complex time. We are incredibly fortunate to have a large number of excellent students who have expressed an interest in computer science. However, given the pace at which institutions of higher education move, our resources don't match the demand. We are a collegial department, and you will find that not only your faculty colleagues, but also many of our students, will help you shoulder the burden.

Although I am told that some department chairs find their roles easy, most department chairs report that chairing a department is complex and involves managing many moving parts. Karla Erickson suggests that I might help you in that endeavor by providing you with a narrative description of the various responsibilities of the chair and of current department initiatives. You will certainly learn more in the Leadership Institution, should you choose to attend, in the Chairs training, in the monthly Chairs meetings, and in casual conversations with current and former chairs. You have worked with me long enough that you know that I have difficulty being brief. Feel free to skim this document and refer back to it later. I have also prepared a one-page summary of the important issues.

In reading through drafts of this letter, a number of people have noted that I am a bit of a control freak and that I have issues with boundaries, delegation, and saying no. My experience suggests that if I'm not a bit of a control freak, things do not get done to the level that I'd like. I should also admit that when I try to take control over everything, not everything gets done, either. Michelle suggests that about half of the things I listed should not be faculty or chair responsibilities; do what them with you will.

I spend some time being proactive. I am perhaps too proactive. I try to arrange alternatives for when things don't work out. These alternatives are not always needed. As an Engineer, you realize that there are trade-offs between cost (to you) and reliability. I agree with your aphorism that "minutes of planning can save days of corrections", but it's probably worth figuring out when planning is and is not necessary.

Okay, on to what you'll find in the rest of this memo.

The first section of this memo summarizes the tasks that normally fall to the chair of any department. As you might expect, you deal with a wide variety of paperwork (or electron work, in the digital age) in response to requests or deadlines from a variety of offices on campus. I've tried to cover as many of those as I can.

Our department embraces a number of activities that other departments may or may not include. These include a department Web site, a weekly seminar series ("Thursday extras"), a weekly discussion group, a variety of mailing lists, an honor society, student groups, outreach to the community, and a variety of events. While the members of the department share in this labor, it falls to the chair to coordinate. In the second section of this memo, I report more on these and other department-specific responsibilities.

As I mentioned above, there are a number of activities and challenges with which we are involved in right now. These range from coping with the rise in number of majors and the associated tasks (position proposals, searches, etc.) to campus-wide initiatives like research opportunities for all, data science, and the digital liberal arts initiative. We are also undergoing a significant change in the support for our computer systems and will be running decennial review in a year or two. Each of these special responsibilities needs some treatment, and they appear in the third section of this memo.

President Kington has suggested that we should be more of a data-driven institution. I don't know whether or not I agree, but I do think that it is useful to have a variety of kinds of data available, particularly when we are making requests. I will be passing along most of the data that I have gathered. However, I think it will be helpful to give you some guidance as to what kinds of data are available and how you can obtain those data. That list appears in section four of this memo.

You will not do everything yourself. (I expect that you cannot do everything yourself.) As you know, you have many people within the department who will help you: Faculty colleagues, staff, and students. But there are also people throughout the College who can make your job easier, or at least help support. In section five, I describe some of the people I think of "allies" of our department. I'll probably miss some, but it's a good starting point. One of your important allies is the Student Educational Policy Committee.

The Science division has a wide variety of initiatives in which we participate and committees to which we are expected to provide representatives. In section six of this letter, I describe those responsibilities.

There are also a variety of responsibilities that are assigned to the department as a whole or that we assign to ourselves. In section seven of this letter, I do my best to enumerate those.

One of the duties of the chair is to keep track of important deadlines, such as the deadlines for course changes, academic equipment requests, or summer funding. I've done my best to put together a table of those deadlines, which appears in section eight.

I've also done my best to organize the many materials I have gathered as chair and as member of the department into a Department Folder. In section nine of this memo, I provide a short manifest for that Folder, including an explanation of the kinds of materials I have gathered..

I realize that that's a lot, so I will conclude with an executive summary and a list-like summary of the tasks from the prior sections.

I have likely left things out. *Feel free to ask questions!*

1. Common Chair Responsibilities

A significant portion of your workload involves tasks that every chair has to do, but that different chairs and departments do in different levels of depth. For example, every chair is supposed to run department meetings; I hear that few departments meet as often as we do. Here are your primary "common chair responsibilities". Note that you can share some of these with your colleagues. For example, I'm happy to continue to put together the schedule of classes; I've done it for more than a decade now.

Fill out paperwork

You are the contact person for the department. That means that you get to do a surprising amount of paperwork (or whatever the digital equivalent of paperwork is). There are questions to which administrators want us to respond (e.g., "How will Global Grinnell affect your teaching?" or "What is the role of oral presentation in your department?"). There are things to plan (e.g., "We need a faculty representative at this session for prospective students.") There are some larger documents, such as the budget, position proposals, the academic equipment request, and the ilk.

Run department meetings

As I suggested above, you are responsible for running the weekly department meetings. We've found that weekly meetings help build collegiality and allow us to keep on top of many different issues. We also like to keep some things, like discussion of students, out of electronic mail, and so we cover things in department meetings that others might discuss electronically. You should prepare an agenda for each meeting in advance of the meeting. I know that Henry kept a running agenda that he updated each week. I tend to write mine from scratch, copying from past agendas as appropriate.

We often start department meetings with a quick "check in" about the CS Table series and the CS Extra series. Ideally, we get the advertisement for the next week's CS Extra posted during the department meeting.

I try to have us look at the budget once per month or so. I'm not sure there's a clear benefit to looking at the budget as a department, but it helps me remember that I'm supposed to check it, and I sometimes find that many eyes help catch some problems or trends. I also think it's useful for all members of the department to hear how we're spending money.

This year, we've added a weekly report from the peer education coordinator. It's useful to hear what things are up and what things are planned. These are usually short.

The rest of the meeting is consumed by discussions of a variety of issues that come up within the life of the department. What are our plans for a program? How should we respond to one of the many pieces of paperwork? What kinds of things do we want our student groups to be doing? What have we heard from our student groups? You'll find that you almost always have something to occupy us.

If I recall correctly, we planned to move our department meetings to Mondays. We should revisit that question sometime this summer.

Starting this summer, the SysAdmin will no longer be a faculty member. We should consider what role the SysAdmin will play in department meetings.

Mentor faculty

You are the point person for mentoring of our younger faculty (and, I suppose, for our not-as-young faculty, too). You do not have to do all the mentoring, but you should coordinate that mentoring. We try to have at least a few class visits each semester. I tried to sit in on one day per week of one faculty member's classes this semester; I feel like it was helpful. Our Peer Education Coordinator can also sit in on classes. But mentoring goes beyond the classroom; take the time to check in with our young faculty on how things are going and how we can best support them.

The *Faculty Handbook* indicates that

The Chair of the Department shall [...] discuss with each member of the department during the fall semester of each year that faculty member's teaching, scholarship, and service to the College. The object of such discussion should be the general improvement of the faculty member's teaching, scholarship, and service to the College.

I find that our department meetings mostly work for that purpose. If we talk regularly, we consider our teaching, scholarship, and service and even mentor each other a bit. Henry and I also both tend to do informal "stop in and chat" sessions, rather than formal meetings. You will find your own best approach.

I'll also note that the *Faculty Handbook* states that

Each faculty member should prepare a short syllabus for each course the faculty member is teaching. Copies should go to the department chair and to the students enrolled in the course.

That means that as chair, you should gather our syllabi. I realize that most of them reside on the Web, but the College now wants to have them in a single place. Our ASA should be able to help with that task.

You should read (or at least skim) the end-of-course evaluations for every member of the department. Those are available in electronic form from our ASAs.

Finally, you should also do your best to protect your faculty from themselves. Henry and I were fond of taking on too many commitments, from serving on extra committees to allowing our courses to over-enroll. You've been much better about protecting yourself than we were of protecting ourselves. You should make sure that our other faculty protect themselves, too. (And you can try to get me to protect myself.)

Advocate for department faculty and staff

At times, external forces will try to impose themselves on the faculty in the department. For example, someone might ask an early career faculty member to serve on a committee that is unlikely to be worth his, her, or zir time. Students may press for independent studies or MAPs in semesters in which the faculty member already has too many commitments. Part of your responsibility as chair is to protect the faculty in

these situations.

But advocating goes beyond that. You should also note opportunities and more. If a policy is likely to affect a faculty member, particularly an early career faculty member, you should discuss those effects with the people creating the policy. If a faculty member's request is denied, you should work with them to get it approved (or go directly to others to discuss the issue.)

You may also find that you should advocate for our department staff members. In particular, if workload increases you should find ways to either cut other tasks or to increase their number of hours.

Coordinate searches and hiring

As Chair, you get to write the proposals for new positions and then run the searches associated with those new positions if they are approved. In 2017-18, we will need to request and search for [elided from public document]. You've been involved in enough searches to know what is generally required. You will meet with Lakesia early in the process to learn more. Note that we may need to include an equity advocate in the process.

The Department Folder includes our past position proposals.

Review faculty members

As Chair, you get to coordinate reviews of faculty members. We have [elided from public document] reviews in 2017-18. The Dean's office will provide you with full guidelines. Remember that we need to ask for the results of the Dean's Survey for complete reviews and that you should meet with the SEPC early in the process. The flash drive of department materials I gave you includes some documents that the SEPC often finds helpful.

I assume we'll split the reviews this year.

The Department Folder does *not* include our past faculty reviews. I consider those too confidential to pass around.

Create the schedule of courses

You've been part of this enough that you know the general approach. We figure out what courses we should offer. That's gotten a bit harder as the number of majors has grown. We figure out who wants to teach each course and in what format. We attempt to arrange them into a schedule. We talk about it. We revise.

As I noted, I've been doing this for a decade or more, since before we were a separate department. I'm happy to continue doing so if you'd like.

Because of our growing demand, I've had a group of students build a tool that lets our majors express their intended set of courses for the next few years. This *should* help us gauge what we need to offer. Let me know if you'd like to use it.

Meet with each declaring major

You get to sign every major declaration form. Before doing so, you should make sure that their four-year plan seems reasonable. I generally won't sign plans that include CS courses that we do not plan to offer in the semester listed. At the very least, I warn students in that situation that the plan is fictitious.

In CS, every declared major gets a t-shirt (stored in the department storage closet) and should be added to the csstudents mailing list. I've maintained the list myself, but you can have our ASA or me add people.

Meet with prospective students

The chair is normally the contact person for Admissions. They will ask you to meet with prospective students, to email prospective students, and so on and so forth. When Henry was here, I usually delegated the in-person meetings to him. I'm happy to serve as an email contact. Or you can do this.

Assign departmental responsibilities

We have about two dozen divisional and departmental responsibilities: Coordinating CS table, coordinating CS extras, serving as study abroad advisor, serving on various divisional committees (HHMI, Carver, General Science, Division Personnel, Facilities Management, etc.), maintaining the Web site, running the picnics, coordinating with Communications, supporting our diversity initiatives, maintaining the museum, coordinating our assessment activities, and so on and so forth. You get to help figure out who does what. If I remember correctly, only one of these positions (Division Personnel) is elected. The rest we achieve by rough consensus. I describe these responsibilities in more depth in sections six and seven.

Propose and review the budget

Each fall, we are asked to prepare a budget along with a budget rationale. In mid-summer, we get our actual budget. The numbers almost always drop from what we've requested. You can meet with the Dean for explanations as to why.

Throughout the year, you should keep track of how we are doing on the budget. You may also check in with the Dean to let him know about expected deviations. For example, if we offer another section of a course, we need mentors and graders for that course. Similarly, if we allow a course to over-enroll, we often add an extra mentor. I've also tried to keep the Dean informed of the expected overruns on food due to the tripling of our number of majors.

You should be able to access the budget through wa3.grinnell.edu. If you can't, ask our ASA and she should be able to get you connected. You are permitted to allow others to view the budget directly. I've generally given access to all senior members of the department.

Other than making sure that we have enough for our activities, the only major change I would suggest to the budget is for speakers. The "Resources for Department Chairs" page at http://web.grinnell.edu/Dean/Chair/Resources_Department_Chairs.pdf suggests that "Most departments have a fund for academic speakers." We don't. My guess is that it never got created when we set up our department. We should add it to our next budget request. I don't know whether or not it will be approved, but it's worth trying.

Approve transfer courses

Every once in a while, the Registrar's office will send you a short description of a course and ask about transfer credit. I usually look for more detail about the course on the institution's Web site. In most cases, I approve the course for general credit, but not as equivalent to any course in the department. When I have questions, I discuss it informally or formally with the other members of the department.

Attend monthly chairs meetings

Dean Latham hosts a meeting of all the department chairs on the second Monday of each month. A lot of important information gets discussed at those meetings, and you should do your best to attend.

Communicate

You serve as the primary conduit of information for the department. You will receive information that you should forward to the department. You should keep in contact with various associated groups around campus, including Admissions, Communications, ITS, and the Dean's Office. More generally, you should try to keep on top of the various things that are happening around campus.

Deal with special requests from students

Students make a wide variety of requests and ask a variety of questions. For example: "Can I count this course toward the CS major?" "How can I complete CSC 161/207/... over the summer?" "Can I take these courses simultaneously?" "When will you next offering of this course be?" "How can I deal with this conflict between two courses?" You get to respond to the questions. You can, of course, tell them that we will discuss questions at an upcoming department meeting, and I'd recommend that you generally do so.

Assign honors

You coordinate our discussion of honors. As you know, we've moved from a very specific set of criteria to a more general requirement. We've generally reached consensus relatively quickly, but it's still a bit tricky.

I hear from the Registrar's office that we are now the only department that does not have them notify students about honors. I hear from my son that there is a significant advantage to students to hear early, so that they can put it on their rÃ©sumÃ©s. We should discuss that issue as a department.

Support fundraising efforts

Our department relies upon its restricted fund and its diversity fund to support a wide variety of events. At times, you will be called upon to help build that fund. At times, you may also find yourself encouraging our alumni to donate. There are also times that Development and Alumni Relations will ask you to reach out to our meet with certain alums. Take the time to do so; our partnership with DAR is valuable to both us and the College.

Once per month, we get a list of donors. You should send a thank-you note to each one. A good note talks about how we generally use the money. I've written some software that makes it easy for one of our ASAs to produce the letters. Let me know if you'd like to use it.

Work with the SEPC

As you know, the SEPC provides a variety of services to the department, from serving as the student voice in hiring and reviews to coordinating the social life of the department. The *Faculty Handbook* says that

The Chair of the Department shall

- a) clarify for the departmental Student Educational Policy Committee its role in relation to the functioning of the department.
- b) meet regularly with the departmental Student Educational Policy Committee to obtain its impressions of the department's programs and the performance of the department's faculty members. Such impressions should be reported, when appropriate, to the faculty member concerned and to the Dean of the College.

I find it easiest to achieve these goals if I meet with the SEPC every week or every-other week. I tend to have lunch meetings in the Marketplace, since that's been a time that usually works for everyone. We pay the cost of lunch for students not on a meal plan.

Rather than asking about individual faculty members, I instead have the SEPC report on every class. I think the students are more comfortable with that model, and it feels like I am asking more about classes than about people.

These days, you also get to help coordinate the SEPC's required training from the Dean's office. In particular, the SEPC has to take implicit bias training and may also need to take Title IX training.

Plan for the second-year event

Given the success of the second-year science retreat and the broader research on the second-year experience, it is likely that we will be called upon to offer an event for second-year students each year. The even it the Chair's responsibility, although some work should be delegated to the SEPC and to other faculty in the department.

In the first year, all departments hosted events at the same time; that model did not work well. In the second year, departments chose from a menu of available times. That worked better. I'll note that we held a successful Thursday extra in which we discussed the CS curriculum and had students write four-year plans. We might try that as a model for the second-year event. Charlie ran the curriculum event and might run this year's, too.

Study data

We have a variety of data available to us. I discuss these data in a subsequent section. As Chair, you should try to stay on top of the data and consider how it can inform various activities in the department, particularly budgets and proposals. As I noted earlier, more information about data sources appears in section 4.

2. CS-specific responsibilities

As you well know, we are not the typical Grinnell department. We seem to have added a variety of other departmental responsibilities. While you need not carry out all these responsibilities, you are responsible for making sure that they get carried out.

Supervise staff

Yes, that's right, we now have department staff: a half-time Peer-Education Coordinator and a full-time Linux System Administrator. It is partially the Chair's responsibility to supervise those staff.

Although David Lopatto of the CTLA is the nominal supervisor of our Peer Education Coordinator, you will do the day-to-day supervision. Our PEC is good at asking questions. Sometimes you get to serve as her stand-in when we need to be a bit harsher with the peer educators.

I'm not sure whether you will have any supervisory responsibilities for the Linux SysAdmin. You will likely have to negotiate that issue a bit with David Robinson. No matter what, I expect that there will be times that you need to serve as the department's voice in guiding the SysAdmin.

You are also expected to provide feedback on the Administrative Support Assistants at least once a year. Expect email from Angie in early spring.

Read peer-educator reports

Our Peer-Education Coordinator has primary responsibility for reading the regular reports from our peer educators. However, I have found it useful to quickly skim those reports and comment in ways that she may not be able to comment. You should encourage our Peer-Education Coordinator to forward comments from the evening tutors to faculty, when appropriate.

Coordinate with student groups

We have a variety of student groups officially or unofficially associated with the department. At times, these groups need faculty supervision, faculty guidance, department funds, or a combination thereof. You will find it valuable to keep track of the groups and what our relationship with those groups is. Here are our student groups. In some cases, I provide more information in further sections.

- Grinnell Women in Computing (WinC), our women (and others) in computing group.
- The ACM Student Chapter, which is working to find an identity. They have some overlap with the SEPC on professional development and some overlap with the unnamed outreach team on outreach.
- AppDev, the College's application-development club.
- The VR club, which runs a VR machine someone on campus (probably in the DLAB).
- An outreach team who runs a weekly "Code Club" at the library. Our Peer Education Coordinator is likely to take responsibility for them.
- Team Gadfly, a group of students who developed a suite of "Engaged Citizenship" applications this past spring. We support them mostly in giving them a bit of funds for food at their meetings.
- A planned hack-a-thon club. Our students are enthusiastic about both attending and running their own hack-a-thons. They tend to work informally, but could use some support.
- A planned Grinnell People-of-Color in Computing group.

Make department posters

We have a few informative posters about the department that need to get updated somewhat regularly. The "Current Faculty" poster should get updated at the beginning of each year. Some scattered posters about our curriculum can get updated less frequently. The Chair usually coordinates these with the ASA.

Manage mailing lists

The department has a variety of mailing lists. Let's see if I can remember them all.

- `csstudents` is a mailing list for our majors and any students (and some non-students) who want to hear about goings-on in the department.
- `csfaculty` is a mailing list for the faculty in the department.
- `cs-summer` is a mailing list for folks around during the summer, intended to help restrict announcements of summer activities to those who will care about them.
- `women-in-computing` is a mailing list for our WinC group.
- `cs-alumni` is a mailing list for our alumni. It is currently in hibernation.
- `cs-peer-educators` is a mailing list for our peer educators. It is currently in hibernation, but we might offer to reactivate it if Sarah thinks it would be useful.
- `cs-evening-tutors` is a subset of the prior mailing list for our evening tutors. The same comments apply.

Our ASAs can manage the lists, but I've tended to take on some of the management responsibilities. Students find it easier to ask me to add them, I'm picky about how entries appear, and I can also make sure to offer the opportunity to join `women-in-computing` for students who ask to join `csstudents` and appear to self-identify as women. I'm happy to continue in that role.

As Chair, you will also receive a variety of notices from external entities. Students are likely to find it useful if you forward appropriate messages to the list.

The CSC 322 students have created a mail archive system for the primary `csstudents` mailing list. You can consider whether or not we should use that.

The CSC 322 students have also created a job board for the job-related postings that appear in the list. You can send jobs to me to post. We should also encourage posters to send the jobs to CLS.

Keep information boards up to date

Henry created information boards and shelves for information on internships, jobs, study abroad opportunities, graduate schools, and such. Henry hired a department assistant to keep those up to date. (I believe Angie Story has funds for such assistants.) I have been negligent in keeping up on that task, but you are organized enough that you should consider restarting the practice.

Help coordinate picnics

The department holds two picnics each year in conjunction with the Department of Mathematics and Statistics. Although another member of the department will typically take on the role of picnic coordinator, you will still have to answer a variety of questions from the ASAs and will likely be on the

mail chains.

Coordinate the senior breakfast

We hold a breakfast for seniors and their families on the day of graduation. You work with our ASA to make sure that students and their families are notified, that we get extra tables, that we order food, and so on and so forth. We can no longer afford to cater through College catering, so you will need to look for alternatives. I self-catered it this year and will do so again if necessary. However, I am told that HyVee caters at a reasonable rate, so you may also want to look into that.

Note that some of our students receive enough email that they do not bother to read the email from our ASA. As Chair, you should send a follow-up message to each student who has not replied to see whether or not they plan to attend the breakfast.

At the end of the senior breakfast (i.e., at 9:00 a.m.) we have the annual department photograph. We typically hire the wonderful Jennifer Weinman as our photographer. If she is not available, you will have to find someone else.

Manage photographs of majors

Once we've taken the photographs, we need to print them, frame them, and add them to the collection. Henry has generally done this, but I expect that he would like to pass on the task. I would suggest that we give up the model of centering the photographs and move to a model in which we go all the way across on one row and then move on to the next row. But we can discuss it as a department.

Keep track of accumulated credit

Now that we have a variety of two-credit courses as well as lab-based courses that accumulate 1.5 courses of teaching credit, some of us are alternating years with 4.5 courses and years with 5.5 courses. You will need to keep track of where each faculty member in the department stands. I've included that information on the department planning spreadsheet.

Coordinate exit interviews

Each member of the department conducts exit interviews with as many of their advisees as they can. We then debrief about those exit interviews some time over the summer. As Chair, you should work with the department to design the "question of the year", remind faculty to conduct the interviews, and schedule the summer debriefing meeting.

Note: John and I were talking recently, and realized that it would be a good idea to add the question "What are you doing next year?" We know for most students, but not for all. We should record that response separately from the other exit interview data, since we try to keep the exit interview data anonymous.

Solicit student artworks

We also have very talented students. Student-created artworks make our department more welcoming and more interesting. Toward the end of the year, we usually ask students to consider donating a work of art. We pay for the cost of framing.

Represent the department with CRA

We are departmental members of CRA. That means that you get regular email messages from CRA. You should forward along information, as appropriate. You should vote in the CRA elections. Beyond that, you don't have many responsibilities.

Participate in professional surveys

The Department participates in at least two annual surveys, the ACM NDC Survey and the Data Buddies survey. For the former, you have to gather demographic data on our students and ask Jim Mulholland to gather faculty salary data. I suppose you could ask OASIR to gather the demographic data; you're better at delegating than I am. For the latter, you have to bug students to fill out a survey (or bug faculty to bug their students to fill out a survey).

Plan for the CS affinity reunion

We had a successful affinity reunion this past fall. We should try to make it a quinquennial celebration, if DAR is willing. I hear from students that the career fair was particularly successful and that they would like to see similar opportunities in the future.

Collaborate with CLS

The CS department has a closer relationship with CLS than most departments. We have a few employers, such as Google, who send folks to recruit each year. We try to schedule those recruitment sessions during Thursday extras. CLS is also helpful for sending our students to a variety of off-campus programs, such as the grad student visit days at UIowa. The Chair serves as the primary liaison with CLS.

Monitor and collaborate with other related initiatives on campus

Grinnell is an active place. There are many initiatives and activities that touch on our department. The Chair needs to keep track of these initiatives and activities and make sure that the department is appropriately represented in discussions.

Here are some of the current initiatives that strike me as having a direct bearing on our department.

- The new Statistics concentration. Our courses form part of one track through the concentration, and it's a track that many students seem to want to pursue.
- The Carver-funded Data Science initiative. CS plays an important role in data science. We are revising CSC 151 to have more of a data science focus and have a commitment to covering Machine Learning somewhere in the curriculum.
- The Digital Liberal Arts initiative and its offshoots, like Vivero. These activities often draw upon our expertise and employ our students. I hear from many of our students that they particularly appreciate seeing these very different applications of computing.
- The Web Governance task force. I'll admit that I'm not sure what they are doing, but we should stay informed.
- Data governance. The College is finally putting in some structures for better data governance. We should share our expertise. David Robinson says that we are early in the process. You should remind him that we have useful perspectives to share.

- The high-performance computing group. There's an HPC group on campus along with an affiliated cluster. We don't make use of that cluster right now, but some members of the department might find it useful.
- The Wilson Center for Leadership and Innovation. Wilson helps fund many activities for our majors and related to our major. It is helpful if we keep close ties to Wilson. I'm serving on the Wilson Committee for another two years, which should help. We also have some majors on the Wilson Committee.
- The Media Studies group. I'm not sure if we need a role in this group, but some members of the department are interested.
- The Technology Studies concentration. Janet and I have both served as chair of the concentration and taught the core course. It is likely that the CS department will continue to have some role. However, the concentration is attempting to re-envision itself. (They haven't settled on a name. For the time being, I'm calling the new version "History, Philosophy, and Social Science of Science, Technology, and Health".) When the new version appears, it is unlikely that we will be able to staff the new intro course.
- The Linguistics concentration. When we hired you, we committed to having John teach the introductory course once every three years. We intend to continue to honor that commitment.
- The Neuroscience concentration. You've served as chair. I'm not sure what our other relationships with that concentration are. With [elided] on leave in 2017-18 and [elided] moving to the Dean's office, you may be called on to take more responsibility in that concentration.
- The Intellectual Property Task Forces. I expect that the College's new Patent Policy will have some effect on the department. I also expect that we will soon have a Copyright Policy Task Force to revisit that policy, which has not been updated in over a decade.

There are almost certainly others.

Gather, analyze, and keep track of data

I've mentioned this before, but it's worth mentioning again. Particularly as we try to understand the state of the department, you should gather data related to the department. You will receive some data automatically. You can request some from OASIR. And you'll have to generate some yourself. There are enough data sources that I address those in section four of this letter.

3. Current Department, Division, and Institution Initiatives

In addition to the wide variety of normal tasks and regular department-specific tasks, we also have a variety of departmental initiatives and other temporary activities.

Decennial review

The department's decennial review is scheduled for 2018-19. We should start preparing for that review this year. You weren't here for the last review, but both Henry and I have experience as external reviews and can help get documents together. Among other things, we will need to work with OASIR on sending surveys to alumni.

The schedule of reviews is at

https://grinco.sharepoint.com/sites/dean/Fac_Resources/Department_Review_Calendar.pdf.

You can find the previous Reviewers' Notebook at <http://foswiki.cs.grinnell.edu/foswiki/bin/view/Faculty/Private/ReviewersNotebook>. (That should require a login.)

I'm not sure who in the Dean's office is in charge of these reviews. Given the way things are going at the College, it may be the Center for Teaching, Learning, and Assessment. But I do see that it's currently Karla Erickson's responsibility. When we start planning the review, we should check the page about Dean's office responsibilities, which is currently at https://grinco.sharepoint.com/sites/dean/Fac_Resources/DeanDuties.pdf.

As part of the review process, we should revisit the Department's learning goals and outcomes, which we haven't really changed in over a decade.

Changes in Linux system administration

Some time this summer, we will be hiring a new Linux System Administrator. As Chair, you will need to work with ITS to make sure that the new SysAdmin continues the level of support our teaching and research require.

Web site transition

We have a variety of issues to consider related to the department's Web site. We have new College-wide accessibility guidelines for Web sites that our site should follow; that should not be a problem. There are some expectations about information that appears on Web pages, such as links to various College policies. The Web Governance committee is likely to be considering other issues. Beyond those issues, we need to replace the server, update the back end, and develop a more modern version of the department pages.

With John Stone stepping down as System Administrator, it may be worth revisiting some aspects of our site. For example, it has been suggested that we put most of the department's materials on the College Web site and reserve the department Web site for our personal materials (e.g., courses, research, etc.).

As chair, you will need to lead us in these discussions.

Web governance

As you know, over the past five years the College has had some incompletely thought through and sometimes painful Web site transitions. I believe that the College now has a Web governance committee, but it does not have representation from our department. I find that strange, given that we were the first Web site on campus and remain one of the largest sites. Given our past experience, you should make sure that the department is either represented or in appropriate contact with the Web governance committee.

Support for higher enrollments

Our program has grown significantly in the past few years. As chair, you will need to work to make sure that we provide appropriate offerings for our majors and other students while keeping our class sizes reasonable. You will need to apply for positions (tenure-line and term) and running searches for those positions. You may also have to come up with creative solutions when we don't have enough faculty. We have allowed some courses to over-enroll and added a peer educator to support the larger enrollments.

We need a sabbatical replacement for the next few years (see the department info folder for details).

We need additional staffing to cover course needs. We need to have at least three sections of CSC 151 in the fall (currently two) and we may need to add a section in the spring. CSC 161 (two sections per semester) and CSC 207 (two sections per semester) are currently okay, but you will need to keep an eye on those enrollments. Our plan had one section of MAT/CSC 208 per year. We clearly need two sections. We may need three.

Most of our upper-level courses have two sections per year. With the current and anticipated number of majors, we need an additional section of every required upper-level course each year. That include CSC 211 (1.5 teaching credits), CSC 213 (1.5 teaching credits), CSC 301, CSC 321 (0.5 teaching credits), CSC 322 (0.5 teaching credits), and CSC 341. We also need sufficiently many electives for our students and faculty. I'll let you do the math.

As these numbers suggest, even after the tripling of the number of majors, we are still seeing further steady increases. In making plans for the department, you should look for ways to model demand for our courses. [additional comments elided].

Spaces

The growth in enrollments has also made space tighter in the department. Our primary computing classrooms are now completely booked on MWF. In discussing possibilities with the Registrar's office, we decided that Science 1530 should work for our classes. It's not ideal, but it seems like the best option. Math/Stats is also willing to work with us on using their open computing laboratory. But students do need a place to work on their materials and some Math/Stats classes need to use the open lab multiple times a semester. We should work with ITS on getting some computers in the common spaces, like the Math/Stats commons and the two big study areas. We also need to make sure that 1530 is configured to use dual-boot computers.

As we add faculty (term or tenure-line), we will need office space for those faculty. We also need lab space for our tenure-line and long-term term faculty. Officially, the Dean's office and the Spaces committee should identify such spaces; they've had trouble doing so. That means that we need to identify possible spaces. Here are some suggestions: [elided].

4:1 Program with University of Iowa

As you know, we have started a program with the University of Iowa in which students do four years at Grinnell and one year at UIowa and earn both a BA in CS at Grinnell and an MCS from UIowa. We've been calling that the 4:1 program, but the administrators at UIowa prefer to call it the U2G program.

We have the first set of seniors starting in the program in Fall 2017. There are a wide variety of issues that we need to look at over the short term and the long term.

Over the short term, we need to coordinate with UIowa and the Registrar's office on getting the UIowa courses into the Grinnell system (or at least I think we do). We also need to support the students in their first year and rely on their experiences as we think more broadly about the program. We also need to get an information page set up, but that should wait until the Web site is in order.

Over the longer term, we should work with UIowa on figuring out the right set of courses, on figuring out the right form for the courses, on how to best support the students, on whether students can take the courses without enrolling in the program, and so on and so forth.

I'm sure that other issues will come up along the way.

Research opportunities for all

While this will become a regular task, there are also some non-repeating responsibilities that have to be done as the initiative comes to fruition. Here are some that come to mind.

The Dean's office has been sending out a form for the department to fill out about once every six months. I anticipate at least one more form.

I expect that the forms of research will need to be incorporated into the Catalog some time during your term as chair.

As I noted earlier, the funding model for supplies for research projects is not clear. The other science departments may be able to include it in their regular supply budget, but we don't have a substantial enough supply budget for all projects. You should work with the Dean's office to establish what the model is or will be.

Support for diversity

Support for students from underrepresented groups has been one of the department's clear priorities and successes. As we have grown as a department, we have started to incur some problems. As people come from different cultures and backgrounds, they take approaches that others sometimes find problematic. We are working with Jennifer Jacobsen, Lakesia Johnson, Maure Smith-Benati, and Angela Voos on how best to address these issues. I expect that we will need to continue to work on this issue for at least the next year.

As part of our broader diversity work, we have started a "This is what a Grinnell Computer Scientist looks like" campaign. Each declaring major gets a shirt and should send us a picture of them in the shirt. Those should get put on a Web site and on a board. (I'd suggest the one that currently holds an old picnic photo.) These are good responsibilities for a student.

I have received some requests that we form a group, similar to our Women-in-Computing group, that is for students of color interested in computing. As in the case of WinC, this should be student-led, but may need some faculty involvement in getting started and some faculty supervision over the long term.

I will note that even with both groups, some students will find that issues of intersectionality will make neither group quite as welcoming as they would like. I don't have a good solution, but having both groups is a step in the right direction.

NCWIT

One of the oft-delayed department tasks is joining NCWIT. If I don't manage to get that done before I finish my term as chair, it will fall to you. Once it's finished, the chair will likely need to work to ensure that a member of the department attends the annual NCWIT activities.

Ethics in the curriculum

There have been a variety of discussions in the department about the treatment of ethics in our curriculum. Students generally do not feel that we provide enough coverage (currently in CSC 321/22 with additional coverage in ad-hoc basis in our courses and CS table). I would say that one problem is that we assume an underlying knowledge of ethics, which suggests that we have to provide some training in core ethical philosophies. In any case, we need to revisit how we address ethics within our curriculum.

I'm sure we'll hear more about that in our discussions of exit interviews.

Outreach activities

The department has started a variety of outreach activities, including an after-school coding club at the library. Students are generally comfortable coordinating those activities.

As part of her role as Noyce Visiting Professor, Ursula Wolz has been working with the high school on identifying appropriate approaches to offering CS without straining the high-school budget. Her proposed model is a "One Room CS Schoolhouse" which brings together one teacher and some Grinnell College students to support GHS students at a variety of levels. Three curricula will be offered: Some students will do AP CS Principles; some will do AP CS A; and some will work on projects designed and guided by the Grinnell CS students. CLS has some funding for the Grinnell College students. Our ACM Student Chapter has been tasked to work on the projects. A few of our students had similar experiences in high school and are enthusiastic about helping get this up and running. That's all I really know right now. I am worried about the workload that this puts on the department faculty, but Ursula assures me that it will not require much faculty input, and I will note that our student helping with the CSP curriculum did not need much support this year.

4. Useful Data

In the course of your work as Chair, you will receive a variety of data. You will also have to go in search of some data. These data can help you do short-term and long-term departmental planning, provide evidence for departmental needs, and support you in other departmental responsibilities. I've listed a variety of sources. Remember that you can often ask offices on campus for data. For example, Carlie VanWilligen in the Office of Analytic Support and Institutional Research (OASIR) can provide you with most kinds of enrollment and demographic data you need and Scott Baumlner in Admissions can help you with predicting student interests.

The department snapshot

Once per year, the Dean's office sends us a "Department Snapshot". The snapshots have been getting smaller and smaller each year. For example, the 2014-15 snapshot included a list of faculty workloads, a leave schedule, our self-study schedule, a table of accumulated MAP credits, a list of who had taught Tutorial over the past decade (and when), a list of who had taught other service courses and concentration class over the past decade (and when), a list of all courses taught by department faculty, numbers of

majors, and perhaps a bit more. In contrast, the 2016-17 snapshot contains only the leave schedule. The other information comes in in dribs and drabs at other times, or you need to request it, or both.

Department data sheet

OASIR posts a series of department data sheets to <https://grinco.sharepoint.com/sites/dean/Pages/DepartmentData.asp>. You will need these sheets when preparing your tenure-track position proposals. If you can't find the latest version, Carlie VanWilligen is usually happy to send it along.

The data sheets vary a bit from year to year. Some years you only get the overall numbers for the department in terms of average class sizes at each level and average numbers of advisees. In other years, you also get detailed data on enrollment in individual classes.

I see that they have not updated this site with the 2016-17 data. I wonder if they will soon.

Department enrollments

The Dean's office sends us enrollments for the past five years in the spring. We usually only get that sheet if we explicitly request it.

End-of-course evaluations

You should read each faculty members' End-of-Course Evaluations. These are available in electronic form from the Academic Support Assistants. The ASA's may not have the summary sheets. In those cases, you can ask them from Carlie.

Course rosters

If you ask nicely, Vickie Rutherford will provide you with a list of all the class rosters at the end of preregistration period. Having the list can be very useful for figuring out how we deal with the Cut, Close, Balance period. For example, it makes it easier to tell when someone is enrolled in multiple CS courses. I keep these lists because they also provide useful for confirming that students have been dropped from classes.

Major counts

The College Directory (aka "DB") is a good source of data for the number of students in each major. Due to a bug in the system, Art History majors get counted within both Art History and History, but it's pretty easy to account for that issue. The Department Folder has a short script that gathers data from DB and puts it in a .csv file.

Lists of courses

You can get a complete list of all classes offered by the College at <https://itwebapps.grinnell.edu/DotNet/CourseOffering/>. Charlie may have written some scripts that help you turn that into useful spreadsheet data.

Expressed interest of incoming students

I mentioned this in passing above, but it's worth revisiting. In planning for the number of sections of CSC 151 in the fall, you should obtain information from Scott Baumler in Admissions. Scott can tell you how many students listed Computer Science as one of their interests and how many listed it as their primary interest. Scott and I agree that it's difficult to use these data for predictive modeling, but it can still be useful to see what the data are.

The Data Buddies survey. The department participates in the CRA's "Data Buddies" program. If we hit a certain threshold of participation, they provide us with an annual report. The reports may be useful for exploring some trends in the department.

Data you create

As I noted earlier, because we now have some faculty who alternate between 4.5-course years and 5.5-course years, you need to keep track of whether people are up or down in teaching credits. [current details elided.] I've included those in part of my long-term planning document.

In my attempts to understand trends, I find it useful to make a list of prospective majors in various class years. For example, most of the second-year students in fall sections of CSC 207 are likely to declare CS majors. We currently have [elided] such students. Some of the second-year students in the fall sections of CSC 161 may become majors. We usually ask the person teaching those courses to ask midway through the semester. We also do informal surveys of third-year students in 300-level CS classes.

Information from others

If you pay attention, you will find that other folks gather data that are useful to us. Here's one that comes to mind: Shonda is working with Angela Voos (I think) on analyzing faculty workload. From what I've seen in the past, those data say a lot about our department.

5. Allies

As you have likely noticed by now, there is a lot of work associated with running our department. **You should not attempt to do it yourself.** You have a variety of allies (and one Allie) to help. Here are some.

Your Colleagues in the Department. We are a collegial department and generally happy to share tasks. Make sure that we divide tasks in the early fall and revisit throughout the year. We are all overworked, so you may have to check in once in a while to make sure that we are accomplishing our tasks. I count Sarah Dahlby-Albright, our Peer-Education Coordinator, as one of the department colleagues. Sarah has been great not only at helping out on a wide variety of tasks, but also on helping us think through various issues from a fresh perspective.

The Science Division Academic Support Assistants. The ASA's can (and should) do much of your administrative support. They are willing to work creatively to support you; for example, for a time, Allie was responsible for making sure that College events ended up on my Outlook calendar. Angie Story can help you think about ways in which the ASA's can best support you.

The Student Educational Policy Committee. The SEPC should help with various aspects of running the department. You can, for example, task them with keeping the commons clean and running the CS Extra Internship session.

Departmental Student Assistants. In my previous term as chair, we could ask Angie for money for Departmental Student Assistants. I assume that that's still possible. A DSA can take on some of the responsibilities that do not seem appropriate for the ASA's. Henry was better at using DSAs than I was, so you may also want to check with him.

Our Other Students. We are fortunate to have an excellent set of engaged students. While they are busy, you can usually find some who will volunteer to help you with almost any task.

Our Alumni. Our alumni are often willing to step up when we need help. They can be particularly useful for giving career advice and for helping with mock interviews. Many serve as externship sponsors.

The Dean's Office. The Dean's office staff are available to help with information, data, and more. They are busy enough that you may sometimes need to remind them of materials you need or expect, such as department data. The Associate Deans can provide guidance and advice.

Dean Latham. Mike knows that our department is experiencing severe growing pains. I've found that he's always willing to talk and to help brainstorm approaches. He's been able to provide some extra direct and indirect support, too. [Details elided].

The Registrar's Office. Like Mike, the Registrar's office is particularly aware of the stresses on our department. All the members have been helpful in one way or another, but I've found that Vickie and Jason are particularly good at helping us think through options.

The Office of Analytic Support and Institutional Research. I have found that OASIR is always willing to provide me with the data that I need. Carlie VanWilligen has been particularly helpful.

Careers, Life, and Service. CLS considers us a good partner and we try to treat them as such. They do a wonderful job of scheduling alumni recruiting visits, including handling the details of setting up student mock interviews. They can sometimes help fund student activities, such as trips to nearby career fairs or grad school open houses. I lose track of who does what there, but I've found that most people will direct you in the appropriate direction.

Admissions. Admissions works with the department to recruit good students (or perhaps vice versa). At this point, I am fairly confident not only that Admissions knows a lot about our department, but also that they do their best to support our mission of diversifying the field. I have not been able to delegate much work to admissions, but I have found them allies in building a stronger department.

Development and Alumni Relations. DAR is clearly happy to help us as we attempt to bring in more resources for the department. I particularly appreciated their support for our affinity reunion, but they have also been good at helping us think about ways in which fundraising can help the department.

Your Fellow Chairs. CS runs differently than other departments. But we also do many things in common with other departments and it can be useful to hear from others about how and what they do. For example, History is particularly good at keeping a document archive that lives from chair to chair and Sociology is

especially careful on transitions.

Informally Affiliated Faculty and Staff. We have some faculty and staff who seem particularly closely tied to the CS department. That list includes most of Math/Stats, a few Library Faculty ([details elided]), and the faculty involved in the Digital Liberal Arts initiative. Math/Stats has been particularly helpful at working with us to garner extra support for MAT/CSC 208.

Other Faculty Members. There are tasks that are done better together. You will find that other faculty can be excellent collaborators.

The Center for Teaching, Learning, and Assessment. The CTLA can be particularly helpful as we mentor our young faculty in their teaching. (David is currently quite overwhelmed. But when things settle down, he might be able to help more directly.)

Student Affairs and Academic Advising. We have good relationships with them and work together to find ways to best support our students.

Almost Everyone Else. While I rant a lot about other offices on campus, I find that we do share many common goals. People do not always have the time or resources to help, but most will help when they can. At times, you can even delegate to some of them!

6. Divisional Roles and Responsibilities

We have a very active division. An active division naturally creates many responsibilities that we share between departments, or that require departmental representation. These are the primary ones. The Chair need not serve in any of these roles, but does need to make sure that some member of the department is appointed to each.

Representative to the Division Personnel Committee. The Representative participates in discussions of tenure and promotion for faculty in the division. The Division Personnel Committee provides a recommendation to the College Personnel Committee. The Representative must be a tenured member of the department. We typically elect our representative at the first department meeting of the year.

Representative to the General Science Major. Every department in the Science Division, with the exception of the Library, has a representative for the General Science Major. The Representative participates in discussions about the major. Our most recent discussions have been about courses to count (or not to count) toward the major and about honors. I currently serve as the representative and would be happy to continue.

Representative to the Hendrixson Fund. Every department in the Science Division, with the exception of the Library, has a representative for the Hendrixson Fund. The Hendrixson fund helps support some aspects of faculty research in the sciences, particularly page charges for publishing articles. Charlie served as our Hendrixson rep this past year.

Representative to the Noyce Visiting Professor Committee. The Noyce Visiting Professor fund supports visitors in Physics, Chemistry, Computer Science, and Math/Stats. The committee has been on hiatus these past few years, but Karen has suggested that she will revive it. (Because the committee was on hiatus, Noyce visitors were selected on more of an ad-hoc process than is normal.)

Chaperone to the Midstates Undergraduate Research Symposium. Two years ago, the Science Division decided that this responsibility would rotate between Chemistry, Physics, and Computer Science, with Math/Stats joining the rotation if they sent students. I chaperoned last year because it was our turn and no other member of the department was available. At the last Science Division meeting of the year, Karen noted that the rotation may change. But it remains likely that we will have to send a chaperone every three years or so.

The Representative to the Midstates Consortium also rotates between departments. At some point, it will rotate in to our department. (I'll admit that I've forgotten what the rotation is.)

Representative for second-year science retreat. Each department is expected to have one or more faculty representatives and some student representatives at the second-year science retreat. You will likely be asked to identify possible student representatives and to encourage students to attend.

Representative to Science Facilities committee. This year, our Division chair worked to create a new "Science Facilities" committee to improve communication between the departments in the Science Division and Facilities Management. It's proven useful in giving us a clear path for communication. PM has served on that committee since its inception, and is likely to continue doing so.

Representative to the Carver Data Science Committee. As you know, the College received a generous grant from the Carver Foundation to help develop a program in Data Science at Grinnell. The department is expected to have a representative on that committee (and *should* have a representative on that committee). The Representative participates in discussions of Data Science at the College and helps allocate the Carver Funds. You served as that representative when the committee was formed. Charlie has served as your replacement this past year. I'd encourage you to leave Charlie in that position.

Representative for Division-wide Grants. The division sometimes receives division-wide grants, such as from HHMI. Such grants usually have a steering committee. Each department in the division is typically represented on those steering committees.

Grinnell Science Project Volunteer. The Grinnell Science Project usually needs one lab offering per department. This task is not particularly onerous, a few hours of preparation and about six hours in lab. But it comes at a busy time of the semester, right before classes start.

7. Additional Department Roles and Responsibilities

As you likely recall, we have a wide variety of tasks that are shared among the members of the department. Some, like putting together the schedule of classes and reviewing faculty, are officially the Chair's responsibility, but can be delegated. Others are not the Chair's direct responsibility, but need to be handled (and the chair should probably make sure that they are handled). Here are the ones that I can recall.

Assessment Coordinator. The department is expected to have a designated assessment coordinator who works with our various assessment programs to ensure that we conduct regular assessment and share it with appropriate offices on campus. Two current priorities related to assessment are revisiting our major learning outcomes and developing course learning outcomes. I expect these responsibilities will increase as the College prepares for its external review. Peter-Michael is currently our assessment coordinator.

Web Site Manager. John Stone has been the primary manager of the Web site, but we've shared a lot of the work. It's not clear what the future of our Web sites will be but some member of the department should have responsibility for making make sure that the various portions (e.g., lists of graduates, links to current courses, news items) are kept up to date.

Communications Liaison. Communications asked us to appoint a liaison. I believe the primary role of the liaison is to answer questions about activities in the department and to approve stories that mention the department. Charlie had agreed to serve in the role this past year, but Communications seemed to have decided to work with me directly.

Computer Science Museum Curator. Someone should keep track of the museum holdings, keep the displays up to date (and rotate them), solicit donations, and so on and so forth. Henry Walker had been doing that, but it's time for the role to pass on. One of the big tasks is to update the museum database, which relies on our current Drupal installation.

Steward of the Computer Science Commons. Someone should make sure that the hot water pot is filled each morning, that things are straightened, that the dishes are washed (and that the SEPC washes them if not), that we have appropriate supplies, and so on and so forth. You should consider designating this role to a Department Student Assistant.

Faculty Advisor to Grinnell Women in Computing. WinC, like all student groups, benefits from a faculty advisor. You can choose to delegate to the WinC advisor use of the CS Diversity Fund for WinC activities. I've served as co-advisor with Rachel Schnepfer, our Associate Director of Academic Computing, for the past two years. Liz Rodrigues has expressed some interest in helping.

Faculty Advisor to Grinnell People of Color in Computing. This group does not yet exist. But I have heard a strong push from our students to create such a group. If we create the group (or, more precisely, if our students create such a group), it will need a faculty advisor. I expect that either Peter-Michael or I will serve in that role.

Faculty Advisor to the Student ACM Chapter. ACM requires that our student chapter has a faculty advisor. Right now, the Student ACM Chapter is trying to figure out what their mission is. They have two independent goals: They would like to be the primary means for outreach to our community and they would like to provide better support for our students who want more CLS-like support. (They will not replace CLS; however, it is likely that our students are better able to do mock code interviews [1] than the folks in CLS.) Peter-Michael currently serves in this role and is likely to continue for another year.

Study-abroad Advisor. Someone in the department needs to be available to talk to students about the various CS-related study-abroad options and, more generally, about how to fit a study-abroad opportunity into their four-year plan. While we all can provide some advice, we usually have one designated "go to" person to resolve particular questions and to serve as the representative of the various programs. The Study-abroad Advisor also keeps track of study-abroad programs that are relevant to CS and a list of course equivalents from those programs. If I recall correctly, you agreed to take on this responsibility whether or not you are chair.

Diversity Conference Coordinator. The department helps support our students from underrepresented groups by supporting trips to the Richard Tapia Celebration of Diversity in Computing, the Grace Hopper Celebration of Women in Computing, and MINK-WiC, our regional GHC. One member of our

department (formerly Janet, currently me) deals with the various issues associated with these conferences, including working with the ASAs to purchase memberships, reserve hotel rooms, and make transportation arrangements; holding a competitive application process for our scholarships; raising funds to support these costs; and creating a post-conference report for our funding organizations. We currently try to gather funds from the following sources: the HHMI grant (now expired), the Wilson Center, the Chief Diversity Officer, the President, Alumni, and our own Diversity Fund. I have served in this role in the past, and am likely to continue.

Coordinator of the Pledge of the Computing Professional. We are the `cadr` of the linked list of nodes that constitute the Iowa branch of the Pledge of the Computing Professional. We hold one induction ceremony each year. In preparation for that ceremony, we need to purchase pins, verify that we have enough stoles, and print certificates. We had some recent discussions about the Pledge and are still trying to find ways to make sure that our students understand that it is important to sign up in advance. John Stone has served in this role for the past two years. He may be willing to continue, even while on leave.

Coordinator of CS Table. We need someone to pick the weekly readings for CS table, make copies available, advertise, and lead discussions. Charlie and PM have been doing this task for the past year and are likely to continue.

Coordinator of CS Extras. We need someone to set up the schedule, get titles and abstracts with speakers, advertise, gather food, introduce the speaker, and so on and so forth. John Stone has been doing this for the past few years. We will need a replacement.

Picnic Planner. Someone gets to work with Math/Stats to plan the CS/Math/Stats picnic. Peter-Michael has served in this role for the past year and is likely to continue for another year.

Graduate-School Liaison. We have a variety of schools that like to come to Grinnell to give recruiting talks, including [elided]. We find it helpful to have someone to write to the chairs or directors of graduate studies at these schools to identify if or when they would like to visit to speak. You served in this role for a few years. You might maintain the role or you might pass it on to someone else.

Senior-Lunch Planner. We have a senior lunch on the Monday of finals week. Our tradition is to hold it at Relish. We need to reserve Relish, gather orders from students and faculty, remind students and faculty who have not ordered, plan the agenda, and so on and so forth. I originated the senior lunch and have coordinated it each year. I am happy to continue to do so. I may call on you to give a speech.

Placement Coordinator. For the past two decades, Henry Walker has placed each incoming student into classes in Mathematics, Statistics, and Computer Science. He has custom software to support that process. Two years ago, I took over the role of placing students. I expect that I will continue in the role as long as I am able. Nonetheless, it will be useful to have others learn the process so that we can share as appropriate.

Editor, Alumni Newsletter. No, we don't have an alumni newsletter. But one of the clear outcomes from the affinity reunion is that we should. This could also be a student job. [elided] has volunteered. They will still need supervision.

Coordinator of graduate school talk. We hold a Thursday extra in the middle of each fall to help our students consider whether graduate school would be right for them and to guide them through the process of applying. The younger faculty tend to lead this talk.

Coordinator of summer opportunities talk. We have traditionally held a "summer opportunities in CS" talk at the end of each semester to help students think about the different opportunities available to them (e.g., summer research at Grinnell, REUs, Internships, Google Summer of Code). I've run this talk almost every year since its inception and am happy to continue to do so until I am on leave. I would also be happy to pass it on.

Coordinator of summer research talk. At the start of spring semester, we hold a session in which the faculty whose research may involve CS students present their research projects briefly. In addition to the faculty in the CS department, we invite faculty in other departments who use CS students to present. The Chair usually coordinates the session, although you could also pass that responsibility on to others.

8. Important Dates and Deadlines

The Dean's office has a list of faculty dates to remember, which you will find at <https://grinco.sharepoint.com/sites/dean/Lists/FacDates/Deadlines.aspx>. That list contains a number of events that are not immediately relevant to your role as department chair. It also lacks some regular events that are important to the chair, but don't necessarily flow through the Dean's office. Here are the ones that come to mind. I recommend that you update it as you get new requests. I also recommend that you put deadlines on a calendar or equivalent. And pay attention to the Faculty News Digest. Many important deadlines appear there.

Mid Summer

- 1 July: Chair takes office. (maybe this one is only important to me)
- Identify department representatives for GSP.

Late Summer

- Department workshop (this year).
- Plan first CS extras.
- Plan first CS table.
- Schedule first department meeting of fall semester
- Plan an event for second-year students. Make sure to coordinate the date/time with Math, Stats, Physics, and Econ, which are the most common "overlap departments".
- Pick date and make reservations for Stats/Math/CS picnic.

First department meeting of the fall

- Review department goals for the year.
- Plan as much of CS extras as possible.
- Assign department responsibilities.
- Elect department representative to Division Personnel.
- Review budget.

Early Fall (First month or so)

- Schedule class visits for faculty under review.
- New course proposals and course changes to Registrar (first week of September).
- Day-long event for second-year science students.
- Event for second-year students (second week of September).
- Meet with SEPC to discuss their role in reviews.
- Special topics proposals to Registrar.
- Stats/Math/CS picnic.

Mid Fall (before Fall break)

- Corrected spring schedules to Registrar.
- Interim reviews due.
- Complete reviews due.
- Applications for Term faculty due.
- Applications for Alumni Scholars due.
- CS extra on graduate school.
- Contact FM to discuss any major projects, such as converting rooms.

Fall Break

- Work on reviews.
- Start preparing budget.

Late Fall (after Fall break)

- Tenure reviews due. (None to worry about at the moment, but)
- Distribute Data Buddies survey.
- Faculty salary reviews due (early December).
- Budget due (early December).
- Major FM requests due (early December).
- ACM NDC Survey. (Ask Jim Mulholland to do the salaries and make it clear that he *only* has to do the salaries.)
- CS extra on summer opportunities (usually last Thursday of the semester).

Early Spring (before Spring break)

- CS extra on summer research opportunities (usually first Thursday of the semester).
- Start planning schedule of courses.
- Remind faculty to submit MAP requests.
- Submit new course proposals and course changes.
- Submit special topics proposals.
- Schedule of courses due.
- Decide on honors.
- Pick date and make reservations for Stats/Math/CS Picnic
- Encourage students to declare their majors early so that you don't have to do lots of last-minute work.
- Revisit exit interview questions.

Spring break

- Request department data for tenure-track staffing proposal.
- Prepare tenure-track staffing proposal.

Late Spring (after Spring break)

- Tenure-track staffing proposals due (usually April 1)
- Declarations of majors due Monday after spring break.
- Proofread schedule of courses (immediately after break).
- Academic equipment requests due (usually first week of May)
- Review catalog copy provided by Registrar.
- Review recommendations for Tutorial professors and incoming students.
- Exit interviews.
- Plan pledge of computing professional.
- Work with ASA on senior breakfast.
- Stats/Math/CS picnic (often Friday of week 14).
- Senior lunch (Monday of finals week).

Early Summer

- Clean out mailing lists.

9. Manifest of the Department Folder

As you might guess, we naturally generate a variety of materials related to the department: proposals, memos, and such. We also receive a lot of materials, such as end-of-course evaluations. I find it useful to keep many such materials so that I can refer to them later. I've done my best to arrange the materials into a department "folder". This section serves as an approximate manifest of that folder. If there are other materials you'd like, let me know and I'll see if I can dig them out from my electronic mail or elsewhere.

Letter to Incoming Chair

This document.

CS Planning

An attempt to represent what will be happening in the department over the next decade or so. Includes leave eligibility, expected years of leaves, expected chair, other events, and so on and so forth.

2014-15, 2015-16, 2016-17, and 2017-18

Some miscellaneous documents generated in or for each of those years.

ACM IEEE Model Curriculum 2013

Materials from our curricular analysis for the ACM IEEE Model Curriculum. This includes the thousand-or-so learning outcomes that appear in that curriculum.

Academic Equipment Requests

The academic equipment requests I've written during this term as chair. (Those are submitted via email, so I don't always get them back.)

Budget

Our budget proposals for the past few years. These include the spreadsheets and the explanatory documents.

Course Proposals

Any documents of found related to course proposals. These include some new course proposals and a variety of special topics courses.

Data Buddies

Our reports from the Data Buddies project. We should discuss these more.

Department Chairs Info

At the fall Department Chairs Meeting, they give us a flash drive of information, most of which appears somewhere on GrinCo. I've copied it into the department folder. You can find both the Fall 2015 and Fall 2016 documents.

Department Data (All Departments)

A copy of the data from <https://grinco.sharepoint.com/sites/dean/Pages/DepartmentData.asp> for viewing offline.

Department Snapshots

Our department snapshots for the past few years. Read more about them in the data section.

EOCEs

End-of-course evaluations for all faculty in the department for the past decade or so.

Fundraising

A few things I've created related to fundraising. These include a few proposals for the capital campaign and my response to the request that we plan to spend half of our restricted fund.

Misc. Data

Data that may be useful for the department that did not appear to deserve its own folder.

Misc. Documents

All sorts of things. The curricular diagram you created. Our vulnerability report. A signature form for our academic honesty statement. And more!

NDC Survey

My notes for the ACM NDC survey.

Peer Educators

A variety of documents related to the peer educator program. I think I got most of these from you.

Pledge of the Computing Professional

A copy of the flash drive they send us with various materials.

Research for All

Some of the documents I created along the way when dealing with the Research Opportunities for All initiative. It looks like I may be missing a few documents, so I'll try to track those down before sending the folder to you.

SEPC

Materials for dealing with the SEPC. These include some instructions for doing reviews (copied with permission from History and modified) and a draft SEPC handbook.

Schedule

Our schedules for the past few years.

Scholarship Expectations

The department's "Scholarship Expectations" document of a decade or so ago, along with the memo that accompanied it.

Staffing

All of the staffing proposals I've written in recent years.

UIowa U2G

Documents and notes related to the program.

I probably have some things elsewhere. I'll send them to you as I find them. As I said, if there are other kinds of information you think would be useful, let me know and I'll try to dig them out.

10. Executive Summary

We've reached the end of this much-too-long document. I'm not sure that it's possible to provide an appropriate summary of everything that's in this letter. I've listed the key responsibilities from the the various sections in an appends. Here, I'll give a more general statement of purpose.

We have a wonderful department. However, we are challenged not only by a large number of students (and a much too large student/faculty ratio), but also by your predecessors' tendencies to find and embrace new activities for the department. Because of the size, those tendencies, and a variety of College initiatives, we do a lot of things in this department.

To manage your responsibilities, make sure to set boundaries, delegate work, and, most importantly, *don't be me*. Know what resources are available to you (particularly ASAs, student assistants, and our Peer Education Coordinator) and make good use of those resources!

We have a wide variety of current initiatives that you'll need to pay attention to, some self-imposed, some externally imposed. You also have regular chair duties. You can find more details elsewhere in this letter. Even if you don't read the text, you should skim through the italicized responsibilities in sections 2, 3, 4, and 6 to familiarize yourself with the work of the chair and the department. Finding the right balance between the normal responsibilities and the special tasks will be a challenge. Expanding the faculty, faculty reviews and support, budget, diversity, and the external review are almost certainly the most

pressing issues.

The people (students, faculty, staff) are the most important aspect of this department. Do what you can to support them. I've said it before, but I'll say it again: Appropriate support probably requires more funds, more space, and more faculty.

Don't be me. Do your best to keep the job reasonable. Know limits. A sensible and non-stressed chair makes the department better.

Good luck!

Appendix: Lists

In writing section ten, I initially decided that it would not be useful to re-list the tasks or other subsections from from each section. (I also knew that I could not keep it to one page if I did so.) Upon reflection, I've realized that it is nonetheless useful to put them in one place for a "quick overview" of the department. Here goes.

1. Chair Responsibilities

Fill out paperwork. Run department meetings. Mentor faculty. Advocate for department faculty and staff. Coordinate searches and hiring. Review faculty members. Create the schedule of courses. Meet with each declaring major. Meet with prospective students. Assign departmental responsibilities. Propose and review the budget. Approve transfer courses. Attend monthly chair meetings. Communicate. Deal with special requests from students. Assign honors. Support fundraising efforts. Work with the SEPC. Plan for the second-year event. Study data.

2. CS-specific chair responsibilities

Supervise staff. Read peer-educator reports. Coordinate with student groups. Make department posters. Manage mailing lists. Keep information boards up to date. Help coordinate picnics. Coordinate the senior breakfast. Manage photographs of majors. Keep track of accumulated credit. Coordinate exit interviews. Solicit student artworks. Represent the department with CRA. Participate in professional surveys. Plan for the CS affinity reunion. Collaborate with CLS. Monitor and collaborate with other related initiatives on campus. Gather, analyze, and keep track of data.

Related initiatives

The new Statistics concentration. The Carver-funded Data Science initiative. The Digital Liberal Arts initiative. The Web Governance task force. Data governance. The high-performance computing group. The Wilson Center for Leadership and Innovation. The Media studies group. The Technology Studies concentration. The Linguistics concentration. The Neuroscience concentration. The Intellectual Property Task Forces.

Student groups

The SEPC. Grinnell Women in Computing (WinC). Student Chapter of the ACM. AppDev. The VR Club. Outreach team / Library Code Club. Team Gadfly. Hack-a-thon club (planned). Grinnell People of Color in Computing (planned).

Mailing lists

csstudents. csfaculty. cs-summer. women-in-computing. cs-alumni.
cs-peer-educators. cs-evening-tutors.

3. Current Department, Division, and Institution Initiatives

Decennial review. Changes in Linux system administration. Web site transition. Web governance. Support for higher enrollments. Spaces. 4:1 Program with University of Iowa. Research opportunities for all. Support for diversity. NCWIT. Ethics in the curriculum. Outreach activities.

4. Useful Data

The department snapshot. Department data sheet. Department enrollments. End-of-course evaluations. Course rosters. Major counts. Lists of courses. Expressed interest of incoming students. The Data Buddies survey. Data you create. Information from others.

5. Allies

Your Colleagues in the Department. The Science Division Academic Support Assistants. The Student Educational Policy Committee. Departmental Student Assistants. Our Other Students. Our Alumni. The Dean's Office. Dean Latham. The Registrar's Office. The Office of Analytic Support and Institutional Research. Careers, Life, and Service. Admissions. Development and Alumni Relations. Your Fellow Chairs. Informally Affiliated Faculty and Staff. Other Faculty Members. The Center for Teaching, Learning, and Assessment. Student Affairs and Academic Advising. Almost Everyone Else.

6. Divisional Roles and Responsibilities

Representative to the Division Personnel Committee. Representative to the General Science Major. Representative to the Hendrixson Fund. Representative to the Noyce Visiting Professor Committee. Chaperone to the Midstates Undergraduate Research Symposium. Representative for second-year science retreat. Representative to Science Facilities committee. Representative to the Carver Data Science Committee. Representative for Division-wide Grants. Grinnell Science Project Volunteer.

7. Additional Departmental Roles and Responsibilities

Assessment Coordinator. Web Site Manager. Communications Liaison. Computer Science Museum Curator. Steward of the Computer Science Commons. Faculty Advisor to Grinnell Women in Computing. Faculty Advisor to Grinnell People of Color in Computing. Faculty Advisor to the Student ACM Chapter. Study-abroad Advisor. Diversity Conference Coordinator. Coordinator of the Pledge of the Computing Professional. Coordinator of CS Table. Coordinator of CS Extras. Picnic Planner. Graduate-School Liaison. Senior-Lunch Planner. Placement Coordinator. Editor, Alumni Newsletter. Coordinator of graduate school talk. Coordinator of summer opportunities talk. Coordinator of summer research talk.