

COLLEGE OF SCIENCES AND HUMANITIES
DEPARTMENT CHAIR HANDBOOK

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Calendar of Annual Deadlines and Activities

July	August	September	October
--Commencement	--P&T Packet Sent --Summer FTE Reporting --Alpha Day --Faculty Convocation --Freshman Convocation	--Student Curricular Activities Fund Requests --Phased Retirement Requests --Family Weekend --Dean's Honors Reception --United Way Day of Action	--Special Leave Applications --Midterm Deficiency Reports --Immersive Learning Grant Proposals --Salary Documents
November	December	January	February
--Fall Faculty Load Report --Unit P&T Documents --Immersive Learning and Outreach Reports --Second Year Tenure Dismissal Letter	--Assigned Time Reports --Commencement	--Outstanding Faculty Award Nominations --Lawhead Teaching Award Nominations --Phased Retirement Requests --Special Leave Recommendations --First Year Dismissal Recommendations --Meritorious Service Award Recommendations	--Knowledge Unit Reports --Immersive Learning Grant Proposals
March	April	May	June
--College Technology Plans --Midterm Deficiency Reports --Salary & Merit Documents --BSU Student Research Symposium	--Immersive Learning and Outreach Reports --Spring Faculty Load Report --Summer Assessment Grants --Theses and Dissertation Submission --Faculty & Staff Recognition Luncheon --Omega Dinner	--Salary Worksheets --5-Year Unit Reviews --Commencement --Unit Annual Report	--Hiring information to Office of the Vice Provost for Academic Affairs

INTRODUCTION

This handbook is designed to provide an introductory overview of the department chairperson position to help a faculty member who enters the position with limited administrative experience. The chairperson position is complex and faculty members who remain in the position must be both capable faculty members and skilled academic administrators. This Handbook provides fundamental information to begin developing the administrative skills needed by a department chair.

Department Chair Position Description

The chairperson of an academic department is the chief executive of the department. The chairperson plans, directs, and coordinates the academic, operational, personnel, budgetary, and student activities of the department. The chairperson provides leadership and direction in the development and implementation of academic programs and in the maintenance of excellence in teaching, scholarly productivity/creative endeavor, and professional service. The chairperson is also a faculty member engaged in teaching and scholarship. This presents a challenging set of tasks.

The following are characteristic duties and responsibilities of the department chairperson:

1. Serve as the department's primary spokesperson and representative to the college, university, and external community. This includes:
 - a. oversight of digital outreach
 - b. cultivation of potential donors in cooperation with University Advancement

- c. liaison with the Career Center
 - d. preparation of and conveyance to the Dean of an annual departmental report according to established format
2. Provide leadership in the development and evaluation of academic programs and curriculum within the department.
 3. In cooperation with the faculty, engage in short- and long-range planning for the department.
 4. Act as fiscal agent for the department and allocate funds and resources in a manner designed to achieve excellence.
 5. Be responsible for assignment and scheduling of department courses and faculty members.
 6. Be responsible for hiring, supervising, and evaluation of non-faculty employees of the department.
 7. Be responsible for recruitment and retention of excellent faculty.
 8. Be responsible for all matters relating to appointment, evaluation, promotion, and tenure of faculty members, within the guidelines adopted by the department, college, and university.
 9. Administer the departmental evaluation policies concerning teaching, scholarly productivity and creative endeavor, and professional service.
 10. Act as an advocate for productive faculty members in matters concerning promotion, tenure, special assigned leaves, released time, etc.
 11. Encourage and assist faculty members in maintaining and renewing their academic and scholarly credentials.
 12. Be responsible for continuous evaluation of the level and rigor of material presented to, and required of, students.
 13. Supervise departmental advising.
 14. Provide day-to-day supervision of the department, including but not limited, to the following:
 - a. establishment of appropriate office and conference hours by all teaching faculty
 - b. supervision of departmental appeal/reconsideration procedures
 - c. supervision of departmental meetings
 - d. supervision of departmental committee structure and assignments
 15. Participate in student recruitment, placement, and recognition of superior student performance.
 16. Teach as required by departmental needs.
 17. Engage in scholarly or creative endeavor and professional service.

To be an effective chair requires effective communications and there are several places this must be done. Department meetings are opportunities to disseminate information, exchange ideas, learn about department sentiment, solve problems, and plan for the future. **Clear agendas should be prepared for each meeting** and chairs should use these occasions to solicit departmental feedback to her/his ideas and those coming from other areas of the university. Minutes from these meetings should be taken, approved, and maintained in the department office.

It is the chair's responsibility to keep the dean informed about important departmental issues and situations. It is also the chair's responsibility to keep faculty informed about the dean's hopes and aspirations for the department and her/his expectations for the quantity and quality of work necessary for achieving promotion and tenure, and for salary increases.

The department chair serves as departmental representative. In this capacity the chair should present her/his faculty's sentiments and recommendations in a fair and accurate manner. However, faculty should not expect their department chair to abdicate her/his own voice in matters pertaining to the department. Deans expect chairs to express their independent opinions on departmental issues even when these opinions are not shared by all faculty. Chairs also represent their departments at a variety of college and university functions. It is important they attend as many of these events as possible to give the department visibility and to contribute ideas representing the thoughts and values of the department.

Department Chair Academic Load and Schedule

The usual academic load for a department chair is **6 hours for administration**, 3 hours for teaching, and 3 hours for scholarship **each semester**. The department chair position is for 12 months (fiscal year). The chair is expected

to work each day the university is open unless sick or on vacation (in which case sick days or vacation days must be taken). Department chairs have 24 vacation days for the fiscal year. **When a department chair is away from the office for more than a business day**, the department chair shall appoint an acting department chair and inform the dean's office.

Administrative Roles with Academic Year Non-Instructional Load Credit

Other faculty will serve in administrative roles within departments that carry non-instructional load credit. A list of such roles and the appropriate amount of release time appears in **Attachment A**; some variability will occur due to size of programs and departments.

Department Chair Evaluations

This process is likely to need review during 2026-2027. IRDS was unable to provide personnel to assist with faculty review of chairs in spring 2026. What follows has been the policy: Department Chair Evaluations shall include annual input from faculty incorporated into the Dean's review of chairs. The Office of Institutional Research and Decision Support (IRDS) assists in administration of surveys and modifying a common test bank for administration in each unit. The survey shall be administered every spring semester. The first-year survey shall be administered with the understanding that the Chair is still learning and will provide a preliminary opportunity for department faculty to provide input regarding the Chair's performance. Units shall have the opportunity to ask additional questions designed to provide formative insights at the midpoint of each term, especially for chairs serving multiple terms. For example, in departments with 3-year terms, these enhanced surveys would take place in the 2nd, 5th and 8th years. Departments with other term lengths can adjust as appropriate. In any case, in other years, the standard survey shall be administered. Currently Cole Heady (ceheady@bsu.edu) is the contact person for administration by IRDS.

Department Chair Salary/Merit Review

1. Chair Salary/Merit Review will occur annually and will be due in the Dean's Office the last Friday of March of each academic year.
2. The College of Sciences and Humanities Dean's Salary Subunit Salary Plan, which includes the criteria for review, can be found in **Attachment B**.

Department Chair Elections

The first step for electing a department chair is to invite the Dean to a meeting with all regular faculty members of the department prior to the election. At this meeting the following items will be discussed:

1. The faculty electorate will consist of the full-time faculty members of the department, tenure-line (TL) and non-tenure-line (NTL).
2. The department needs to decide whether abstentions count in the vote total for determining what constitutes a majority.
3. With input from the dean, they need to determine the qualifications for the department chair position (rank, incumbent eligibility for re-election).
4. Only if a regular faculty slot will be open AND the Dean approves of such a consideration, the department needs to decide whether external candidates should be considered, and if so, to decide by simple majority vote whether the position will also be open to candidates already in the department.
5. Faculty will determine the length of term (the term can be no longer than five years and no less than two years, with the incumbent eligible for re-election if the department so desires).
6. A committee composed of two faculty members will be elected by the department at this meeting to organize and conduct the chair election (the dean also serves as the third member of the election committee). One of the two elected members is selected as committee chair.

The department then follows whatever procedure they have established to identify one or more candidates for the department chair position. The two elected members of the election committee direct this process, consulting with the dean as necessary, deciding procedures for nomination, "campaign," and the election itself (including procedures for absentee ballots). When the candidates have been identified and it is time for the chair election, the dean is invited back to the department for the actual election. A paper ballot is taken and the votes tallied by the election committee.

The results of the election shall be announced immediately to the electorate of the department. **The departmental vote is a recommendation only.** The dean shall then forward the name of the elected chairperson with her/his recommendation to the Provost, who will in turn notify the president. As with other matters of appointment, the final responsibility for approving the appointment of the department chairperson rests with the President.

First Fall Faculty Meeting: Items You Need to Discuss/Review

1. Health and safety issues appropriate to the department (including what to do in case of fire or tornado, injury or sickness in classroom, location of nearest building exits from classrooms, and how to secure classrooms from outside threats including active shooter scenarios)
2. University's policies on harassment and discrimination
3. Code of student rights and responsibilities, especially the section on Academic Dishonesty
4. Faculty conduct issues, including:
 - a. timely return of graded assignments;
 - b. e-mail responsiveness;
 - c. usage of university technology in accordance with the Privileges and Responsibilities of Information Technology Users document (see Faculty and Professional Personnel Handbook);
 - d. necessity of meeting all classes/necessity of communicating to chairperson clear advance plans for absences and for conduct of course sessions in faculty absence; and
 - e. adherence to the university policy on administration of final exams.
5. Importance of course syllabi, discussion of their contents, and requesting their submission to departmental office.
6. Double check to make sure that faculty teaching graduate courses have graduate faculty status
7. Determine if anyone needs to complete or revise a Conflict of Interest/Conflict of Commitment form

ACCREDITATION TRACKING

When applying for a program to be accredited, please let the Office of the Provost know immediately to whom you are applying and specific details.

1. Once a determination has been made as to the accreditation, please let the Office of the Provost immediately know the outcome.
2. Please provide copies of final reports received by each accrediting agency. In particular, if a negative report has been received, list in detail the areas seeking attention.

A "log" will be maintained in the Office of the Provost tracking the accreditation process and status of all departments reporting such information. This information will then be provided to all accrediting agencies as requested.

ANNUAL REPORT

The purpose of the annual report is to chronicle the achievements/accomplishments of the department during the previous academic year and provide information for the College Annual Report. Directions and format are available in **Attachment C** below. Reports are due by May 15 annually.

ASSESSMENT

Assessment allows departments to determine the extent to which they are meeting goals and accomplishing their missions. Assessment also enables faculty to identify and direct curricular changes. It is important to have a systematic means to ensure that all graduates of a department have obtained the necessary and appropriate knowledge and skills needed in their discipline. Each department should express the necessary knowledge, skills, and ethical standards needed in their discipline in clearly stated learning outcomes. It is from these learning outcomes that the department will formulate an assessment strategy by identifying appropriate assessment activities.

Assessment activities fall into two categories: assessment of departmental programs, and assessment of core curriculum courses. Each department chair should appoint an assessment liaison to coordinate the assessment activities of the department and oversee the annual report; however, all faculty members within a department should be informed about and actively participating in the department's assessment goals. Assessment activities should not be limited to (or understood to be) assessment of individual courses but rather assessment of each

program as a whole. Assessment should include a variety of direct assessment measures (e.g. capstone exam, portfolio development, licensure exam, etc.) and indirect assessment measures (e.g. feedback from alumni, graduating seniors, employers, etc.) to determine the extent to which graduating students have achieved the learning outcomes set forth by the department. The results of assessment activities will then be used, with other appropriate information, to revise the curriculum when needed, to prepare various reports (e.g. department reviews, accreditation reports, etc.), and to assist in assessing the University core curriculum.

Assessment resources can be found by contacting the Office of Institutional Research and Decision Support, WQ 200, 285-5974, and at their website: <https://www.bsu.edu/about/administrativeoffices/effectiveness/assessmentresources>

Please complete your Assessment Report (due December 1) and send to the Associate Dean with oversight of Assessment (currently Dr. Jill Coleman). The Assessment Report Template is at <https://www.bsu.edu/academics/collegesanddepartments/csh/faculty-staff-documents>

ASSIGNED TIME REPORTS

Assigned Time Policy and Report Guidelines

As defined in the Faculty and Professional Personnel Handbook, faculty who demonstrate scholarship may be assigned 3-4 credit hours each semester. This productivity must be current and ongoing to merit assigned time. To be eligible for assigned time for scholarship within the College of Sciences and Humanities (CSH), a faculty member must be eligible for Full Graduate Faculty status. **Holding Full Graduate Faculty status does not, in itself, make a faculty member eligible for assigned time for scholarship.** Faculty must annually document their scholarship activities and maintain eligibility for graduate faculty status based on their record of scholarship over the previous 6 years (use calendar year; for example January 1, 2021 to December 31, 2026). Because the granting of assigned time is based on current and ongoing scholarship, department chairpersons will review productivity annually. Department chairpersons will **submit a report to the dean**, by the **first Monday of December of each fall semester**, summarizing their rationale for their assigned time decision for each tenure-track and tenured faculty member within their department.

Note: All **tenure-track faculty in their probationary years** will be granted **3-4 hours** of assigned time per semester in order to permit them the time to accomplish a satisfactory record of scholarship. An **annual report** on assigned time is still required.

Method for completing the Assigned Time Department Report for Scholarship after collecting the needed documents (the Word individual report form and Excel Department report form) from the OneDrive Folder at **CSH Admin>Department Folders>Department Name>2026-2027 AY.**

1. Run the *Faculty Success* (formerly *Digital Measures*) ATGF report for your department.

- Go to <https://www.bsu.edu/gateways/faculty-and-staff> and scroll down to Log into Faculty Success.
- **Click on Reports** and scroll down to “Scholarship ATGF”. Important: Date Range: **Change the Start Date to January 1, 2021. End date is December 31, 2026.**
- Click on Change Selection to include your entire department. Click **Run Report**.

2. Then fill out the (Excel) Department form per the example included there. (Last year’s report is usually included as an example). Under Department Chair Rationale:

a) for pre-tenured faculty, note pre-tenured in Department Chair Rationale, since they automatically receive assigned time

b) in Department Chair Rationale, note **“Refer to Faculty Success ATGF Report.”** Please **bold or highlight items in the ATGF that clearly contribute to meeting the Graduate Faculty Status standard.**

c) **Note: departments are expected to refer to the Faculty Success Report. Thus faculty are expected to have entered enough examples of scholarship to qualify.** *Chairs should note in an accompanying communication to the Associate Dean when faculty scholarship currently qualifies but soon will not—and that they have spoken to the faculty member about the necessary action.*

Please provide specific information that justifies the assigned time: the faculty member must have demonstrated current and **ongoing** scholarship that meets your department’s requirements for Regular

Graduate Faculty Status over the past six years. **The simple declaration that the faculty member has Graduate Faculty Status is insufficient; theoretically, they could have gained that status four years ago based on work done over the preceding six years but not within the most recent six years.**

3. Method for submitting the Assigned Time Reports for Scholarship to the Dean's Office:

Open One Drive and place in the **2026-27 AY folder** in your Department Folder these items

a. The collective Faculty Success Scholarship ATGF Report AND

b. The CSH Assigned Time DEPT_Rept Form (Excel file)

4. E-mail the Associate Dean that oversees Assigned Time Reports that you have submitted all reports.

*NOTE: It has been a practice (though not an official policy) of this office to offer a one-time opportunity for those faculty whose scholarship productivity has not met the criteria to meet with the Associate Dean who oversees reporting and their chair to devise a remediation plan of no more than one year. In some instances, faculty have chosen to accept a 4/4 load and no longer seek assigned time. Others have met the remediation requirement and remained on track to receive assigned time. **In completing the report above, please draw attention to those who remain eligible for assigned time but will not be eligible next year if no additional items emerge. Please also inform the relevant faculty of their situation. This is designed to be proactive in order to minimize the number of awkward conversations related to a remediation plan.***

ASSIGNING FACULTY LOAD (FTE) TO COURSES

Detailed information regarding faculty load can be found in the “Faculty Load” handbook, which is currently being revised. The link will be provided here when it is available.

Faculty workload is reported in Banner (INB). Each department works with their Schedule Specialist to enter teaching and non-teaching activities each term. During the fall and spring semesters, a report is completed for all full-time and part-time faculty, doctoral fellows and graduate assistants. For the fall and spring semesters, the assigned workload for a full-time instructor is usually 12 credit hours which translates to 1.00 Full-time Equivalent (FTE). The assigned workload for a full-time GA is 6 credit hours which translates to 0.50 FTE.

The FLAC process generated a thorough review & reorganization of Assignment Categories. Examples follow.

- Teaching – all credit and non-credit hour generating classes including face-to-face instruction and online courses. Load for teaching courses (even if it's zero) is entered in the instructional screen.
- ADMN: **This category (and all those in the next four bullet points) is entered in the non-instructional screen.** It includes Directors (DIRC), Coordinators of specific areas (CORD), Curriculum and course development (CCDV), Self-Study and/or Self-Assessment (SSAD) and Teaching Support (TS). TS is an activity directly associated with instruction including course preparation, grading, supervision of student teachers, curriculum development, and lab supervision.
- RGAW: Research – scholarly activities or creative endeavors undertaken in support of the university mission. Assigned release time for research is coded (GENF) because it is part of the general fund. Research can also be coded as an internal award (INAW), an internal grant (INGR) or externally funded grant (EXTG). New faculty academy, Aspire and other research related release times are now included in this area. Your Schedule Specialist will work with you to determine the correct coding.
- PUBS: Public Service – service of the community at large, usually not involving BSU students. Includes public lectures, community projects, journal editors, and planetarium director. Public service can either be PSGF (attributed to the general fund) or PSEF (attributed to an external fund).
- Academic Leadership (ACLP): Administration – management and administrative duties including chairperson and assistant or associate chair. Advising is also often included in this group. ACLP can include department assignments (DEPT), college assignments (COLL) and University (UNIV).
- Special Leave – only includes paid leave on sabbatical. One semester: SPLF. Full year: SPLP.
- LOAD: This is used to record if a faculty member is load averaging. This is when a faculty member has a semester with a more than 12 hour load (usually fall although it can be either fall or spring) with the opposing semester being less than 12 hours. Load averaging can also be used for part time faculty. If load averaging is being used by a department for a faculty member, then it should be identified as

occurring in both semesters of the academic year. Load averaging does not generally occur across academic years.

FTE formula = (Calculated Workload x Percent Responsibility)/12 credit hours

College Sciences and Humanities FTE to Credit Hour Conversion Sheet

A. For Undergraduate courses with 10+ students and Graduate Courses with 6+ Students

<u>Course Credit Hours</u>	<u>FTE</u>	<u>Credits</u>
1 hr course	0.083	1.00
2 hr course	0.167	2.00
3 hr course	0.25	3.00
4 hr course	0.333	4.00
5 hr course	0.416	5.00
6 hr course	0.5	6.00

B. For a 3-credit hour course with a lab and 10+ Undergraduate students or 6+ Graduate students

	<u>FTE</u>	<u>Credits</u>
Lecture portion	0.167	2.00
Lab portion	0.083	1.00

C. For a 4-credit hour course with a lab & 10+ Undergraduate students or 6+ Graduate students

	<u>FTE</u>	<u>Credits</u>
Lecture portion	0.250	3.00
Lab portion	0.083	1.00

D. When a course reaches 70 or more students, double load credit may be given.

E. Faculty load credit for supervising internships shall be calculated according to the following schedule:

<u>Internship Cr. Hours</u>	<u>FTE</u>	<u>Credits</u>
1 to 2	0.083 for 5 students	1 credit for 5 students
3 to 5	0.083 for 4 students	1 credit for 4 students
6 to 12	0.083 for 3 students	1 credit for 3 students
13 to 15	0.083 for 2.5 students	1 credit for 2.5 students

CLASSES

Class Scheduling

Courses should be scheduled across all time periods and days when the university holds classes. Special effort should be made to schedule classes to accommodate both the department's traditional and non-traditional students. Faculty members are assigned by the chairperson to teach the scheduled classes. As much care as possible should be given to individual professors with regards to assigning them classes, taking into consideration their academic preparation and the days and times they wish to teach. It is, however, ultimately the department chairperson's responsibility to ensure that faculty members are assigned to teach the courses necessary for students to complete their academic programs. **Scheduling information is communicated by departments to Schedule Specialists for data entry.** Please route any communications faculty wish to have with Schedule Specialists through the Department Office (via Department Chair/Assistant Chair/Administrative Coordinator).

Class Attendance

Student attendance at class meetings is expected. **Faculty shall establish attendance policies for their courses and communicate these policies to students through course syllabi or outlines.** When students have documented field trips or other activities as a part of another course they are taking, faculty are expected to allow students to make up all missed course activities during their absence including, but not limited to, class activities, assignments, and final exams, provided that students have alerted the faculty members in advance. Students should not be penalized for their absence while representing the University. When possible, students are expected to complete these activities before their absences.

Faculty members are expected to meet all scheduled class times for courses they are teaching. If a faculty member must be physically absent from class for any reason, he or she **must** notify the department chair. If a faculty member misses a class because of illness, attending a professional meeting, etc., every effort should be made to have a faculty colleague substitute for them so class time is not lost for students. The department chair may have to assist in finding a suitable substitute. Classes should not simply be cancelled except in rare and unusual situations when no substitute or alternative assignment is available, especially given the array of technological options available. If a class must be cancelled because a substitute cannot be found, then the faculty member must establish a written plan for making up the missed class time and provide a copy of the plan to the department chair. ***Classes scheduled for on-campus meetings (M) cannot be moved permanently online during the semester at the volition of the faculty member or for any other reason.***

Providing Access and Opportunity for Students with Disabilities

Disability Services (DS) determines reasonable and appropriate accommodations for students with disabilities as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008. In determining who is eligible for accommodations, DS reviews relevant medical and psychometric documentation of the student's disability. When deciding what accommodations would be reasonable for a student with a disability, DS is careful not to offer an accommodation to a student which may violate the integrity of the course or fundamentally alter an essential component of the course. DS strives to ensure the civil rights of our students with disabilities while at the same time protecting institutional standards.

In keeping with federal and university policies and with best practices, **Attachment D** lists items that should be considered in an attempt to create a welcoming classroom environment for students with disabilities.

More information is available in the **faculty resource** section of the DS website (<https://www.bsu.edu/about/administrativeoffices/disability-services/services-resources>). Resources, tips, and strategies are provided for teaching students with various types of disabilities.

Grades

Grades must be submitted through Canvas online according to the guidelines from the Registrar's office. Currently grades are due on the Wednesday after Commencement each semester. Any courses or students for which grades are not submitted become the responsibility of the Department Chair, who must contact the faculty member in question and provide a timely solution to the situation.

Although grades are the responsibility of faculty members to assign, there are at least three situations when the department chair must be involved with a grade. Department chairs must approve the granting of an "I" grade. An "I" grade can be given to a student whose work at the close of the semester or summer term is incomplete because of illness or some circumstances beyond the control of the student. It is important that the condition for removing the "I" be as specific as possible and limited to as short a period as possible, and that these terms are presented in writing. "I" grades are not given so a student can retake the complete course, nor should they be offered when a student has to complete a significant amount of work in the course.

Department Chairs must also approve a "change of grade." It is important that the department chair understand why the grade a student received originally is being changed. The chair should make sure there is a rationale for the proposed change stated on the grade change form before it is forwarded to the Dean's Office for approval. This is especially true if the change of grade is to a course that was offered more than one semester in the past.

Department chairs should also be involved in a faculty member's decision to give a student a "W" grade, and the chair's signature is required if the W will be given as a "change of grade" after the semester has ended.

Because of federal guidelines for financial aid, as well as the state's goal for students to graduate in four years, we are under increasing pressure to be fair and consistent in our decisions about late withdrawals. In order to request a late withdrawal, students must, according to the Faculty handbook, have "**verifiable extenuating circumstances.**" Examples of inappropriate (but common) requests include the following: the student is not passing the course or not doing as well as the student would like in a course, the student decides to change his/her

major and discovers that this course is no longer required, or the student is participating in too many extracurricular activities. Keep in mind that students have a generous number of weeks during which they can withdraw for any reason, without faculty permission.

In most cases where a student seeks a late withdrawal, the instructor should ask to see documentation that supports the request, and should not give this permission if the student cannot produce verification. If a faculty member or department chair feels strongly that an exception should be made for a particular student, s/he may provide the student with a letter to support the student's petition. The only person who can assign the final grade to the student (even if the late withdrawal is approved) is the faculty member; however, a grade of W is not an option without permission from the Dean's office.

A few more helpful bits of information about late withdrawals:

--If a student wants to withdraw from all courses, that student must file an application with Student Affairs. (The only exception to this is online-only students who are withdrawing from all classes.)

<https://www.bsu.edu/about/administrativeoffices/retention-graduation/withdrawal>

--If a student wants to withdraw from an online course, the request should go through DOSL. A request for a late withdrawal will still have to be supported by documentation.

If Student Affairs (SA) has approved a withdrawal from all classes, notification will come directly from SA to the instructor. SA will **not** send a student back to the instructor with the form unless they have denied the request.

If SA is not satisfied with the documentation and denies a request, the student has the option of asking for late withdrawals from individual courses. In this case, instructors should definitely ask for documentation of extenuating circumstances and deny the request if the instructor is not satisfied. Our office is not likely to approve a request that has been denied by SA for lack of support. If you or your faculty members have questions about individual cases of requests for late withdrawals, please contact the Dean's Office.

Grade Appeals

Department Chairs are responsible for advising their faculty members concerning the Grade Appeal Process—see at: <https://www.bsu.edu/about/administrativeoffices/associateprovost/student-services/grade-appeal>

Please notice that there are specific procedures that must be followed exactly, and that the formal appeal process is entered only after the student has tried to resolve the situation with the faculty member and the Department Chair. Faculty members are encouraged to include a link to the Grade Appeal process on their syllabi.

Grade appeals are based on a specific set of criteria. When a student comes forward with a complaint about a grade, the student may actually want to file a complaint against the faculty member, which represents a different set of procedures; some students may want to file both a grade appeal and a formal complaint. If a student presents a written complaint, the department chair is required to meet with the faculty member to discuss the situation and to follow the procedures listed under "Personnel" in this handbook. Depending on the situation, the Department Chair might decide to refer the faculty member to the Academic Ethics committee.

Final Exam Guidelines: (newly updated for 2026-2027)

A final examination or alternative end-of-term assessment should be given in each course, regardless of modality. Full-semester courses must schedule their final during the published day and time during finals week; non-standard and summer courses should be administered on the last regularly scheduled class meeting day. The date(s), time(s), and location should be clearly stated in the course syllabus or schedule. Directed research, internships, independent study, thesis, and dissertation courses, as well as performance-related assessments, are exempt from this policy. The College Dean or designee should approve any other exemptions.

Face-to-face or synchronous online exams held during the semester must take place during the scheduled class times, except for faculty members who wish to schedule multiple-section exams. Such exams must be approved and scheduled by the Office of the Registrar prior to the start of the semester. The date(s), time(s), and location should be clearly stated in the course syllabus or schedule.

No student will be required to take more than two (2) final examinations in one day. In cases where a student has an examination conflict, the student is responsible for notifying their instructor(s) of the conflict. Once notified by the student, it is the faculty member's responsibility to make special arrangements to ensure the student is not adversely affected. In cases where a student has difficulty solving this problem, the Provost and Executive Vice President for Academic Affairs, or their designee, shall make the necessary adjustment(s).

FERPA and Directing Responses to Students of Concern

Department chairs must be familiar with the Family Educational Rights and Privacy Act, or FERPA, (also called the Buckley amendment) a federal law in place since 1974. For more information along with appropriate forms, see: <https://www.bsu.edu/about/administrativeoffices/registrar/miscellaneous-information-and-services/ferpa>

Department Chairs and faculty members are not allowed to share any information about a student with a third party, including a parent, without a FERPA form signed by the student. **Another student issue related to confidentiality: what to do in response to "students of concern"**. See a helpful chart at https://www.bsu.edu/-/media/www/departamentalcontent/student%20affairs/pdfs/behavioral%20intervention%20team/faculty_staff%20resource%20flow%20chart.pdf?la=en&hash=EB6E79A284738EF2CD6B186FF994928B3C73C759

Under-enrolled Courses

It is the responsibility of the Department Chairperson to carefully monitor course enrollments. **Each department is allowed one under-enrolled course per semester, if necessary. These should be allotted with special attention to the course's essentiality to student progress toward graduation.** No later than the end of the Drop/Add period for each semester, the chair will notify the Dean's Office if there is an "official" under-enrolled course.

The Provost's Office is most concerned that we are being proactive and attentive to enrollments; they want to be sure that we are not offering courses too often, or offering too many courses (or too many sections), so they will look closely at multiple sections of the same course offered in the same semester, and then at courses offered more than once a year that do not have strong enrollments. Upper-level courses with low enrollments become a problem mainly if we are offering too many in a semester. Department chairs should also pay close attention to the impact of the core on our lower-level enrollments, as well as to shifts in the numbers of majors and minors.

The Dean's Office is not allowed to grant exceptions for more than one under-enrolled course per department. If a department has more than one course that does not meet the minimum enrollment requirements, or that has not made it to 70 students and therefore cannot "double-count," then the chair must make accommodations for the responsibilities of those faculty members. This might involve load averaging between semesters; in other cases, this will mean assigning additional, meaningful responsibilities to the faculty member for the semester in a way that makes sense for your department's needs and which produce specific results (see examples under Faculty Load categories on page 7 above). The department chair must inform the Dean's office in writing about these arrangements.

Finally, keep in mind that an Instructor of Record **must** be assigned to all courses, especially Dissertation and Thesis hour courses, which will be difficult to identify later when it is time to assign grades if the instructors' names are not entered at the beginning of the semester.

Academic Dishonesty

Department Chairpersons should actively advise faculty members in cases where the Student Academic Ethics Policy may apply (<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/academic-integrity>). Please familiarize yourself with the difference between the informal resolution and formal resolution processes, and be sure that your faculty members are aware **that even with an informal resolution, a record of the decision must be filed with the Associate Provost's office.** Faculty members should include a statement about Academic Dishonesty on their syllabi.

COMPUTER LITERACY AND COMPETENCY

It is our responsibility to educate students not just in the efficient use of computers but also in "good citizenship" principles. Students should read and understand the principles of ethical computer use. These principles can be found

on the BSU Website: link to “Information Technology Users’ Privileges and Responsibilities” at <https://www.bsu.edu/about/administrativeoffices/information-technology/about/policies-procedures-forms>; in the “Faculty and Professional Personnel Handbook”; and on the “Code of Ethical and Legal Responsibilities of Computer Users” form all sign when obtaining a BSU account. Ethical behavior in computer use should be stressed in all courses utilizing computers. Students must learn how to use on-line informational sources in academically honest ways. Students should not use computers to cause harm to other people nor illegally acquire software.

Departments should use and take advantage of the technology available in the College:

1. Expect printing to digital storage devices rather than paper when “making a copy for the file”
2. Expect ordering laptops when upgrading faculty computers (these can be taken into classrooms for teaching)
3. Whenever possible expect submission of reports, papers, and tests electronically rather than on paper
4. Expect the distribution of classroom handouts and other materials electronically
5. Match computers, peripherals, and software to specific faculty needs

It is important for Departments to have procedures to continuously assess their technology use--and use this information to update curriculum, request computer equipment and software, and efficiently manage the Department’s resources.

CURRICULUM

Submitting Proposals to the College Curriculum Committee

The College of Sciences and Humanities Curriculum Committee (CCC) reviews proposals originating from departments concerning creation of new courses and programs, modifications to existing courses and programs, and dropping courses and programs. This committee serves in an advisory capacity to the Dean. Following its review of the departmental proposal, the CCC has three options: (1) recommend that the proposal be approved as submitted, sometimes pending minor editorial revisions reviewed by the committee chair and Dean’s Liaison (Associate Dean); (2) recommend against approval; or (3) defer action on the proposal pending modifications that address concerns expressed by the Committee (and therefore requiring full committee review again).

In exercising the third option the CCC attempts to ensure that a potentially meritorious proposal not only addresses CCC concerns, but also anticipates objections that might be raised when reviewed at other levels within the University. The modifications requested may be of two types: (1) changes which ensure the form and content are consistent with Watermark Curriculum Systems (WCS) requirements and the Faculty and Professional Personnel Handbook requirements for posting courses and programs, and/or (2) modifications of a more substantive nature (such as clarification of course learning objectives, providing additional rationale for a new minor or major, outlining additional resources needed for the changes, etc.). The CCC sometimes invites a departmental representative to present their proposal and address questions from CCC members.

Ultimately the CCC will recommend approval or disapproval of a proposal based on a determination of: (1) pedagogical soundness, (2) consistency with the College and University goal that all students receive a liberal education, and (3) adequacy of resources within the Department and College.

The initial deadline for submitting materials for review is mid-October. Submit electronically via WCS:

<https://www.bsu.edu/about/administrativeoffices/registrar/faculty-and-staff/watermark-curriculum-strategy-smartcatalog>

The undergraduate catalog is updated annually. For changes to be included in the AY 2025-26 catalog, proposals must clear the college committee and all relevant University committees (e.g. UEC, GEC, PEC) by early 2025.

Checklist for Preparing Curriculum Revision Proposals:

1. Follow WCS “Smart Catalog” procedures. Training is recommended for chairperson, Administrative Coordinator, and departmental curriculum committee chair
2. Provide a clear rationale in the WCS Rationale Section that provides context for #3:
3. Especially for a complicated or extensive proposal, provide a **cover memo (List of changes) and attach it to the proposal**. This will list all the proposed changes in all of your proposals, and will include a brief description or summary. The committee members are reviewing these materials initially without any context and most often out of field, and it is helpful for them to have some help

in making sense of them, particularly if there are a lot of changes being sent forward at once. This document should be included as an attachment to the overall program revision (when there is one) or one of the courses being revised, but it is also helpful to have it as an e-mail.

4. **For each new or revised course proposal, include a primary syllabus** (a syllabus containing information useful for anyone teaching the course, **rather than the specific course outline of a single professor**). According to the Faculty Handbook: The syllabus is a course guide and should include a general, rather than a specific, description of the following constructs: Course description; Course objectives; Course rationale; Course content, format, and bibliography.
 - a. The **primary syllabus** must have a brief reference to methods for evaluating student performance (assessments) and a brief statement on how the course will be evaluated, referencing student evaluations.
 - b. Please be sure that the bibliography does include some specific sample texts/resources; for topics courses, provide a sample example.
 - c. Course learning objectives must be student-centered, assessable, and measurable. They must also appear in professors' course outlines.
 - d. The course description in the primary syllabus must ***match*** the course description in the new (or revised) course proposal word-for-word. **Attach the primary syllabus at the "attach files" location in the course proposal.**
 - e. For UCC proposals, follow the required format in addition to the above.
5. For changes that clearly will affect another department, consult with that department and resolve any differences before forwarding the proposal to the CCC. After passage, the Associate Dean circulates a list of approved items; chairs have 10 days to review and consider demurral. **It is the responsibility of the chairperson to review all curriculum postings that are presented for approval in the College and also to review all University postings**, which will be announced by Academic Systems and posted: <https://www.bsu.edu/about/administrativeoffices/academicsystems/catalogs postings>. Department chairs should review their own departmental postings for accuracy, and also check to be sure there are no problems or conflicts with curriculum proposals being presented from other departments. If you do have a problem with a curriculum posting, follow the procedures in the Faculty Handbook for filing a demurrer.

The department should conduct periodic review of courses in the catalog with an emphasis on courses that have not been taught in recent years. Based on this review, courses can be retained, sent forward for review, or sent forward for deletion from the department's offerings.

EVENTS

Department chairs are responsible for attending (or coordinating attendance for) certain events over the course of the academic year. These events include, but are not limited to, the following:

Cardinal Preview Days

These are Admission Events; there are multiple events in the fall semester, as well as the spring. There is also a third spring event called Admitted Student Day. Other events are in development to enhance recruitment. **Departments will need representation at all of these events, so that potential students can receive information about the opportunities in our programs.**

Commencement

There are three commencement ceremonies each year, held in December, May, and July. Department chairs sit with their students at the spring commencement, and are expected to attend the other two commencements as well. **Faculty members, according to the Faculty Handbook, are expected to attend at least one Commencement ceremony each year.**

Dean's Honors List reception

This event happens during Family Weekend, usually in September, on a Saturday morning, and recognizes students who have been named to the Dean's list during the previous academic year.

Dean's Chairs meeting

This meeting happens the first Wednesday of each month, currently from 10 am until noon.

Faculty and Staff Recognition Event

Department chairs are expected to attend this event, held in mid-April, if they have faculty members who are being recognized for 15, 20, 25, etc. years of service.

Academic Leadership Group

The Provost holds these meetings monthly and all academic administrators (including department chairs) are invited and strongly encouraged to attend. Currently it is held at 8:30 am Wednesdays once a month, and announcements about the agenda will come from the Provost's office.

FACULTY ON-CAMPUS AND ACCESSIBILITY POLICY (including office hours)

Tenure-line faculty must have a weekly on-campus presence during the AY regardless of the modality of their teaching assignment. The on-campus presence of faculty is crucial to the retention and successful matriculation of undergraduate and graduate students. Faculty should also be available as needed to meet daily during business hours with department chairs, colleagues, and staff to (for example) manage programs, construct and revise curriculum, conduct research, assist with recruiting and advising students and manage grants, as applicable. Faculty should also be accessible to students outside of class in regularly scheduled on-campus office hours each week during the AY. Some of those hours may be virtual, but some will be in-person. A weekly minimum of one hour availability to confer with students per 3 hours of faculty teaching load is recommended. Faculty should be available to attend on-campus department, college, and university meetings in-person during the AY. A faculty member who is unable to attend an on-campus meeting (e.g., they are attending a conference) shall notify their department chair.

Full-time non-tenure-line faculty who teach on-campus courses must have a weekly on-campus presence. The on-campus presence of non-tenure-line faculty is considered crucial to the retention and successful matriculation of students. Non-tenure-line faculty who teach in an on-campus modality also should be available as needed to meet daily during business hours with department chairs, colleagues, and staff and shall also be accessible to students outside of class in regularly scheduled on-campus office hours during the AY. Some of those hours may be virtual, but some will be in-person. A weekly minimum of one hour availability to confer with students per 3 hours of faculty teaching load is recommended. Non-tenure-line faculty who teach solely online shall have regularly scheduled online office hours each week during the AY.

FACULTY SUCCESS (formerly Digital Measures)

This application is available to all faculty members to record information about their research, teaching, and service activities. Their accomplishments will be readily available for possible inclusion in annual activity reports, promotion and tenure, accreditation, reports to external constituents, and other departmental, college, or university uses. **Information should be updated for the running of the following reports for April 1, July 1, and November 1 of each year. In addition, for P&T review, all materials must be placed in Faculty Success. Information will be communicated through P&T channels.**

Immersive Learning Reports

Immersive Learning Reports will now be collected through the reporting mechanism found in Faculty Success. This requires faculty to enter the Scheduled Teaching section of Faculty Success under Manage Activities, click yes to the question "*Does this class represent Immersive Learning, Service Engagement, or other forms of outreach and engagement?*" Complete as many of the following fields as are relevant:

- | | | |
|------------------------------------|---|---|
| 1. Title | 6. Countries Impacted | 11. List Student Learning Outcomes |
| 2. Client/Community Partner's Name | 7. Number of students involved (if any) | 12. Describe how the experience helps students define a career path or connect to a profession/industry |
| 3. Cities Impacted | 8. Faculty Mentor(s) | 13. Describe the real-world problem |
| 4. Counties Impacted | 9. Tangible Outcomes | |
| 5. States Impacted | 10. Student Disciplines Represented | |

Outreach, Service and Engagement Reports

Outreach, Service and Engagement Reports will be collected through the reporting mechanism found in Faculty Success. The following question has been added to all applicable fields under Instruction/Teaching, Intellectual Contributions, and Professional Service - *Does this represent outreach and engagement?* Whenever an activity involves Outreach, Service, and Engagement faculty should mark this field as (yes) and complete the form.

GRADUATE SCHOOL CONDITIONAL ADMISSION

Ball State University increased the number of students admitted on “conditional admission” beginning in spring 2009. In addition to the TOEFL, some students take the IELTS and need to score 6.5 or above for regular admission. In general, students cannot hold an assistantship while in IEI. If a department wants to have an exception, the procedure below applies.

Conditional Admission Students will be admitted with the following guidelines:

- a. All graduate students with a TOEFL score of at least 550 (or IELTS score of 6.5 or higher) will be processed by the graduate school and sent on to the departments.
- b. All graduate students with TOEFL scores of 549 or less (or IELTS score of less than 6.5), will be processed as “Conditional Admission” by the graduate school and sent on to the department. These students will also need to complete their English competencies before they start their academic programs, unless item “c” comes into play.
- c. For those departments wishing to ...
 1. accept and/or provide an assistantship to a student with a TOEFL score of 549 or less, and/or
 2. request a “conditional admission” student start their academic program before they complete their English competencies...the department will make a request through their dean’s office, the graduate school, and IEI, in that order. With consultation and agreement between all three of those entities. Approval will be granted by the graduate dean.

HIRING FACULTY **updated for 2026-2027**

New Faculty Tenure Track or Non-Tenure-Line Position

1. Please prepare this information for the annual non-tenure-line and tenure-line position review conducted by chairs in concert with the Dean’s Office. “Additional comments” may include connections to the core curriculum, synergy with or requirements of other university units, etc. The College Budget Director will generally provide the position number & the last incumbent (if not from your department). This form must also be used for “off-schedule” requests throughout the year.

#	Department/ Program	Position Number	Last Incumbent	Type of Position: TT (F1), NTL (F3)	Salary at Vacancy	Anticipated Salary	Need for Position: Enrollment Numbers & Demand	Strategic Direction	Location of Funding	Additional Comments

2. Once the search is approved, ask the College Budget Director about the position number to use for this search (third column)
3. Hiring has migrated from HR-TMS to Workday. See the “Hiring and Recruiting Link” at <https://www.bsu.edu/about/administrativeoffices/division-human-resources/workday>
4. Within that link, the following reference guides will assist in the hire process:
 - **Workday - Create Position**
 - **Workday - Create Job Requisition**
 - **Workday - Recruitment and Advertising Form**
 - **Workday - Candidate Selection, Interview and Offer Process**
 - **Workday - Disposition Codes**

5. To request recruiting assistance, please reach out to Work@bsu.edu. Additional details about recruiting and advertising can be found on the Recruitment and Advertising form listed above. Please connect about recruiting assistance before the position posts.

We will continue to update this section as information becomes available. Here is some general guidance that should not change.

1. Any advertisement language you submit must match word-for-word the duties and responsibilities, **minimum qualifications**, preferred qualifications, and rank stated in the position description. (Units will recruit at the Assistant Professor rank, except in extraordinary circumstances). **Minimum qualifications should be carefully delineated to avoid barriers to applications.**
2. Pay attention to certain details, especially desired start date, number of calendar days applications will be accepted, and your search committee members. Be certain that those individuals have received Employee Relations' search committee training. Questions about the training should be directed to the Employee Relations Office.
3. Plan to **limit the type and number of documents the applicant must submit, avoiding unnecessary barriers to application.**
4. This is past guidance which we will modify as needed: You may begin reviewing applicants and even reach out to them with phone screening as applications are received. However, **approval for final interviews** cannot be submitted until after the posting is closed. (seek further guidance from your HR Partner if position is "Open until filled").
5. NOTE: HR does not require approval to conduct an initial/phone interview.
6. Before moving finalists to **Finalist Screening** in Workday, code all of the applicants that you do not plan to include in this request process. Follow the ***Workday - Candidate Selection, Interview and Offer Process*** guide to move and disposition candidates in the posting. Candidates for finalist interviews **must be approved by your Dean, People and Culture, and Employee Relations**. HR only reviews candidates who are moved forward to finalist interview, checking to ensure that the candidate meets the minimum qualifications and reviewing the pool's diversity and breadth. When the request for finalist interview is approved the hiring team will receive a "task" in Workday to schedule that interview.
7. NOTE: You may at any time review the progress of the hiring process by clicking on "Archive" under "My Tasks" and click on process to see past movement.
8. **All tenure-line faculty on-campus interviews MUST include an appointment with Sponsored Programs.** For tenure-line faculty with a start-up request: The **NEW FACULTY APPOINTMENT START-UP SUMMARY** (request it in Excel format from the Dean's office) must be completed. This document must be approved by both the Department Chair and the Dean's Office before a **recommendation letter** is to be sent to the candidate. **The timing is challenging, but can become less so if all candidates are asked during their on-campus interviews to begin preparing a realistic set of start-up requests during their on-campus interview (along with the documentation SPA requires).**
9. When you have completed the interviews, made your selection, and checked references carefully (two faculty should be present for reference calls; if candidate fails to provide references from current employer or there are gaps in employment, consultation with the Dean's Office is certainly warranted) as well as the last seven years of experience:
 - a. **DO NOT** immediately move the selected candidate to **whatever the equivalent of "Recommend for Hire" will be the "Offer" stage in Workday.**
 - b. Consult with the Associate Dean with oversight of hiring to discuss the salary offer.
 - c. Request a sample recommendation letter from the Dean's Office to compose an offer letter to send the selected candidate. This will state that the recommendation is contingent upon a background check. Use this as the basis for your communication in the phone call. Note that this letter will include the starting salary and a list of items from the **NEW FACULTY APPOINTMENT START-UP SUMMARY**. Please consult with the Associate Dean overseeing Hiring on particular aspects relevant to your candidate. This is a **recommendation** for employment, as only the University President can make an official offer to the candidate. **Please e-mail (attached) a copy of the signed recommendation letter to the Dean's office.**

- d. **Note: as negotiations proceed, you may in some circumstances revise that letter to account for modifications.**
- e. AFTER negotiations have concluded, the department should move the selected candidate to the **Offer** stage in Workday. You will then receive a task in Workday to complete information regarding the offer. The offer then goes through the approval process in Workday, allowing People and Culture to generate an official offer letter, conduct a background check, and seat the candidate in their assignment in Workday and Banner. **HR's background check is not a substitute for departmental reference calls. Be sure also to Google the candidate's name.**

f. See also <https://www.bsu.edu/about/administrativeoffices/humanresources/forms-policies-guides>

Employment Verification: In order to be compliant with federal regulations, all new faculty need to be verified for employment by the beginning of the fall term. This includes full-time, part-time, and temporary faculty. See: <https://www.bsu.edu/about/administrativeoffices/humanresources/work-and-life-events/settling-in-as-a-new-employee> Verification for employment is a key component of the Workday onboarding process which is primarily completed online. This must take place on or before their first day (preferably BEFORE). In addition, the new faculty member must come to the **Employee Solution Center** to show physical copies of their documentation to complete the verification for employment. (In some cases, particularly in instances where relocation is involved, the Employee Solution Center is able to connect with new hires via Zoom to conduct this step.)

Degree and Rank for Non-Tenure Line Faculty

It is normally expected that a Master's Degree is the minimum academic preparation for teaching college courses. In some cases, significant professional experience in the discipline being taught can substitute for the graduate degree but the Dean should be consulted before employing the faculty member. This should be considered the exception rather than a common occurrence; departments facing this possibility must develop a tested experience policy.

The entry-level rank of Assistant Lecturer/(less frequently Researcher/Clinical) is appropriate for those employed with less than the terminal degree in the discipline. A non-tenure line faculty member with a terminal degree in the discipline may be given the entry-level rank of Assistant Teaching/(Research/Clinical) Professor.

Inclusive Excellence Guide: Practices in Hiring

Please await guidance.

Visas

Immigration issues can arise very late in the recruitment process. VISA approval can take from two to four months and costs ~\$850.00. To expedite the process, there is an additional charge of \$1400.00+. When individuals are employed who need a visa to be eligible to work in a department, the **department is expected to pay the fees** associated with the particular visa required. The cost of these visas varies and often increases with little warning. Some external grants allow visa expenses when individuals needing a visa are employed on grant funds. Before approving a grant proposal that includes personnel, it is prudent for the department chair to anticipate possible visa charges and make sure the grant allows such expenses.

Procedure during the recruitment process: When you determine your long list, and begin your phone interviews to narrow that down to the short list of interviewees, ask **ALL** candidates the following: **"Are you legally eligible for employment in the United States?"** Although redundant for American citizens and some other classes of applicants as well, by asking the question of ALL candidates on the long list, your search committees avoid having to make assumptions about status or asking additional questions that may be considered illegally invasive.

After an offer has been made to a candidate who is legally eligible for employment in the US, you can ask questions about H-1B, OPT or other visa status, but **NOT** before.

H-1B visa sponsorship by the University will be limited to tenure-line positions only. For NTL searches, departments may interview and hire NTT candidates in need of Visa sponsorship; but the related fees

(ranging from \$500-2000) will need to be paid for from the unit budget. Previously in all NTL searches this statement was included: *“Candidates for contract faculty searches must have current authorization to be employed in the U.S. without employer sponsorship.”* If you have any questions about this procedure, please ask them of the college office BEFORE taking any actions or making any decisions. Our current contact for these issues is Kate Stoss, Senior Executive Director of Human Resources (285-1847).

Recommendation for Unusual Appointment (Attachment E)

Regular Faculty – If hiring regular faculty at the rank of Associate Professor or Professor, the Recommendation for Unusual Appointment must be completed and submitted to the Dean.

Years Toward Tenure – If hiring regular faculty with years toward tenure, the Recommendation for Unusual Appointment must be completed and submitted to the Dean.

Guidelines for Moving and Relocation Stipend for Full-time Faculty can be found in ATTACHMENT F. **Please do not share this document as is with new hires; the College has set a ceiling for reimbursement, currently at \$4,000. Please consult with the Associate Dean with oversight of hiring and the College Budget Director before discussing this issue with new hires, as it does not apply to all new hires.**

Hiring Emeriti Faculty

In order to remain compliant with federal regulation, any and all emeriti faculty you wish to hire need to be verified for employment by the beginning of the fall term. *This includes recent retirees and retirees who have been teaching for us for many semesters.* To be verified for employment, they must present the appropriate documentation to Human Resources. Employment Verification information may be found at <https://www.bsu.edu/about/administrativeoffices/humanresources/forms-policies-guides/i-9-verification> To be verified for employment, individuals need to present the appropriate forms of identification. The most commonly presented forms of acceptable identification are either: 1) an unexpired Passport or 2) a Social Security Card and Driver’s License or 3) a Birth Certificate and Driver’s License.

Depending on the length of time the faculty member may have been separated from the university, a background check may also be required. Generally speaking, if the emerita/us faculty member has been teaching for you consistently over the last few years a background check will not be required.

Faculty Onboarding Procedures

Department Chairs should review procedures for faculty onboarding. HR provides a detailed onboarding supervisor checklist that should be reviewed and completed by new faculty with unit and university support.

Faculty Mentoring

Faculty mentoring resources are available for both new and established faculty through the Division of Online and Strategic Learning. Resource information is at <https://www.bsu.edu/about/administrativeoffices/online-and-strategic-learning/faculty-support/professional-development>. New Faculty: see information including the New Faculty Checklist at <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/new-faculty-orientation>. Department chairs shall assign a faculty mentor to all incoming faculty and regularly assess the mentoring process.

IMMERSIVE LEARNING

To apply for immersive learning course development funds, please follow the link below:
<https://www.bsu.edu/about/administrativeoffices/immersive-learning>

PERSONNEL ISSUES

Documenting Personnel Issues

It is important to have **a written record** (not only electronic) anytime the Department Chair has a discussion with a faculty member who has done (or is alleged to have done) something inappropriate. Many times the content of a discussion between the Department Chair and a faculty member will be perceived quite differently

by each party—especially a few weeks or months after the discussion has taken place. The following sample letter can be a guide for establishing a written record:

May 2, 0000

Dear Dr. Faculty Member,

This letter summarizes our meeting today in my office when we discussed the written complaint that I received on April 30 from two students concerning the term paper you assigned on April 25 during the COURSE 101 class session at 1:00 p.m. I indicated to you that I had received one other student complaint (not written) on April 26 about this same issue.

The written complaint alleges that during the April 25 COURSE 101 class session you assigned a 30-page term paper that was due on April 30. This paper was to have not less than ten footnotes from at least eight different sources. The complaint says you indicated the subject matter had to be related to saline soils even though that topic had not been discussed in class or in any of the assigned readings. The complaint also said that there was no mention of a required term paper in the course syllabus you distributed to students on the first day of class, and there had been no mention of a term paper any time during the semester until April 25. The other student complaint (not written) indicated that if the paper was not turned in on time there would be a one-letter grade penalty for the final grade.

You explained to me that you did assign the term paper on April 25. The reason for not assigning it earlier was that you hadn't realized students in this class had such poor writing skills until you read their midterm essay tests. The term paper assignment was an attempt to help them write better and learn how to express themselves. Since most of these students are juniors and have yet to take the University Writing Exam, you were trying to help them. You also said their attendance in class had been poor and most had not put forth much effort learning course content. The term paper would help remedy this problem.

I indicated that a term paper requirement should be announced and be described in your course syllabus at the beginning of the semester. I suggested you talk with Dr. Experienced (your faculty mentor) and get her guidance on developing a course syllabus and on ways to motivate students who seem less than interested in course subject matter. I think you will have less complaints from students by keeping them well informed of course requirements and not "springing" surprise requirements near the end of a semester.

*Sincerely
Department Chair*

Copy to Personnel File

It is important that all such written records be placed in the faculty member's personnel file and the faculty member made aware that this is happening (the faculty member has the right to place a written explanation in her/his personnel file concerning what was alleged in the Chair's letter). Whenever a student lodges a complaint against a faculty member in writing, it must be signed and the Department Chair should secure their permission to show the written complaint to the faculty member. Under most circumstances, the signed complaint should not be shown to the faculty member while the student is in that faculty member's class.

Anonymous letters will never be made part of any personnel file. Improper materials placed in a personnel file will be removed and destroyed by the chairperson, supervisor, or vice president and the affected faculty or professional personnel member. Personnel files are located in the departmental or unit office, the dean's or vice president's office, and the Associate Provost's area.

Personnel File

The Faculty and Professional Personnel Handbook defines a personnel file as a file which contains documents or records that show that a personnel action has been taken (e.g., contract letters, P-3 forms) or which contains information upon which a personnel action has been based (e.g., letter of application, evidence in a disciplinary action). Some examples of personnel actions are recruiting, hiring, firing, transferring, promoting, granting tenure, and approving compensation.

Materials in a personnel file may include, but are not limited to,

- application for appointment;
- letters of recommendation;
- official contract letters;
- forms concerning changes in appointment, salary, title, etc.;
- vita;
- salary information;
- formal evaluations by supervisors;
- teaching evaluations;
- information concerning scholarly productivity or creative endeavors;
- information concerning service in a professional capacity;
- information concerning any disciplinary actions taken; or information concerning the status of any formal charges against the employee.

Materials that are not to be placed in a personnel file include information about the employee's gender, race, disability, national origin, religion, age, veteran status, citizenship, sexual orientation, or marital status. Any file that will be used by people other than the employee, such as a promotion and tenure committee, may not include this information.

Promotion and Tenure Personnel File

A portion of this personnel file shall be designated the Promotion and Tenure file, shall be separately maintained, and shall be kept in the department chairperson's office for every individual faculty member who is eligible to be considered for promotion and/or tenure. As is the case with the entire personnel file, this Promotion and Tenure file shall be open to the faculty member concerned. Materials shall be placed in the file in a timely manner by the department chairperson. A candidate's Promotion and Tenure file shall contain all materials and only those materials relevant to promotion and/or tenure. Such materials include, but are not limited to the bullet points immediately above; this file may also include signed letters from students, alumni, peers, supervisors, etc., concerning teaching, scholarly productivity or creative endeavors, or service in a professional capacity. The same exclusions listed above also apply. Again, as with all contents of the personnel file, when information detrimental to an individual is placed in the candidate's Promotion and Tenure file, it shall be brought to his or her attention in writing at once by his or her administrative head. The faculty member shall have the opportunity to place in the file materials which might rebut or explain the detrimental information. Detrimental material that has not been brought to the attention of the faculty member cannot be used in subsequent promotion and tenure deliberations. Anonymous letters shall not be made a part of this file.

Sick and Parental Leave

Full personnel leave policies are found in the Faculty Handbook. Faculty and professional personnel unable to work as a result of illness or injury are eligible to participate in the paid sick leave program. Twelve days of paid sick leave are provided each fiscal year for full time faculty and professional personnel assigned on an academic or fiscal year basis. Paid sick leave allowance may accumulate to a maximum of 90 days. Employees should submit a formal application, with supporting documentation, to use added leave beyond routine care.

Under the Family and Medical Leave Act (FMLA), regular full-time, continuing contract, and contract, and other faculty and professional personnel who have been employed by the University for at least 12 months and have worked at least 1,250 hours during the 12 months prior to the start of the leave, are eligible to take up to 12 weeks of unpaid, job-protected leave in a 12-month period: (a) to care for his or her child after birth, or placement for adoption or foster care; (b) to care for his or her spouse, son, daughter or parent who has a serious health condition; or (c) for a serious health condition. The FMLA permits employees to take this leave on an intermittent basis or to work a reduced schedule under certain circumstances.

Parental Leave: Ball State University offers up to twenty-six (26) weeks of leave to eligible full and part time faculty, professional, and staff employees for the birth or adoption of a child. This benefit is available to full and part-time faculty, professional and staff employees. Temporary employees, semester contract faculty, service employees, graduate assistants and student employees are not covered by this policy. To be eligible for paid parental leave, an employee must be appointed to a full-time, benefit eligible position and been employed by the University for twelve (12) continuous months when the parental leave period begins. An employee who

attains twelve (12) months of service within six (6) weeks immediately following the birth or adoption of a child will be eligible to receive a pro-rated amount of paid parental leave.

Eligible employees are entitled to a maximum of six (6) weeks of paid parental leave following the birth or adoption of a child. Paid parental leave must be used within six (6) months immediately following the birth or adoption; except that paid parental leave may commence prior to the event when deemed medically necessary or required to fulfill the legal requirements for the adoption. The use of paid parental leave prior to the birth or adoption of a child must be pre-approved by Human Resources.

Requests for parental leave should be made as far in advance as possible, but generally not less than thirty (30) days before the leave commences. All requests for parental leave and supporting documentation must be submitted in writing to University Human Resource Services (UHRS). Contact UHRS at 765-285-1036 for more information or to request leave.

Faculty in Professional Roles Outside the Department

The College of Sciences and Humanities (CSH) is committed to shared governance. One aspect of shared governance is departmental autonomy in conducting discussions and making decisions that fall within the boundaries of departmental business, curriculum design, and other department-focused activities. Therefore, any faculty member who accepts a full-time professional role anywhere in Ball State University's administrative systems, including the CSH Dean's Office, is required to, while they continue in that role, absent themselves from departmental meetings and to recuse themselves from departmental votes so as to avoid compromising that autonomy.

PROMOTION AND/OR TENURE

Guidelines for Progress Toward Tenure Material

The following materials are to be forwarded to the Dean's Office by the date indicated on the **College P&T Calendar**. Please refer to that document for more detailed descriptions. In the case of 4th year review, granting of tenure, and promotion to either Associate Professor or Professor, materials will also need to be uploaded as appropriate. Please place the materials in the following order:

1. **Official University Form Letter** - make sure you use the sample form letter, for the proper tenure year, which you received electronically from the Dean's Office under a cover memo from the Provost.
2. **Department Recommendation letter to the Dean**- include in this letter the name of your department, the name of the candidate, the year toward tenure for the candidate, and the department P&T committee vote counts for the candidate. Include detailed information on the committee's evaluation of the candidate's teaching, scholarship and service in support of the recommendation. Any additional information that the P&T Committee and Department chair feel is relevant can be included here. This letter is signed by both the P&T Committee Chair and the Department Chair if they are in agreement. There would be separate letters if the P&T Committee and the Department Chair disagree on the recommendation for a particular candidate. There should be a separate letter for each candidate.
3. **Department Strengths and Weaknesses letter to pre-tenure faculty** - See the example letter below. It is essential that the feedback letter from the department to the faculty member be very explicit in discussing both the **strengths** and **weaknesses** of the pre-tenure faculty member's work in the department and, when necessary, have specific suggestions for improvement. The **previous year's letter** should also be included **only** when there is a specific department requirement the faculty member has been asked to meet for the current year. Whether this requirement has been met should be addressed in the current letter.
 - a. Departments putting forward faculty for their fourth-year tenure review need to include **all** previous letters (**from year 1**) in the tenure packet.
 - b. Departments recommending faculty for tenure in their **5th, 6th, and 7th** tenure years need to include **all** previous letters (**from year 1**) in the tenure packet.
 - c. Please refer to the College Promotion and Tenure Procedures for full instructions.
4. **Completed College Vita for candidate** - use the current College P&T Committee approved vita form: see at <http://www.bsu.edu/academics/collegesanddepartments/csh/faculty-staff-documents>

Non-Tenure-Line Promotions and Contract Extensions

Non-tenure-line (NTL) faculty need to enter data in Faculty Success for promotion consideration. Additional information on promotion and contract extensions can be referenced in the NTL Promotion Calendar.

Department Strengths and Weaknesses Letter to Pre-tenured Faculty

Each year a letter must go to all pre-tenure faculty members giving them detailed feedback on their progress toward tenure. This letter is usually written by the P&T Committee in collaboration with the Department Chair and signed by both the Department P&T Committee Chair and the Department Chair if they are in agreement. This letter is in addition to the official university form letter concerning progress toward tenure that is signed by the P&T Committee Chair, Department Chair, Dean, and then forwarded to the Provost and the department recommendation letter. It is essential that the feedback letter from the department to the faculty member be very explicit in discussing both the strengths and weaknesses of the pre-tenure faculty member's work in the department and, when necessary, have specific suggestions for improvement. Previous year's feedback letters should be examined when determining a faculty member's progress toward tenure for the current year.

Some departments find it useful for both the department chair and the chair of the Departmental P&T Committee to be present at the meeting when the result of the annual progress toward tenure decision is discussed with the pre-tenure faculty member. The following sample letter is an example of a written record of this meeting.

December 10, 2025

Dear Dr. Faculty Member,

The Department of ----- Promotion and Tenure Committee has met to evaluate your materials submitted for evaluation of progress toward tenure. As a faculty member in your xxxx year (contributing to the department in the areas of -----), the committee finds that you are making satisfactory progress toward tenure at Ball State University.

The Committee identified two strengths they see in your teaching. First, your student ratings are above the department average and have improved from last year. No student complaints have come to the committee's attention. Secondly, the three peer evaluations indicate the material you are teaching is appropriate for the courses you teach and you have demonstrated you are well versed in the subject matter. The one weakness in your teaching that the committee has identified is your accessibility to students. On numerous occasions during the times you have selected for office hours, students have come to the department office asking where you are. This is an area we feel you need to improve upon by your next tenure review.

The P&T Committee noted that you have one refereed publication since joining our department, one presentation at a professional meeting, and no grants. They believe there must be a noticeable increase in scholarly productivity before your tenure review next year. You should have the equivalent of at least one refereed research article or book chapter accepted for publication before your next review.

Your service to the department is outstanding. You serve on the department curriculum committee and salary committee. You are making important contributions in your professional organization by serving on their state program committee and chairing a research session at the national meeting. We encourage you to keep active in that organization and continue to be a visible scholar at the state and national levels.

We value you as a colleague who is cooperative and genuinely interested in the well-being of the department, and we have confidence you will be able to meet the expectations we have suggested to ensure a satisfactory progress toward tenure recommendation next year.

Sincerely,

Department Chair

Department P&T Chair

Appealing Departmental P&T

Faculty members have the right to ask for a reconsideration and/or appeal of both promotion and tenure decisions made at the departmental level (see Faculty and Professional Personnel Handbook). The appellant may ask (in writing) for a reconsideration of the decision within ten calendar days following the date of the faculty member's receipt of the written recommendation adversely affecting her or him. The written request shall be filed in the office of the department chairperson. After receiving a request for reconsideration, the Department Committee must meet to reconsider its initial adverse recommendation. The Department Committee must meet with the appellant if she or he so requests. The Department Committee must then state in writing its position regarding the bases for the appeal set forth by the appellant within fifteen calendar days and furnish a copy of this statement to the appellant.

If the appellant is not satisfied with either the original Department Committee decision or the reconsideration response of the Department Committee, then he or she may appeal to the College Promotion and Tenure Committee. The request must be filed in the office of the academic dean within ten calendar days following the appellant's receipt of the Department Committee's original decision or reconsideration decision. Appeals may be filed without following the reconsideration process.

Recommended Criteria for Measuring Teaching Effectiveness

Ball State's commitment to outstanding instruction for its students remains a fundamental strategic objective. The measurement of effective teaching by promotion & tenure committees and salary & merit committees is vital, as is the demonstration of effective teaching by faculty. The College's Innovative Teaching Task Force recommends that departmental evaluation of teaching include review of student evaluations and one or more of the following: teaching portfolio review, engagement in the scholarship of teaching and learning, and peer evaluations. The Task Force prepared in 2018-2019 a set of observer guidelines and procedures to improve the reliability of peer teaching evaluations. **See Attachment G for the Task Force's statement.**

RESPONSIBLE USE OF TECHNOLOGY

It is our responsibility to educate students not just in the efficient use of computers but also in "good citizenship" principles of their use. Students should read and understand the principles of ethical computer use. These principles can be found at <https://www.bsu.edu/about/administrativeoffices/securityservices/proceduresandpolicies>; in the "Faculty and Professional Personnel Handbook"; and on the "Code of Ethical and Legal Responsibilities of Computer Users" form everyone signs when obtaining a BSU account. The issue of ethical behavior when using computers should be stressed in all courses utilizing computers. It is important that students know how to use on-line informational sources in academically honest ways. Students should not use computers to cause harm to other people nor illegally acquire software.

Departments should use and take advantage of the technology available in the College:

1. Encourage printing to digital storage rather than paper when "making a copy for the file"
2. Encourage using laptops when upgrading faculty computers (laptops are taken into the classrooms)
3. Whenever possible encourage submission of reports, papers, and tests electronically rather than on paper
4. Encourage the distribution of classroom handouts and other materials electronically
5. Match computers, peripherals, and software to specific faculty needs

It is important for Departments to have a procedure in place to continuously assess their technology efforts and use this information to update curriculum, request computer equipment and software, and efficiently manage the Department's resources.

Maintaining Unit Webpages

The Division of Marketing and Communications maintains the University's official website in partnership with the campus community and offers digital consultation, training, search engine optimization, and analytic services. Departments should work with the Division of Marketing and Communications to maintain and update their individual pages. Departments can also maintain and responsibly manage social media to facilitate communication with students, and alumni.

Expectations for Student Technology

The College has established expectations for student computer acquisition and use. See **Attachment H**.

SALARY

Department Salary Document

Please send Department Salary Documents to the Dean's Office. **The deadline varies in response to University requirements**; it is currently early October. See the College Salary Plan that governs departmental plans, below.

College Statement on Annual Review:

The College of Sciences and Humanities seeks to ensure that all faculty members receive mentoring and support throughout their careers. This support shall include annual **formative** feedback from the department to promote continued professional success, fulfillment, and growth, particularly in areas consonant with the faculty members' developing interests.

Thus faculty members' annual **summative** reports to chairs regarding their meritorious activities shall be accompanied by 1) a short statement of the faculty member's goal(s) for professional growth, success, and achievement in teaching and/or scholarship and/or service over the next year, and 2) a brief summary of progress on any goal(s) stated the previous year.

Goals may include (e.g.) completion of Working Well module; submission of scholarly manuscript(s) or proposed paper presentations; teaching improvement efforts such as DOSL training.

While generally submitted with their merit report, the review of this annual report will be separate from merit deliberations and will include an annual communication between the faculty member and the chair (or the chair's designee) for discussion of goals and sharing of formative feedback, guidance, and mentorship. Implementation of this policy shall vary appropriately according to departmental practice and culture.

COLLEGE OF SCIENCES AND HUMANITIES OFFICIAL COLLEGE SALARY PLAN (DEPARTMENTS)

Approved by University Salary and Benefits Committee March 17, 2016

Approved by the Provost April 9, 2016

1. Each department of the College will be responsible for annually recommending a salary plan to the Dean for its own members. Departments that do not develop approved criteria and processes may have all merit and discretionary dollars withheld from them.
2. The University Salary Plan specifies that 85% of the money available for salary increments shall be distributed to the salary units on a pro rata basis according to the continuing salary base. This allocation will be termed the "base salary pool." Promotion increments shall be provided from the base salary pool before allocations to departments for ordinary salary increments. The base salary pool less promotion increments will be distributed to the departments on a pro rata basis according to the continuing salary base. Any money withheld from departments without approved salary plans may be used by the Dean for discretionary increments in accordance with the terms of the University Salary Plan.
3. All tenure-track and tenured faculty are required to submit an annual report following their departmental guidelines. Annual reports must include the Evaluation Year(s), which is defined as January 1 through December 31.
4. Each department will include in its salary plan provisions for merit. In no case may a department allow for less than 70% of salary increment monies, apart from promotion increments, to be used for merit. Merit must be uncapped and allow for distinctions among faculty above the satisfactory level. A faculty member assigned to a 4/4 teaching load is eligible for merit consideration if she/he shows distinction above the satisfactory level as defined by department. Departmental plans must also include provisions for market considerations.

5. Each department will define what is considered minimally satisfactory work in the areas of Teaching, Scholarship, and Service. For across the board raises of 30% (less than 30% if a department chooses a higher merit increment in 4 below), faculty must be rated minimally satisfactory in all three areas. The only exception to this rule is if a faculty member is assigned a 4/4 teaching load, in which the faculty member must be rated satisfactory in both Teaching and Service to be eligible for the across the board raise of 30% (less than 30% if a department chooses a higher merit increment).
6. Unsatisfactory Performance: If the annual evaluation of performance for a tenured faculty member does not meet the minimum criteria for satisfactory performance, the tenured faculty member's performance is deemed unsatisfactory for the year and the individual will not receive a salary increase. If the tenured faculty member does not submit an annual report in the format established by the subunit, the individual's performance will be considered unsatisfactory.
7. Chronic Unsatisfactory Performance: Two consecutive unsatisfactory evaluation years or three unsatisfactory evaluations in five years for a tenured faculty member trigger a remediation process. Unsatisfactory completion of the remediation process is the definition of chronic unsatisfactory performance.
8. Any evaluation of unsatisfactory performance must be accompanied by a letter from either chair of the Salary and Merit Committee or the department chair – whoever conducted the evaluation. The letter should include specific justifications for the unsatisfactory recommendation and specific suggestions for improvement. The letter must be placed in the tenured faculty member's personnel file each year.
 - 8.1 Two consecutive unsatisfactory years or three unsatisfactory evaluations in five years will trigger a remediation process.
 - 8.1.1 Each department will describe how its remediation plan committee is selected and the composition of the committee. This committee may be an existing committee or a committee established specifically for the remediation process. The committee shall consist of at least three tenured faculty members. If there are not three eligible tenured faculty members in the department, members may be selected from other departments in the college. Each department must specify how the process of selecting members from other departments will occur.
 - 8.1.2 Committee Responsibilities
 - 8.1.2.1 Develop a remediation plan for tenured faculty with two consecutive unsatisfactory evaluation years or three unsatisfactory evaluations in five years. The remediation plan committee will have access to the tenured faculty member's performance evaluations and/or pertinent letters for the previous five years.
 - 8.1.2.2 Review outcomes of remediation plan created the previous year.
 - 8.1.3 A faculty member may request that a college committee be formed in place of the departmental committee to develop the remediation plan. If requested, the Dean will establish a committee of tenured faculty members with the following qualifications:
 - 8.1.3.1 Member of the college
 - 8.1.3.2 Appointed based on ability to be objective and demonstrated academic strength, and
 - 8.1.3.3 Participants hold the same or higher rank than the faculty member being reviewed.
 - 8.1.3.1 The committee will consider the department salary document, especially the minimum standards required for satisfactory performance, during the development of the plan.
 - 8.1.3.2 A College Remediation Plan Committee shall consist of three members (who are not members of the faculty member's department) selected by the Dean's Faculty Advisory Council. The Dean of the College or his designee will attend committee meetings. Each remediation case will have its own committee formed to develop the plan. Each committee will elect a chairperson and secretary from its members. All three-committee members must be present to develop the plan.

- 8.1.4 If the tenured faculty member being reviewed has cause to believe a committee member is biased against him/her, the tenured faculty member may request to the committee chair, in writing, to have that committee member replaced. This request must be submitted within 10 business days prior to the first remediation committee meeting. The request at the department level is automatically granted.
 - 8.1.5 The department chair and dean must approve the remediation plan. The remediation plan must be sent via registered mail to the tenured faculty member's home address by June 30th or 30 days after an appeals process is completed, whichever is later. The said plan will be placed in the tenured faculty member's personnel file. The remediation plan can be appealed following the College Salary Grievance Procedure (see Attachment B)
 - 8.1.5.1 As a part of the performance evaluation the following year, no sooner than 12 months after the remediation plan was initially mailed to the tenured faculty member, the outcomes of the remediation plan will be reviewed by [the name of remediation committee] which created the plan to determine if the expected performance levels as set by the remediation plan have been met.
 - 8.1.5.1.1 If the terms of the remediation plan have been met, the tenured faculty member's evaluation is deemed satisfactory for the calendar year in which the faculty is under remediation. This evaluation replaces the annual evaluation of performance specified in the subunit salary document for that year. Eligibility for merit will follow department guidelines.
 - 8.1.5.1.2 If the terms of the remediation plan have not been met, the tenured faculty member's performance will meet the definition of chronic unsatisfactory performance.
 - 8.1.6 Any tenured faculty member who meets the definition of chronic unsatisfactory performance will be referred to the "Procedures in Cases where Termination of a Tenured Faculty or Tenured Professional Personnel Member's Appointment is Proposed" in the Faculty and Professional Personnel Handbook.
 - 8.1.7 Any tenured faculty member currently evaluated as unsatisfactory in the Salary and Merit process cannot serve on a Salary and Merit or Remediation Committee.
9. All letters – meritorious, satisfactory, and unsatisfactory – should be placed in the personnel file each year.
 10. Departments must state how their raise allocation is determined. Raise allocations may be determined by:
 - 10.1 Committee only
 - 10.2 Chair/Director only
 - 10.3 Committee and Chair/Director
 11. Departments must state that raises are given in percentage increments, dollar amounts, or other. The process of raise allocations and increments must be clearly described in the salary document.
 12. Each department may request the Dean to ask the Provost and President for additional funds from the 15% discretionary dollars that can be withheld by those officers. Such requests may be made for any of the reasons outlined in the University Salary Plan as well as for other reasons that a department considers good and sufficient. Any such requests shall be accompanied by appropriate documentation. The Dean shall have the discretion to argue for additional funds on behalf of any department or individual(s) for any of the reasons outlined in the University Salary Plan, as well as other reasons that he/she considers good and sufficient, even if the department itself has not made such a request. In any such instance, however, the Dean will consult with the department concerned and seek departmental approval.
 13. GRIEVANCE PROCEDURE. — Any member of a department may file a grievance of her/his evaluation and/or salary increment recommendation. All such grievances will be made initially to the individual's direct supervisor and then to the Dean. The Dean will be the final grievance level except in those situations where he/she is the direct supervisor, such as with department chairs. When the Dean is the direct

supervisor, the Provost will be the final grievance level. Please refer to the College Salary Grievance Procedure document (Attachment B).

**COLLEGE OF SCIENCES AND HUMANITIES
DEAN'S SALARY SUBUNIT
SALARY PLAN**

I. PURPOSE

The purpose of this salary plan is to provide guidance and explain the criteria for distributing salary money within the Dean's salary subunit. This plan will also serve to attract, retain, and reward members of the subunit and to recognize differences in their job performances.

II. MEMBERSHIP OF SALARY SUBUNIT

The members of this subunit include the College's Associate Deans and Department Chairs.

III. PROCESS

An annual performance assessment for each member of this salary subunit will be conducted by the Dean. The assessment will be carried out by means of the criteria specified in VII below. The weights attached to each of the criteria will vary between and among individuals and will be assigned by the immediate supervisor and the Dean only after discussion with the individual concerned.

IV. DISTRIBUTION OF SALARY INCREMENT MONEY

Salary increment money will be distributed upon the basis of the quality of performance. No salary increment will be given individuals whose performance is judged to be unsatisfactory. Attention will be given to the differing characteristics of individuals, for example, the scope of their job responsibilities and their marketability.

V. IMPLEMENTATION

These guidelines must be approved by written ballot by a majority of the individuals covered by this plan. The guidelines may be reviewed and subject to amendment annually. Guidelines approved by members of the salary subunit must subsequently be approved by the Dean, Provost, and University Salary Committee.

VI. GRIEVANCE PROCEDURE

Any member of this salary subunit may file a grievance of her/his evaluation and/or salary increment recommendation. All such grievances will be made initially to the Dean. The Provost will be the final grievance level.

VII. CRITERIA

Each individual will be evaluated in each of the following areas, plus any other areas that are mutually agreed upon by the individual and her/his direct supervisor:

- A. Job performance of department chairs, in light of responsibilities and constraints. This includes:
 - Leadership
 - Management
 - Supervision
 - Communication
 - Professional Example (i.e. teaching, scholarship, professional service)
 - Other relevant factors and special circumstances (marketability, etc.)
- B. Job performance of associate deans, in light of responsibilities and constraints. This includes:
 - Administrative Support
 - Special Projects
 - Professional Example

It is neither expected nor implied that the above items are to be weighted equally. Each individual's immediate supervisor may conduct periodic formal and informal evaluations throughout the year as a basis for the judgments made above. In addition, each individual is urged to provide her/his immediate supervisor and the Dean with any other supporting material that he/she feels is appropriate.

In the case of department chairs, professional example (i.e., teaching, scholarship and professional service) is evaluated initially by the same department committee(s) that evaluate all regular faculty for salary and merit within the department. The results of that evaluation are forwarded annually to the dean. The dean annually invites departments to comment on their chair's leadership, management, supervision and communication, using procedures proposed by each department (typically a faculty committee) and approved by the dean. Chairs will include student evaluations of their teaching (scores and comments) for review.

In the case of associate deans, all categories are evaluated directly by the dean. Professional example here refers to their contribution to the effective and efficient administration of the college, in light of its vision and mission, and their performance of professional service to the college and the university. Any teaching, scholarship or professional service beyond the college or university is a plus and is supported by appropriate artifacts for the dean's evaluation.

Each individual's immediate supervisor will discuss with that individual the nature and character of the annual salary recommendation within 15 working days of the evaluation and recommendation being made. It is appropriate at that time to formulate performance expectations and goals for the individual for the following year and to identify any problems that need attention during that following year.

Non-Tenure Line Faculty Salary Policy (Initial Hiring)

1. Salary for full-time (12 load hours per semester) academic year non-tenure line faculty will be negotiated based on education, experience, and market demand in their discipline.
2. Salary for a full-time (12 load hours) one semester only non-tenure line faculty will be negotiated based on education, experience, and market demand in their discipline.
3. Salary for a one-half (6 load hours) or three-fourths (9 load hours) academic year non-tenure line faculty will be established by prorating a negotiated academic year salary established for them based on education, experience, and market demand in their discipline.
4. An overload salary of \$1000 (\$1250 for emeritus faculty) per load credit will be paid to both regular faculty and non-tenure line faculty when their full-time load (12 load hours/semester) is exceeded.

Salary for a part-time non-tenure line faculty (less than 12 load hours) teaching on a semesterly basis (rather than an academic year) will normally be \$1000 per load hour. An exception to this can be made when market conditions make it necessary to negotiate a higher amount.

POLICIES AND PROCEDURES FOR UNIT REVIEWS **(Self-Study Guidelines: see Attachment I)** **(External Unit Reviewer Guidelines: See Attachment J)** **(Cycle of Unit Reviews: See Attachment K)**

Review overall process at <https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/unit-reviews>

Purpose: The purpose of an academic unit review is to assess the quality and effectiveness of that unit, to potentially modify the unit because of the review, and to provide benchmarks for additional planning and assessment. As such, unit reviews are a critical element in assessment and strategic planning. Academic unit/program review (AUR) is an explicit core component of Higher Learning Commission accreditation.

Frequency and Cycle: Generally, a unit's review will be undertaken no less than every five years. However, unit positioning within the university's review cycle will reflect both external needs, such as the

timing of accreditations and reaccreditations, and internal needs, such as equalizing across the cycle, to the degree possible, the number of evaluated units within each college and the number of unit reviews carried out within a given year. Units with program accreditation schedule their University academic unit review to take place either at the same time as the reaccreditation process or within one year following it wherever possible. In cases where units have multiple program accreditations on different timeframes, a decision needs to be made about which accreditation most appropriately aligns to the AUR. The actual review may take anywhere from several weeks to a full academic year depending on the size, complexity, and on-going initiatives of the unit. The Unit Review Schedule lists the academic year in which the self-study is to be conducted. The final report, including any external review, is to be submitted no later than the beginning of the fall term of the following academic year.

“Unit” refers to the body of the whole: a department, school center, or interdisciplinary studies program that stands as a whole. “Program” refers to areas of study within a unit, such as a major or minor, area of emphasis or concentration, interdisciplinary area of study that is a part of a larger unit, and/or degree level.

Units that are wholly accredited may use information in their accreditation self-studies and external reviewer findings for the academic unit review process as long as two criteria are met: that all of the topics listed below for the self-study are addressed by the accreditation and the accreditation takes place every five years or sooner. It is important to note that the focus of accreditation is meeting standards established by the discipline/profession, while the focus of unit reviews is unit operations. In cases where accreditations do not fully meet these requirements, academic units and their deans should work with the Provost’s Office to supplement the accreditation self-studies with additional required elements of academic unit review and they should establish a schedule that provides feedback about the unit **at least every five years**. Units that are partially accredited may choose to review the entire unit at the time of accreditation, or they may choose to submit the accreditation report as part of the larger unit review. For example, a unit in which only the undergraduate program is accredited may review the graduate program at the same time; a program that is reviewed every two years may submit a summary of those reviews at the time of the unit’s review.

Steps in the Academic Unit Review Process:

1. The department chair, the college dean, and the Provost shall meet to discuss the timeline, logistics and objectives of the review, and available resources. Issues of relationship of the review to accreditation, if applicable, will be addressed. The conversation will also determine whether an external review will be part of the Unit Self Study.
2. The Office of Institutional Research and Decision Support (IRDS) provides a package of information to the unit that addresses some of the elements of the self-study, including enrollments, retention and graduation rates, number of graduates, characteristics of faculty and staff members in the unit, and survey results disaggregated to the unit level. IRDS may assist with providing information in additional areas as requested, including carrying out surveys of students, alumni, faculty and staff members, community members, etc.
3. Conduct unit self-study and draft report.
4. The Director of Assessment and Accreditation may provide feedback on self-study draft.
5. Self-study sent to the Associate Dean in charge of program review & assessment for review with Dean
6. Review of self-study report by external reviewer (if an external review is conducted).
7. External Reviewer visit (not required every five years unless by external accrediting agency or at the request of the Provost and Dean)
8. External Reviewer report received (if applicable)
9. Departments create a three-year action plan based on the self-study and external reviewer report using the provided template. The action plan and a one-page executive summary are sent to the Associate Dean in charge of program review and assessment. That Associate Dean, the Chair, and the Dean meet regarding the proposed action plan. Upon approval of the Dean, the Chair sets a meeting with the Provost to discuss the action plan.
10. A meeting is held with the Provost, Dean, Director of Assessment and Accreditation, Associate Dean, and Chair to discuss findings and reach consensus concerning the draft action plan developed by the unit and college dean. At least one week prior to this meeting, the Provost shall review a copy of the

action plan, self-study, external review, and executive summary.

11. At the end of the third year, there will be a check-in with the Provost and Dean to discuss progress in implementing the action plan and modifications for the final two years before the next unit review.

Process and Outcome for External Review: It is important that an external review take place at least once every ten years. The external review process begins with a *unit self-study*. The self-study is based upon a set of questions approved by the Dean and the Provost, and may include areas specific to a unit's accreditation process. (See the Self-Study Guidelines document.) After the self-study is completed, it is sent to an approved external reviewer (see below). After the external review is completed and the report received, the unit will consider the reviewers' comments and, in consultation with the college dean, propose an *action plan* to address any issues raised. When the Dean approves the plan, all materials will be sent to the Provost and Director of Assessment and Accreditation for final consideration (i.e., approval, revision, reconsideration, etc.). When the Provost approves the plan, it will be implemented and reviewed annually in the unit's *annual report* to the college dean. All unit reports will become a part of the college's annual report to the Provost.

Self-Study: The primary audiences for the self-study are the unit, the external reviewer(s), the college dean, and the Provost. The self-study will begin with a reflective assessment by the unit in response to a series of questions about the current state of its (1) curricula and pedagogies, as well as enrichment, co-curricular, immersion, and internship/placement activities, in the provision of excellent education and promotion of student success; (2) scholarly agendas and programs, grant and contract activity; and (3) university, professional, and public service. The self-study will then define and justify a direction for future activities in teaching, research, and service as related to the university's strategic plan and/or accreditation guidelines. This may require reconsideration in whole or in part of the unit's mission and goals. See the Self-Study Guidelines document for further details.

Logistics for Conducting External Reviews: If an external review is conducted, units will generally bring to campus one or two external reviewers depending upon the complexity of the unit. However, accrediting agencies will often send a team of reviewers. In either case, funds of up to \$2,000 including expenses are available in the Office of the Provost for each unit review. Because accrediting agencies may require a higher fee from the university, colleges with accredited units will need to budget additional monies for this purpose. Funds will be transferred to the colleges upon receipt of documentation, including letters of agreement with reviewers or agencies and verification of expenses. Generally, reviewers' fees will not be paid until receipt of the report.

Reviewers are chosen by the unit with the approval of the dean and the Provost. Names of reviewers and their credentials should be submitted to the dean and Provost for approval at the earliest possible date. Dates for the campus visits of all reviewers should be finalized as early in the academic year as possible and communicated to everyone on the interview schedule. For more information, refer to the *External Reviewer Guidelines* document.

Action Plan: Consistent with the university's strategic plan, the unit action plan will identify as specifically as possible the unit's goals in each area of teaching, research, and service to be achieved over the next five-year period. It will provide annual benchmarks against which the unit's progress will be measured in its *annual report* to the college dean. If new resources (e.g., faculty, facilities, equipment, budgets, assistantships, scholarships, etc.) are required, they will be enumerated and justified. The unit will propose reasonable plans to fund or acquire the needed resources.

Annual Reports: During the five-year implementation period, units will annually report progress toward achieving benchmarked goals to their college deans. Annual reports will be based on valid and reliable assessments of teaching, research, and service. The annual report will provide also a structural mechanism for making mid-course corrections should the goals or the assumptions about resource availability, funding, etc., prove too unrealistic to be reasonably achieved.

POLICY REGARDING UNACCOMPANIED MINORS

Any university employee, students, or volunteers participating in programs involving minors must comply with the requirements of the Ball State University Policy Regarding Unaccompanied Minors. Please contact the Office of Risk Management at 285-2527 for additional assistance.

SPECIAL ASSIGNED LEAVE

As you prepare to review and approve Special Assigned Leave applications from faculty in your department, please keep in mind the following:

1. There is no assurance funds will be available to replace faculty on Special Assigned Leave.
2. You may need to schedule specific courses a faculty member teaches to a different semester if that faculty member will be on leave during the normal time that course is offered.
3. **If you have more than one faculty member applying for Special Assigned Leave during the same year, the leaves must be spread as evenly as possible over the academic year rather than all within the same semester.**
4. Remember that academic year Special Assigned Leaves (both semesters) pay the faculty member one-half salary, leaving the other half to be used to replace them in the classroom (if necessary).
5. It is very important that you be as detailed as possible in your written support (or lack of support) of the Special Assigned Leave application. Pay special attention to the nature and value of the leave. Be sure it is clear what the applicant intends to do during the leave and how this activity will benefit her/him, the department, and the university.

SPECIAL PROJECTS: FUNDING

See **Attachment L** for information on how to request funding from the Dean's Office for special projects.

TRAVEL POLICY

All employees traveling on University business must comply with the Ball State University Travel Policy. Consistent with this policy, employees must complete valid Pre-Approvals **BEFORE** travel begins—regardless if the traveler is requesting reimbursement or not. This is an insurance issue and helps protect the traveler if a problem or accident should occur during the trip. Travel Authorization is required for ALL university business related travel. This also includes anyone traveling on BSU Grant related business. **The Dean's Office cannot approve reimbursement for any trip for which there is no pre-approval completed prior to travel.**

For travel involving students traveling in large groups for a field study, competition, or other assignment, where it is not practical to complete a Pre-Approval for each participating student, and where the students are traveling with a BSU sponsor or employee, **a list of the students traveling must be provided on the employee's Pre-Approval.** The inclusion of the list of students attending the field trip with the employee pre-approval serves the same purpose as the Student Travel Notice, and protects both the university and the traveler. Similar to the Student Travel Notice, this list should include students' names and emergency contact information. Please also be mindful that student travel restrictions continue to apply. Specifically, student travel is not allowed during the first week and last two weeks of the semester (i.e., finals week and the last week of classes). Faculty and staff who drive university vehicles must have a valid Indiana driver's license. Students who are employed by the university are not required to have an Indiana driver's license, but must have a valid US driver's license.

When bringing in faculty candidates, departments should plan on having a faculty member use a university vehicle to pick up the candidate at the airport. The Dean's Office discourages the use of rental vehicles from the airport by the candidate. This is an additional expense to the university and does not present a good image of the department.

International Travel

Before planning any international travel please review the Ball State University International Travel Policy found at: <https://www.bsu.edu/about/administrativeoffices/business-affairs/business-affairs-policies>. It is important that all faculty and students involved in international travel read the policy and complete the policy requirements. International travel requires the completion of form ORM 1 – International Travel. Questions can be forwarded to the Office of Risk Management at 285-2527 or ORM@bsu.edu.

Driving Policy

If travel involves faculty or student drivers, please review the Ball State University Driving Policy that can be found at the following link: <https://www.bsu.edu/about/administrativeoffices/business-affairs/business-affairs-policies>.

WORK RELATED ACCIDENTS/ILLNESSES AND WORKER'S COMPENSATION

The accident report form to document all on-the-job injuries can be printed from the BSU website. <https://www.bsu.edu/about/administrativeoffices/employee-relations/workers-compensation>. Download the Accident Report Form. Accident reports should continue to be completed by the injured employee's supervisor and should be forwarded to the Health Center within twenty-four (24) hours of the accident's occurrence. The Health Center FAX number is 285-1103.

Regardless of the nature or severity, all injuries incurred when on the job must be reported to supervision at once, during the same shift on which the injury occurred. The Health Center provides and/or directs the medical care for employees injured on the job. The Health Center hours are 8:00 a.m. to 4:30 p.m. Monday, Thursday, and Friday and 9:00 a.m. to 6:30 p.m. on Tuesday and Wednesday. The doors lock and last patients are accepted at 4:30 p.m. and 6:30 p.m. respectively.

Employees injured outside Health Center operating hours whom are in need of immediate medical treatment but whose injuries are not so severe as to warrant Emergency Room treatment, should be referred to the **US Health Works medical clinic on 3911 W. Clara Lane which is open 8:00 a.m. to 7:00 p.m. Monday through Friday, and 8:00 a.m. to 6:00 p.m. on Saturday and Sunday, except major holidays.** After Health Center and US Health Works hours or due to the severity of the injury, such injured employees should be referred to the BMH Emergency Room, which is open twenty-four (24) hours a day every day.

The right to direct the medical treatment of employees injured on the job is retained by the University. Therefore, the decision of when and where to send an employee for medical treatment will be made by the person in charge of the affected employee's shift based on the nature and extent of the injury. If an employee is referred to US Health Works or the Emergency room, the person in charge of that shift who made the referral should leave a voice mail message for Melissa Rubrecht at 285-1835, so that we may begin to manage the worker's compensation claim and verify worker's compensation coverage when I am contacted by the medical provider on the next business day.

If an employee is referred outside of the University for emergency treatment, the employee must follow-up at the Health Center the next day the Health Center is open. Although US Health Works or the Emergency Room clinics may advise the employee to return there or to his/her personal physician for follow-up treatment, such non-emergency visits are not covered by worker's compensation. In addition, specific internal departmental regulations for handling and reporting on the job injuries should continue to be followed.

Questions regarding worker's compensation or on the job injuries should be directed to Melissa Rubrecht, Director of Employee Relations and Affirmative Action, AD 335, 5-1823. Additional information on Workers Compensation procedures can be found at the link at the beginning of this section.

ATTACHMENT A
Administrative Roles with Academic Year Non-Instructional Load Credit
Recommended Duties and Appropriate Release Time
College of Sciences and Humanities, Ball State University

Assistant Chair

Reports to the department chair. Assists and supports chair, undertaking tasks relevant to “Chair Duties” and other responsibilities as assigned. Varies by department. This may include course scheduling, social media oversight, and assessment reporting.

Suggested Assigned Time: 3-6 hours/year

Program Director (Undergraduate)

Reports to the department chair. This program director serves as the primary point of contact for issues related to undergraduate education in the department. The program director is selected by the department chair (and approved by the dean). Program directors should work closely with the department advisor(s) to communicate program expectations, recruit students, and monitor student enrollment. Duties include developing goals, benchmarking other programs, overseeing curricular revision and sequencing, development and delivery of student surveys where applicable, and management of program data. Finally, program directors may be responsible for public relations and digital outreach.

Suggested Assigned Time: 3-6 hours/year

Graduate Advisor (Masters or Doctoral)

Reports to the department chair. The graduate advisor oversees advising for all students as they progress through the program and coordinates yearly review of student progress and remediation plans as necessary. They are selected by the department chair (and approved by the dean). They manage recruitment efforts, oversee the admissions process, and manage graduate student assistantship assignments. Duties include developing goals, benchmarking other programs, overseeing curricular revision and sequencing, development and delivery of student surveys (where applicable), and management of program data. The graduate advisor provides a program orientation, completes graduation check sheets, and may be responsible for public relations and digital outreach.

Suggested Assigned Time: 3-6 hours/year

Program Director

A program director coordinates between relevant department chair(s), Ball State University faculty, and program constituents. A program director is selected by the relevant department chair or chairs (except when the Dean selects the director) and is approved by the Dean. Program directors work closely with the department chair or chairs to communicate program direction and expectations, recruit participants, and monitor outcomes. Duties include developing goals for the program, benchmarking other programs, and management of program data. Directors prepare and convey an annual unit report according to established format. Finally, program directors are responsible for program public relations, maintaining information on the relevant web page, and planning co-curricular programming (where relevant).

Suggested Assigned Time: 3-6 hours/semester

Approved by unanimous vote of CSH Chairpersons, October 10, 2018

ATTACHMENT B

The College Salary Grievance Procedure

Any member of a department may file a grievance of her/his evaluation and/or salary increment recommendation. All such grievances will be made initially to the individual's direct supervisor and then to the Dean. The Dean will be the final grievance level except in those situations where he/she is the direct supervisor, such as with department chairs. When the Dean is the direct supervisor, the Provost will be the final grievance level.

In all cases, the aggrieved has the burden of proving his or her allegations.

If an adverse salary increment recommendation decision is made at the departmental level, then the faculty member must first ask for a grievance hearing from the department following the department's grievance policy. If the aggrieved is not satisfied with the response of the department's grievance hearing, then he or she may file a grievance to the College Salary Grievance Panel. Such a grievance is to be filed with the Dean not more than ten (10) working days after notification of the aggrieved faculty member of the grievance hearings adverse recommendation. A grievance not timely filed will be barred unless the Dean determines that there is good and sufficient reason for the delay.

A College Salary Grievance Panel shall consist of three members (who are not members of the aggrieved faculty member's department) selected by the Dean's Faculty Advisory Council. The Dean of the College or his designee will attend the hearings and ask such questions of either party, as he/she deems relevant. Each grievance case will have its own panel formed to hear the grievance. Each panel will elect a chairperson and secretary from its members. All three-panel members must be present to hear the case.

Preparation for the grievance hearing:

1. At least five (5) working days prior to the date of the hearing, the aggrieved must submit a written statement to the Dean clearly detailing the basis (bases) of the grievance along with copies of all pertinent related documents;
2. At least five (5) working days prior to the date of the hearing, the aggrieved faculty member's department (department chairperson or chairperson of the department salary grievance committee) must submit to the Dean a written statement clearly detailing responses by previous committees that have heard the grievance along with copies of all pertinent related documents;
3. At least (5) working days prior to the date of the hearing, both the aggrieved and the departmental representatives must submit to the Dean a list of witnesses (if applicable);
4. The materials listed above in Sections 1, 2, and 3 will be distributed for review to all parties participating in the hearing, excluding witnesses, at least three (3) working days prior to the hearing;
5. The chairperson of the grievance panel will open the hearing by outlining the steps for conducting the grievance hearing.

Steps for conducting the grievance hearing:

1. The grievance panel and the College Dean or a designee will have reviewed all materials previously submitted;
2. The aggrieved and faculty colleague will make a presentation not to exceed thirty (30) minutes (the time used by witnesses will be included within the thirty (30) minutes);
3. At the close of the aggrieved faculty member's time period, members of the grievance panel may question the aggrieved and witnesses;
4. After the panel's questions have been answered, the departmental representatives may give a rebuttal not to exceed five (5) minutes;
5. Following the rebuttal, members of the grievance panel may ask questions;

6. The departmental representatives will make a presentation not to exceed thirty (30) minutes (the time used by witnesses will be included within the thirty (30) minutes);
7. At the close of the department's time period, members of the grievance panel may question the departmental representatives and witnesses;
8. After the panel's questions have been answered, the aggrieved may give a rebuttal not to exceed five (5) minutes;
9. Following the rebuttal, members of the grievance panel may ask questions;
10. The chairperson of the grievance panel will ask both parties if they believe the hearing was conducted fairly (responses will be recorded in the minutes of the hearing);
11. The chairperson of the grievance panel may extend the time limitations with the approval of the majority of the panel.
12. At the close of questioning by the Grievance Panel, the affected parties will be asked to leave and the Grievance Panel will deliberate and vote on their recommendation to the Dean. The vote will be made by anonymous written ballot and will require a simple majority.
13. Written minutes will be prepared by the Grievance Panel secretary and made available to the affected participants.

Within ten (10) working days of the hearing, the Chairperson of the Grievance Panel shall provide the Dean with the Panel's written recommendations for action. If the Dean deviates from these recommendations, the Dean must, within ten (10) working days of his receipt of the Panel's decision, inform in writing the Grievance Panel and the aggrieved the reasons for his/her action.

ATTACHMENT C: DEPARTMENT ANNUAL REPORT TEMPLATE

Department Annual Report Instructions:

Due Date: May 15. Send to Associate Dean Jill Coleman (jscoleman@bsu.edu)

Document Type: MS Word (do not convert to PDF)

Reporting: Activities occurring between June 2020 and May 2021. Use date published for publications (either via print or online). Use award notification date as a guide for inclusion in grants.

Sections:

- Do not modify font, style, headers or section order.
- Insert “N/A” for sections non-applicable or insufficient information.
- *Major Accomplishments and Highlights:* Structure around the departmental strategic plan. Under *Teaching*, include information on the number of undergraduate majors, minors, and graduate students (if applicable); student credit hour production; and instructional faculty FTE.
- *Assessment Measures and Outcomes:* Include only a brief summary of the primary findings from the assessment report.
- *Program Accomplishments: Faculty Publication Summary:* Highlight major achievements and summarize publication categories shown in Appendix A.
- *Program Accomplishments Community Engagement and Impact Summary:* Highlight community engagement through immersive learning, professional service activities and other student involved endeavors. List number of different activities, number of different community partners, number of different faculty involved, and number of students involved. For comparison among years, add additional lines in provided table.
- *Program Accomplishments: Digital and Non-Digital Department Activities and Engagement Summary:* Discuss attendance (in-person or virtual) at department sponsored events and activities. Include social media (e.g., Facebook, Twitter, Instagram), blog, and website analytics and any other digital innovations. Note: Compass Advantage departments especially should be keeping these metrics.
- *Student Activities and Achievements Related to Excellence, Innovation and Learning:* Structure around the departmental strategic plan. Also include information on student club activities and student engagement with the Career Center. For the *Post-Ball State: Alumni Employment and Engagement* section, incorporate material (if applicable) on recent alumni job placement from the Career Center alumni survey and first-destinations survey; number of alumni in Cardinals Connect; and open-rate of alumni newsletters or other communications. Note: Compass Advantage departments especially should be keeping these metrics.
- *Fundraising and Fundraising Priorities:* Discuss stewardship of foundation funds and specific fundraising efforts such as One Ball State Day. Provide information on individual awards and donations, number of individuals (students, faculty) benefitted from awards, interactions with donors (e.g., award notifications, gratitude notes), and fund usage (e.g., events, recruitment efforts, student and faculty support, etc.). Note the extent of alumni giving and/or involvement.
- *Appendix A: Faculty Publications:* Use APA style. Categorize using provided headers. Identify those with undergraduate students (*) and graduate students (**); cross reference as a summary with student activities and achievements.
 - <https://apastyle.apa.org/>
 - <https://www.citationmachine.net/apa/cite-a-book>
- *Appendix B: Faculty External Grants:* Use format shown.

Note: Please delete these instructions prior to submitting the report.

**DEPARTMENT OF [INSERT]
COLLEGE OF SCIENCES AND HUMANITIES
ANNUAL REPORT AY 2026-2027**

Executive Summary

Major Accomplishments and Highlights

Faculty Recruitment

Teaching

Scholarship

Service

Facilities and Equipment

Assessment Measures and Outcomes: Brief Summary

Student Learning Outcomes and Measurements

Assessment and Modifications in Curricula and Pedagogies

Reorganization and Resource Allocation

Program Accomplishments

Outstanding and Ranked Programs

Honors and Awards: Program, Faculty, Staff and Alumni

Faculty Publications Summary

Year	Journal Articles	Conference Proceedings	Books/ Manuals	Edited Books	Book Chapters	Book Reviews	Encycl. Articles	Other
AY2026-2027								

See Appendix A: Faculty publication listing

Faculty External Funding Summary

See Appendix B: Faculty external funding

Community Engagement and Impact Summary

Community Activities Summary

AY	# Different Activities	# Different Community Partners	# Different Faculty Involved	Students Involved (Est.)
AY2026-2027				

Digital and Non-Digital Department Activities and Engagement Summary

Student Activities and Achievements Related to Excellence, Innovation and Learning

Undergraduate (including internships)

Graduate

Post-Ball State: Alumni Employment and Engagement

Fundraising and Funding Priorities

Accomplishments and Outcomes

Priorities and Future Needs

Conclusions

Strengths

Challenges

Future Plans and Initiatives

Appendix A: Faculty Publications

Journal Articles

Conferences Proceedings

Books

Edited Books

Book Chapters

Book Reviews

Encyclopedia Articles/Reference Entries

Other

Appendix B: Faculty External Grants

Investigators:
Funding Agency:
Project Title:
Funding Period:
Funding Amount:

Investigators:
Funding Agency:
Project Title:
Funding Period:
Funding Amount:

ATTACHMENT D: Policies and Procedures Relative to Students with Disabilities

Providing Access and Opportunity for Students with Disabilities

Disability Services (formerly Disabled Student Development) assists faculty by determining if students qualify for reasonable and appropriate disability accommodations as outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended in 2008. In determining who is eligible for accommodations, Disability Services reviews relevant medical and psychometric documentation of the student's disability. When deciding what accommodations would be reasonable for a student with a disability, Disability Services is careful not to offer an accommodation to a student which may violate the integrity of the course or fundamentally alter an essential component of the course. Disability Services strives to ensure the civil rights of our students with disabilities while at the same time protecting institutional standards.

In keeping with federal and university policies and with best practices, the following items should be considered in an attempt to create a welcoming classroom environment for students with disabilities. Please refer to the DS webpage for more information: www.bsu.edu/disabilityservices

Syllabus Statement

Please include the following statement on each course syllabus and read it aloud during the first week of each term:

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

While it is always best for students to communicate early in the term, we may not put dates or deadlines on legal rights. Should a student request an accommodation, indicate that you will be able to discuss that when he/she has presented you with a letter from the Disability Services office.

Accommodation Letters

Faculty members are under no obligation to provide any accommodations to a student until the student presents the faculty member with a letter of accommodation from the Disability Services office. Before determining what accommodations would be appropriate for a student, Disability Services meets with the student and reviews disability documentation that must be age-appropriate, comprehensive, and must clearly diagnose a disability. Accommodation letters will be on Disability Services letterhead and verify the student's disability, list appropriate accommodations, and describe options for the administration of accommodated tests.

When the student presents you with this letter, the two of you should meet to determine the method for the provision of these accommodations. The two of you may agree that you will provide these accommodations in an appropriate setting (possibly your office or the departmental office). Or, if you and the student agree, you may utilize the accommodated testing program offered through the Learning Center (North Quad 350). Staff at the Learning Center will work with you and the student if you choose to utilize this testing option. Procedures have been developed at the Learning Center to maintain test security and the standards set by you and the university.

Exams on Canvas

If you use Canvas for online exams and a student needs extended time for an exam, see <https://www.bsu.edu/about/administrativeoffices/disability-services/additionalresources> and click on "Faculty" and "Canvas Exams."

Making Technology Accessible for Students with Disabilities

While technology has offered individuals with disabilities access to many new opportunities, not all new technology has been created with access in mind. If you are creating or using technology in your classes, please consider how a student with a disability would access that program; how would a student who is blind or deaf use the technology? If you are using media/technology in any of your classes, it is necessary that the technology be accessible to students with disabilities. BSU has terrific resources to ensure technological access. See <https://www.bsu.edu/about/administrativeoffices/disability-services/additionalresources> for guidance for students with visual impairments or those who are deaf/hard of hearing. Advance planning is essential.

Field trips

When planning a field trip and providing university transportation for the class, please plan ahead if there are access needs. Contact Transportation (285-1022) for assistance in arranging for an accessible vehicle. Extra costs (if any) will be paid by the university.

Emergency Evacuation Procedures

Since elevators should not be used for evacuation during an emergency, persons with mobility impairments will need assistance evacuating. First, contact Public Safety (285-1111) to notify the first responders of the location of the person with a disability. If there is no immediate danger, take the individual to a safe place to await emergency personnel. Whenever possible, someone should remain with the person while another individual exits the building and notifies emergency personnel of the mobility impaired person's exact location.

Only in situations of extreme and immediate danger should you try to evacuate a wheelchair user yourself. The person with the disability is the best authority on how he/she should be moved. Ask before you move someone. While it is best to let professional emergency personnel conduct the evacuation, a person with a mobility impairment can be carried by two people who have interlocked their arms to form a "chair" or by carrying the person in a sturdy office chair.

Disability Services
Student Center 116
Ball State University
Muncie, Indiana 47306

Phone: 765-285-5293
TDD: 765-285-2206
FAX: 765-285-5295
Email: dsd@bsu.edu

ATTACHMENT E
RECOMMENDATIONS
for
UNUSUAL APPOINTMENT*

e.g. Associate Professor
Professor

1. Name of candidate _____

2. Brief description of the position _____

3. Rank proposed: Assistant _____ Associate _____ Professor _____

4. Unusual condition warranting this appointment

a. Need _____

b. Credentials _____

5. Are there existing members of the department who could fill this vacancy?
Yes _____ No _____

Approved _____
Department Chairperson

Approved _____
Dean of College

Approved _____
Provost

***For new hires only.** CV should accompany

ATTACHMENT F

Ball State University Guidelines for Moving and Relocation Stipend for Full-time Faculty

Responsible Office: Office of People and Culture
Issued: August 1, 2024

In order to attract qualified faculty candidates, it may be necessary to provide a moving and relocation stipend as part of the employment package. *The proposed stipend must be submitted and approved as part of the hiring approval process*, and the stipend should be discussed with the proposed faculty candidate to be hired. If approved, the stipend must be included in the new faculty member's employment offer letter. Employees will have full discretion over how they choose to spend the net amount of the stipend.

Stipends will be fully taxable income, per a provision in the Tax Cuts and Jobs Act, and will be limited to one per household. The stipend will be subject to all applicable payroll tax withholdings and will be reported on that year's Form W-2.

Payments for moving and relocation stipends must be funded from the budget of the Academic Affairs division hiring the employee. The maximum amount that may be paid for a moving and relocation stipend for a Tenure-Track (F1) Faculty hire is up to 1.5x the faculty member's monthly salary. Any amount in excess of 1.5x the employee's monthly salary is subject to additional review and approval by the Provost. The maximum amount that may be paid for a moving and relocation stipend for a Non-Tenure Line (F3) Faculty hire who is being offered a contract of three years or longer is up to 1.5x the faculty member's monthly salary.

These guidelines supersede any prior moving expense reimbursement policies and/or guidelines

A. Eligibility

For an employee to be eligible to receive a moving and relocation stipend, the following eligibility criteria must apply:

- The employee must be hired into a full-time tenure-line faculty position or a full-time non-tenure-line position with a contract of three years or more;
- The relocation must be at the university's request, not for the convenience of the faculty hire; and
- The distance between the faculty hire's new work location and the former residence must be 50 miles greater than the distance between the faculty hire's old location and the former residence; and
- The faculty member must be reasonably expected to work on a regular full-time basis on campus in university service for at least three years, commencing on the date that the employee starts work on a regular basis.
- Any exceptions must be approved by the Provost.

B. Processing Stipend Payments

All moving and relocation stipend payments will be made to the faculty member through the payroll system. Therefore, faculty members must be added to the payroll system before the moving and relocation stipend can be processed. Payments will be issued to the faculty member within 30 days of their start date.

C. Claw Back Provision

Should the faculty member fail to remain in employment for a minimum period of three years from the start date, they will be required to repay to the university a prorated portion of the stipend amount, such that for each full month during which they remained employed at the university, the amount to be repaid shall be reduced by one-thirty-sixth (1/36) of the total stipend.

Repayment may be waived if university employment is terminated for reasons beyond the employee's control and acceptable to the university.

Notes: Stipends are fully taxable; employees have full discretion over use; the college provides a set, pre-determined amount for the stipend. Please consult with the Budget Director for updated information on the amount. These stipends are not for one-year hires and are only for on-campus positions.

ATTACHMENT G
College of Sciences and Humanities (CSH)
Recommended Criteria for Measuring Teaching Effectiveness

Departments should provide faculty (tenured, tenure-track, and contract) with various ways to demonstrate meritorious teaching. The CSH Dean's Innovative Teaching Task Force (ITTF) recommends that departments and the college consider each of the options outlined below for the purposes of promotion and/or tenure and annual merit review. In addition to student evaluations, outstanding teaching assessment should include at least one of the following criteria as outlined in the CSH Vita Form (Part II, Section A) and expanded upon here:

- 1) **Teaching Portfolio Review (Peer and/or Chairperson):** Teaching portfolios provide documented evidence of teaching effectiveness over the course of a career using varied source material that can highlight development over time. While peer and student evaluations often focus on teaching performance for a single course, portfolios give a more scholarly, holistic view of one's teaching and connects teaching practices to student learning outcomes. Teaching portfolios are an opportunity for faculty to reflect, define, and refine their teaching skills and philosophies and establish a context for other measures of teaching effectiveness.

Submission frequency for portfolios will depend on position and rank, teaching regularity, purpose, and departmental procedures. Tenure-track faculty should submit a portfolio once prior to promotion and tenure review, ideally before the fourth year review. Tenured and teaching contract faculty should submit a portfolio prior to promotion review and/or once every five years for merit salary review.

Teaching portfolio components could include but are not limited to the following:

- a narrative describing his/her teaching philosophy, strategies and objectives and their alignment with student learning outcomes
- documentation of teaching from courses such as syllabi, enrollments, assessment procedures, sample assignments and exams, lecture outlines, reading lists and innovative practices employed
- student and peer evaluations that include response rates, commentary and context (e.g., comparison with departmental or college averages, course changes)
- materials exhibiting student learning outcomes related to course objectives such as course assessments and rubrics, graded work with instructor feedback with example artifacts from poor to exceptional students, and before and after instruction test scores
- instructional improvements and activities (e.g., new course design, workbook development, immersive learning courses)

Departments should create criteria for teaching portfolio evaluation that may include how well:

- teaching philosophy and objectives support chosen pedagogy and student learning
- course assessments align with departmental student learning outcomes
- syllabi meet departmental and college guidelines and exemplify good teaching practices
- student assignments (tests, essays, problem sets, etc.) are suitable and appropriate to course goals and represent the expected student performance
- constructive and timely feedback is provided to the students on meeting learning objectives
- teaching practices are altered to improve student learning and/or correct deficiencies
- internal and external instructional activities worked to improve teaching quality and collaborative relationships with colleagues

- 2) **Engagement in the Scholarship of Teaching and Learning (SoTL):** Additional evidence of outstanding teaching practices and student learning may come from articles published in peer-reviewed SoTL journals, conference presentations, grants or contracts. SoTL activities are cross-referenced with scholarship as appropriate and may be included in a teaching portfolio.

- 3) **Peer Teaching Evaluation:** Class observation should be an ongoing, collaborative process between colleagues. Potential beneficial outcomes include: (a) improving faculty performance by enhancing pedagogical practices and honing awareness of class dynamics, (b) improving the learning experience for students, and (c) contributing to equitable decisions on merit, promotion, and tenure.

Recommended guidelines and procedures for those conducting a peer-evaluation (“the observer”) with minor modifications for class structure and departmental requirements are as follows:

Observer Guidelines

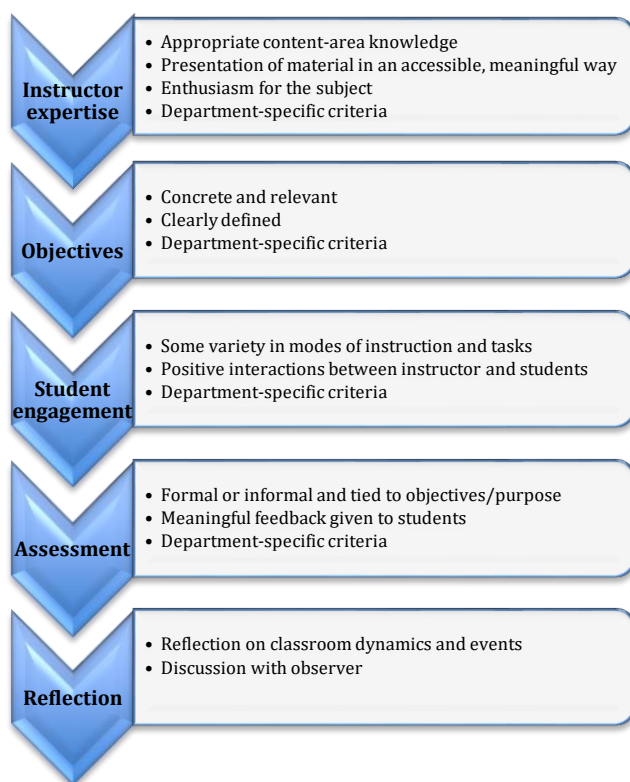
- All faculty members in the department are eligible to participate in the peer-review process as teaching observers and have their reports be used for teaching evaluation materials regardless of professional status (rank, tenured, tenure-track, and contract). Cross-departmental observation is encouraged if appropriate in terms of content area; however, the observer will follow departmental procedures and observation criteria.
- Observer selection should be based on such pedagogical criteria and research/teaching experience as:
 - demonstrated excellence in teaching
 - a record of effort to improve pedagogy by attending workshops and trainings
 - participation in SoTL research or research pertaining to teacher education
 - active member of an Interactive Learning Space cohort
- Departments need established protocols on observer selection (e.g., Chairperson, standing departmental committee), term duration and/or observations completed, and process supervision.
- Observers will use the approved departmental form for class observation.
- Observers should meet with faculty undergoing observation before and after the scheduled class observation(s). Ideally, observations shall occur twice a semester and be completed by the same person.
- Departments should consider observer contributions as teaching and/or service for the purposes of merit review.

Observation Procedures: Before, During and After Class Visitation

INSTRUCTOR	PEER-EVALUATOR (“OBSERVER”)
BEFORE 1) Send the observer your syllabus and any materials to contextualize the class session. 2) Inform the observer where and when the class meets, and where you would like him or her to sit. 3) Discuss with your observer: • Goals for the class to be observed • Class plans during observation period • Focus for evaluation	BEFORE 1) Clarify the purpose of the observation (e.g., promotion and/or tenure, merit, individual teaching development) 2) Meet with your colleague and be prepared to ask: • What will happen in class that day • What he/she would like you to pay attention to 3) Describe the observation process. 4) Schedule a follow-up meeting for after the observation.

<u>DURING</u> Introduce the observer to the class, if desired.	<u>DURING</u> 1) Take detailed and descriptive written notes, including instructor interactions between the instructor and students 2) Record impressions and questions but refrain from participating
<u>AFTER</u> 1) Write down your reflections soon after the class for future discussion with your peer. 2) Meet with your observer to reconstruct the class and be prepared to discuss: • Strengths and successes • Limitations and potential adjustments 3) Listen to your colleague, asking for specific descriptions and constructive suggestions.	<u>AFTER</u> 1) Meet the instructor and reconstruct the class by having him or her describe: • Strengths and successes • Limitations and potential adjustments 2) Listen to your colleague. 3) Describe (rather than evaluate) and offer constructive comments 4) Summarize observations in an approved departmental format.

Observer Comment Construction Guidelines



1. **Instructor expertise** (e.g., appropriate content-area knowledge; presentation of the material in an accessible and meaningful way for students; enthusiasm for the subject, etc.)
2. **Objectives** (concrete and relevant; made clear to the students in class)
3. **Student engagement/tasks/application** (e.g., some variety in modes of instruction; positive interactions with students; effective use of class time, etc.)
4. **Assessment** (formal or informal assessment is tied to the objectives/purpose; meaningful feedback)
5. **Reflection**

ATTACHMENT H

College of Sciences and Humanities

Computer Recommendations

The purpose of this Computer Recommendations policy is to assist students in making choices about computer acquisition that will optimize their learning experience during the COVID-19 pandemic and beyond. Students in the College of Sciences and Humanities should prepare for a flexible learning experience; social distancing restrictions will limit student ability to utilize campus computer labs at any given moment. Thus because much academic work at Ball State University involves the use of computers and specialized software, students need to have either a **Windows or Macintosh OS computer** for on-campus and online learning. These computers should have a **keyboard, speakers, microphone, and web camera** in order to succeed in the multimodal HyFlex environment of on-campus, online, and hybrid learning modes. Students should also plan ahead to have access to a reliable off-campus internet connection because it may become necessary.

Students may be able to complete the requirements for **some** courses in **some** disciplines using smartphones, tablets, or Chromebooks. However, these will not suffice to meet all instructional expectations of all courses in academic majors and Core Curriculum courses in the College of Sciences and Humanities, especially with regard to certain software packages and online testing including (e.g.) SPSS, Minitab, ArcGIS Pro and Respondus Lockdown Browser. Hence, the College of Sciences and Humanities strongly recommends that students bring either a Windows (PC) or Macintosh OS (Apple) computer to campus. Note: Windows 10 in S-mode is a limited performance machine, and not optimal.

The College does not make specific recommendations as to which PC type students purchase; but Dell products, Apple products, and Adobe are available at the campus [Technology Store](#). BSU's Information Technology Services brochure recommends the following specifications in purchasing new computers:

- **Processor:** Intel i5 (minimum), i7(preferred), or equivalent
- **Memory (RAM):** 8 GB (minimum), 16 GB or more (preferred)
- **Storage:** 256 GB (minimum); 512 GB or more (preferred)
- **Network Card:** 802.11ac
- **Operating System:** Windows 10 64-bit / Mac OS Mojave or newer

An i5 processor, 8GB of RAM, and either Windows 8.1 or Mac OS High Sierra will be workable if you have an older computer.

While most new computers that have the features listed above will suffice, you should consult with your intended major department if you have an older computer or think your major may require the use of highly specialized software.

It is the responsibility of the student to purchase and maintain their computers and software required for their coursework. There are resources available on campus to assist students with computer-related technical issues at [Tech Time](#) and [Hardware Repair](#) to complete warrantied work on Apple and Dell products. Students will need to back up their work and seek out alternatives if their computer fails, is lost or stolen, or must be shipped for repair.

Students have access to Microsoft Office (e.g. Word, Excel, PowerPoint) and online file storage through Microsoft OneDrive online storage, which is included with your Ball State Office365 account. You have access to online file storage in this service as long as you remain a Ball State student. A flash drive or an external hard drive are useful for backup and transferring files.

ATTACHMENT I
BALL STATE UNIVERSITY
ACADEMIC AFFAIRS
SELF-STUDY GUIDELINES

The primary audiences for the self-study are the members of the unit, the external reviewer(s) (if applicable), the College Dean, the Provost, and the Director of Assessment and Accreditation. The self-study will begin with a reflective assessment by the unit in response to a series of questions about its current status per the topics listed in this section. The self-study will then define and justify a direction for future activities in teaching, research, and service related to the university's strategic plan and/or accreditation guidelines. This may require reconsideration in whole or in part of the unit's mission and goals. The self-study should provide a strong narrative and relevant data on the unit's past and current work, as well as identify goals and aspirations for the near and long terms. It is important to follow the guidelines, while also effectively telling the unit's story. Suggestions for developing a good self-study are:

- Allocate sufficient time to draft the self-study; share it with unit colleagues, College Dean, and Director of Assessment and Accreditation to provide input and feedback.
- Divide the workload. Several persons in the unit can work on drafts of sections of the self-study.
- Be concise. A relatively brief, but well-supported narrative will be most effective. Use appendices and OneDrive links as needed.
- Take advantage of this opportunity. The report is the place to highlight the unit's achievements, thoughtfully discuss how the unit and its degree programs can be improved, and plan for the future.

The following are options for self-study topics. Each unit should select the most relevant areas for their self-study document. Note: Addressing each item below is not required.

I. EXECUTIVE SUMMARY (1 page)

- A. Strengths
- B. Challenges
- C. Recommendations

II. ACADEMIC OBJECTIVES OF UNIT

- A. Begin with a brief history of the unit.
- B. Provide unit-level objectives
- C. How are objectives reviewed? Draw from annual program assessment report.
- D. How do these objectives differ from those in similar units elsewhere?
- E. How do the unit's goals align with those of the University's strategic plan?
- F. Note any significant changes in the objectives since the last review, if applicable.

III. ACADEMIC UNIT DESCRIPTORS

- A. Describe BSU organizational affiliation (school, college)
- B. Indicate location(s)
- C. Report accreditation status of the unit/programs, if any.
- D. Describe programs, majors, minors, certificates and other curricula (including UCC courses) offered by the unit.
- E. Share rankings and/or significant recognitions since last review.

IV. STUDENT LEARNING OUTCOMES AND CURRICULUM

- A. List program-level learning outcomes for majors and certificates.
- B. In what ways are the program-level learning outcomes assessed?
- C. In what ways are the course-level student learning outcomes (SLOs) assessed?
- D. If the unit offers UCC courses, how are the UCC cognitive skills assessed? How has your unit assessed UCC course offerings, and how have these assessments been used to improve student learning in core courses?
- E. What are the major findings of assessment of student learning and how have they been used to improve student learning? Share a few examples.
- F. What academic programs and/or courses have been adopted and/or dropped since the last review? Why?
- G. What are the trends, needs, and future directions in the unit's curriculum?
- H. How does this curriculum compare to others in similar institutions, i.e., size, scope?
- I. Does the curriculum meet the program-level outcomes stated above? How? Why? Why not?
- J. In what ways does the unit's curriculum reflect the university's strategic plan?
- K. In what ways does the unit's curriculum contribute to the university's core curriculum?

V. STUDENTS

- A. Briefly summarize the unit's application and admissions trends for its various programs. What do these trends suggest about the health of the unit's programs?
- B. Summarize the unit's enrollment history and trends. What do these trends suggest about the health of the unit's programs? Are there any enrollment ceilings? If so, explain.
- C. What are the completion and attrition rates of the unit's students? How successfully are students moving through the curriculum and graduating in a timely fashion? What do these trends suggest about the health of the unit's programs?
- D. What are favorable characteristics and/or problems in enrollment in specific courses, areas, locations, or modes of instruction?
- E. How are students advised?
- F. How has the university's strategic plan affected the unit's students?
- G. To what extent are students satisfied with the quality of instruction, advising, career and/or graduate/professional school preparation, and other relevant issues?
- H. How successful have the students been in appropriate job placement or graduate school placement after graduation?
- I. Units that are struggling to maintain healthy enrollments in any of their programs should obtain and then characterize national and regional data on student and labor market demand (such as found in reports from Hanover, EAB, or some other similar research). In these cases, please summarize these data and implications for the programs in question

VI. FACULTY

- A. Describe any changes in faculty composition since the last review.
- B. What is the capability of faculty to meet unit needs?
- C. Characterize the performance and productivity of faculty in the last five years in the following areas:
 1. Teaching: student and peer evaluations of teaching
 2. Scholarly productivity: publications and papers, exhibitions, creative endeavors, research funding, etc.
 3. Notable Service: unit, college, university, and community service
- D. Describe faculty professional development, additional study, retraining, etc.
- E. For graduate program review, what are the unit's requirements for selection of graduate faculty? Is the graduate faculty sufficient in number and expertise?
- F. How has the university's strategic plan affected the unit's faculty?
- G. Characterize the unit's allotment of faculty FTE to teaching, research and administration over the period under review. How has the unit performed in terms of student credit hours generated per faculty FTE? What trends characterize the unit's distribution of faculty FTE over the period under review? What issues affect the unit's distribution of faculty FTE?

VII. SUPPORT FOR THE UNIT

- A. Describe support given to the unit in terms of:
 1. Budget
 2. Space
 3. Staff
 4. Travel
 5. Computer and Technology Services
 6. Library Services
 7. Start-up Funds
 8. Faculty Lines
 9. Course Fees
 10. Graduate Assistantships
- B. What is the unit's overall budgetary picture in terms of its revenues and expenses? What factors have affected the unit's overall trends in terms of revenues and expenses? If the unit is running a deficit, what steps can it take to create a more sustainable budgetary picture?
- C. Consider the value added. The university recognizes that some units will not be self-sustaining because of the nature of the discipline, and yet the university may still choose to support them as part of a well-rounded, liberal arts education. In these cases, the unit should provide reliable data comparing faculty, facilities, equipment, budget, student enrollment numbers, placement data, etc., to peer institutions, making the argument that, while not revenue-producing, the unit is operating on par with other, similar units and is therefore being a good steward of its resources.

- D. What is the department's expense/student FTE and its gain/student FTE over the period under review? How does this ratio compare to departments at our peer institutions and national averages? What accounts for the unit's performance on this metric?
- E. What types of internal and external research support has the program received for each of the last five years?

VIII. UNIT MANAGEMENT AND LEADERSHIP

- A. Provide an evaluation of unit leadership, citing such areas as personnel, budget, teaching assignments, etc.
- B. What are the specific areas that need to be addressed by future leaders of the program? What are the unit's strategic priorities, and how can future leaders help the unit to achieve them?

IX. ALUMNI/AE INFORMATION

- A. Include results of alumni surveys.
- B. Units with professional programs should include results of employer surveys.

X. SUMMARY AND RECOMMENDATIONS

Provide a summary of the unit, listing its strengths, problems, prospects, and recommendations that result from the evaluation. Please limit the summary and recommendations to no more than five pages. As appropriate, the unit review may also address the following topics:

- A. Age of the unit
- B. What are the characteristics of students who select this unit and its programs in terms of ability, motivation, career goals, etc.? Areas of discussion might include: test scores, GPA of previous degree, academic awards, financial aid based on merit, and student research including publications, papers published, and research funded.
- C. How are students involved in the department's operation?
- D. What do students do when they graduate? For example, how many are employed in related fields or are continuing their education? How many are unemployed? In what way does the program relate to these employment activities? In what ways is the unit active in aiding students with employment opportunities?
- E. What are the academic standards promoted by faculty, i.e., course requirements, grading patterns and rigor?
- F. Compare the university's support of the unit with support given similar programs at similar institutions.

ATTACHMENT J: External Unit Reviewer Guidelines

- I. Ball State University academic units routinely engage in self-evaluation. Those units that hold or seek accreditation from a national accrediting organization will follow the guidelines set forth by that organization for the selection of the external reviewer(s). Units that are not wholly or partially accredited by a national organization may seek evaluation by a qualified external reviewer or team of external reviewers.
- II. The reviewer(s) will be chosen through consultation between the unit head, college Dean, and Provost or his or her designee.
- III. At least one reviewer will be engaged in an academic career and trained in the discipline(s) or areas being evaluated. At least one reviewer should be from an institution similar in size and scope to Ball State University. If possible and in the interest of impartiality, reviewers should not be Ball State alumni, friends, or collaborators with any members of the academic unit under review. If not possible, relationships between the reviewer and the unit under review should be disclosed.
- IV. The schedule for evaluations will be decided upon by the Provost or his or her designee, in consultation with the unit head and college dean.
- V. A time line for a unit evaluation will include the following:
- A. In the semester prior to the visit
The unit is expected to prepare a list of possible reviewers with as much information concerning their qualifications as possible. The unit head, Dean, and Provost or his or her designee, then choose an external reviewer or review team, and the Dean invites the reviewer to participate. A date for the campus visit is selected depending on the availability of the provost and the dean. Visits that require the participation of the President should allow for extra scheduling time.
 - B. Two months prior to the visit
 1. The unit's materials to the reviewer should contain the following: copies of the mission statement and the unit learning outcomes, unit assessment plan, copy of the self-study report, copy of the unit's course offerings, c.v.'s of unit members, recent patterns of enrollment, and a list of questions to which the unit wants the reviewer to direct particular attention.
 2. The unit develops a plan for the visit, which will ordinarily last 2 days, plus travel.
 - C. The visit by the Reviewer or Review Team
Ordinarily, the review team meets with unit members; with students; with the Dean, with the Provost; and with any other people whose work at the university makes them particularly relevant to the unit's evaluation. (For example, Information Technology Services liaison, College development officer, unit alumni organization representative, Dean of the Graduate School.)
 - D. Follow-up to the visit
 1. The reviewer submits her/his report to the unit head, who makes copies available to the Provost or his or her designee, the Dean, and all members of the unit under review.
 2. The unit will prepare a written response to the report, indicating in particular how it proposes to deal with the recommendations. This may include suggestions, where relevant, for administrative support from the College and/or University.
 3. The Provost or his or her designee, Dean, and unit head meet to discuss the findings and develop an annual action plan.

Philosophy Statement to the Reviewer

Reviewers should visit campus to

- 1) determine the accuracy of the unit's self-study report
- 2) evaluate the unit via national standards including relevance of the curriculum
- 3) evaluate the unit via the university's mission, vision, and strategic plan
- 4) offer suggestions for unit improvement
- 5) provide reinforcing information & evidence for continued college & university support of the unit

ATTACHMENT K
Cycle of Unit Reviews

Units complete their self-studies (and external evaluations where appropriate) during the listed AY. Reports are due No Later than the beginning of the Fall term of the subsequent AY. Departments who are accredited by a national agency are expected to complete unit reviews per the list below *regardless of their accreditation timeline*. Accreditation reports may be a part of the unit self-study as the unit self-study may be a part of the accreditation report. Please refer to: Academic Affairs Policies and Procedures for Unit Reviews (available from the Provost's Office). Unless otherwise specified the unit as a whole is being reviewed. If the list below deviates from that at <https://www.bsu.edu/about/administrativeoffices/vice-provost/administrative-services/unit-reviews>, the schedule at the link takes precedence.

2026-2027

Modern Languages & Cultures
Computer Science
Earth, Atmosphere, and Sustainability

2027-2028

Mathematical Sciences
Physics and Astronomy

2028-2029

Anthropology and Sociology
Criminal Justice & Criminology
English
Psychological Science

2029-2030

Political Science
Women's, Gender, and African-American Studies

2030-2031

Biology
Chemistry
History

ATTACHMENT L

College of Sciences and Humanities

Supplemental Funding Guidelines

Introduction

Departments may apply to the CSH Dean's Supplemental Fund for funding special projects. The fund may vary in amount from Academic Year to Year, depending on the college budget status. The department chair will submit applications. The dean will select those best meeting the goals of significance and feasibility of the project, high educational impact on the college or wider campus community, connection to one or more goals of the university's Strategic Plan, and budget considerations.

Eligibility

Any CSH department can apply for up to \$500 to help fund a special project, such as a speaker, workshop, conference, retention or recruitment event, student group travel, special instructional activity, and the like. The project should be expected to have a high degree of impact on some sector of the college and/or larger campus community and should relate to one or more goals in the university's Strategic Plan. Departments that have received funds in a single Academic Year are not eligible to receive further funds that same year, whether or not the subunit of the department is different from the unit that already received that year, unless all applications deemed fundable from other departments have been funded. Faculty travel, equipment, library materials, remodeling, and the like are **not** eligible for funding.

Application

The department chair will submit a one-page application memo (with no smaller than Times New Roman 12 font), including the following:

1. Brief summary of function for which funds are being requested;
2. Brief statement of significance and feasibility;
3. Brief statement of expected educational impact on some sector of the campus community;
4. Connection to one or more goals of the university Strategic Plan;
5. Statement of financial need with brief budget, balance of department's foundation funds, and list of possible supplementary funding from other sources, as needed.

Deadlines

Fall: Review begins September 1 for Fall Semester events

Spring: Review begins January 15 for Spring Semester or Summer events

Approved February 19, 2020