

**BALL STATE UNIVERSITY
DEPARTMENT CHAIR SURVIVAL GUIDE**

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**denotes policies and procedures currently under review and revision*

Annual Deadlines and Activities

July	August	September	October	November	December
<ul style="list-style-type: none"> • Summer Commencement • Salary Documents • BoT Retreat 	<ul style="list-style-type: none"> • P&T Packet Sent • Summer FTEReporting • Freshman Convocation • Alpha Day • Faculty Convocation • Requests for fund use • Emens Professorship requests 	<ul style="list-style-type: none"> • P&T, NTL P, and UP&T committee representatives due • Student Curricular Activities Fund Requests • Phased Retirement Requests • Family Weekend • Dean’s Honors Reception • United Way Day of Action • BoT: DOSL & Grad School • Strategic plan updates 	<ul style="list-style-type: none"> • Midterm Deficiency Reports • Immersive Learning GrantProposals • NTL Faculty unit promotion documents 	<ul style="list-style-type: none"> • Unit P&T Documents • Fall Faculty Load Report • Immersive Learning and Outreach Reports • Second Year Tenure Dismissal • Special Assigned Leave Applications • NTL Faculty first-level promotion documents 	<ul style="list-style-type: none"> • Assigned Time Reports • Salary Documents • First Year Dismissal Recommendations • NTL Faculty second-level promotion documents • BoT: CCIM • Fall Commencement
January	February	March	April	May	June
<ul style="list-style-type: none"> • Outstanding Faculty Award Nominations • Lawhead Teaching Award Nominations • Phased Retirement Requests • Special Leave Recommendations • First Year Dismissal Recommendations • Meritorious Service Award Recommendations • Cascade update due in system • Strategic Plan Updates • BoT: Organizational Meeting • Program fee requests 	<ul style="list-style-type: none"> • Knowledge Unit Reports • Immersive Learning GrantProposals • P&T Recommendations to the Provost 	<ul style="list-style-type: none"> • College Technology Plans • Midterm Deficiency Reports • Salary & Merit Documents • Staff Evaluations • BSU Student Research Symposium • BoT: College of Health 	<ul style="list-style-type: none"> • Following Academic Year Curriculum Changes due April 1st • ProfessionalPersonnel Evaluations • Immersive Learning & Outreach Reports • Spring Faculty Load Report • Theses and Dissertation Submission • Faculty & Staff Recognition Luncheon • Omega Dinner • Provost Direct Report Self-Evaluations • Hiring plans 	<ul style="list-style-type: none"> • Salary Worksheets • 5-Year UnitReviews • BoT: Teachers College, Accreditation & Assessment, BMD • All internal chair appointments/renewals • All NTL contract extension requests • Endowed chair nad distinguished professor renewals • Cascade update due in system • Spring Commencement • BoT: University College • Strategic Plan updates 	<ul style="list-style-type: none"> • College Annual Reports • Hiring informationto Office of the Vice Provost for Academic Affairs • Senate and G&E Dean selections • BoT

School of Kinesiology	Chrp-	Dr. Lindsey Blom	2109	Monica Yohe
Nutrition & Health Science	Chrp-	Dr. Alyce Fly	5961	Pat Kleeberg
Social Work	Interim Chrp-	Dr. Lawrence Judge	1016	Alison Gillespie
Speech Pathology and Audiology	Interim Chrp-	Dr. Jeanne Corcoran	8162	
Interdisciplinary Clinical Operations	Director	Dr. Blair Mattern	8160	
Clinical Simulation	Director	Ms. Karrie Osborne	5583	
Interprofessional Education and Practice	Director	Mr. Justin Tobyas	8903	
Student Services	Director	Mr. Nick Atlas	4150	

COLLEGE OF SCIENCES AND HUMANITIES

	Dean-	Dr. Maureen McCarthy	1042	Susan Miller
	Assoc Dean-	Dr. Jill Coleman	1042	Marsha Andrews
	Assoc Dean-	Dr. Kevin Smith	1042	Tamara Edwards
	Assoc Dean-	Dr. Patrick Collier	1042	Chasity Smith
	Budget Director-	Chanda Fouseridge	6351	
Anthropology	Chrp-	Dr. Robert Phillips	1575	Heidi Stigall
Biology	Chrp-	Dr. Kemuel Badger	8820	
Chemistry	Chrp-	Dr. Rob Sammelson	8060	Emily Malloy
Computer Science	Chrp-	Dr. Jennifer Coy	8641	Kim Bechdolt
Criminal Justice and Criminology	Chrp-	Dr. Benjamin Gibbs	5979	Katie Flowers
English	Chrp-	Dr. Sean Lovelace	8580	Melissa Hull
Environment, Geology & Natural Resources	Chrp-	Dr. Petra Zimmermann	8270	Thanh Harnish
Geography and Meteorology	Chrp-	Dr. Petra Zimmermann	1776	Teresa Wilson
History	Chrp-	Dr. Bruce Geelhoed	8700	Julee Sims
Mathematical Sciences	Chrp-	Dr. Mike Karls	8640	Carol Deiwert
Modern Languages and Classics	Chrp-	Dr. Jennifer Rathbun	1361	Alexandra Epperly
Philosophy and Religious Studies	Int. Chrp-	Dr. Jennifer Rathbun	1244	Thomas Smith
Physics and Astronomy	Chrp-	Dr. John Millis	8860	Brenda McCreery
Political Science	Chrp-	Dr. Pamela Schaal	8780	Austin Bilbrey
Psychological Science	Chrp-	Dr. Kristin Ritchey	1690	Michelle Bosh
Sociology	Chrp-	Dr. Chad Menning	5977	Lisa Etchison
Women's, Gender, and African American Studies	Dir-	Dr. Sharon Jones	5451	Tiffany Flowers

TEACHERS COLLEGE

	Interim Dean-	Dr. David McIntosh	3288	Amber Spaw
	Assoc Dean-	Dr. Shannon Dieringer	4198	Margo Akins
	Assoc Dean-	Dr. Susan Tancock	5447	Carly Smith
		Lynn Shipley		
	Assoc Dean-	Dr. Kendra Lowery	5251	Lisa Renbarger
	Budget Director-	Angela Kneebone	5446	
Educational Leadership	Chrp-	Dr. Serena Salloum	8488	Trenda Whiteman
Educational Psychology	Chrp-	Dr. Wilfridah Mucherah	8500	Angela Wheeldon
Educational Studies	Chrp-	Dr. Michael Steele	5460	Donita Drake
Elementary Education	Chrp-	Dr. Jackie Sydnor	8560	Karla Carmichael
Early Childhood, Youth, and Family Studies	Chrp-	Dr. Jill Walls	1460	Lydia Stanton-Roark
Special Education	Chrp-	Dr. Kim Martell	5700	
Burriss Laboratory School	Prin and Chrp-	Dr. Abigail Comber	4364	Brandi Hankins
	Exec. Dir.	Dr. Dain Kavars	8065	Cary Witter

HONORS COLLEGE

	Dean-	Dr. James Buss	1024	Coralee Young
	Assoc Dean-	Dr. Emily Rutter	1024	Coralee Young

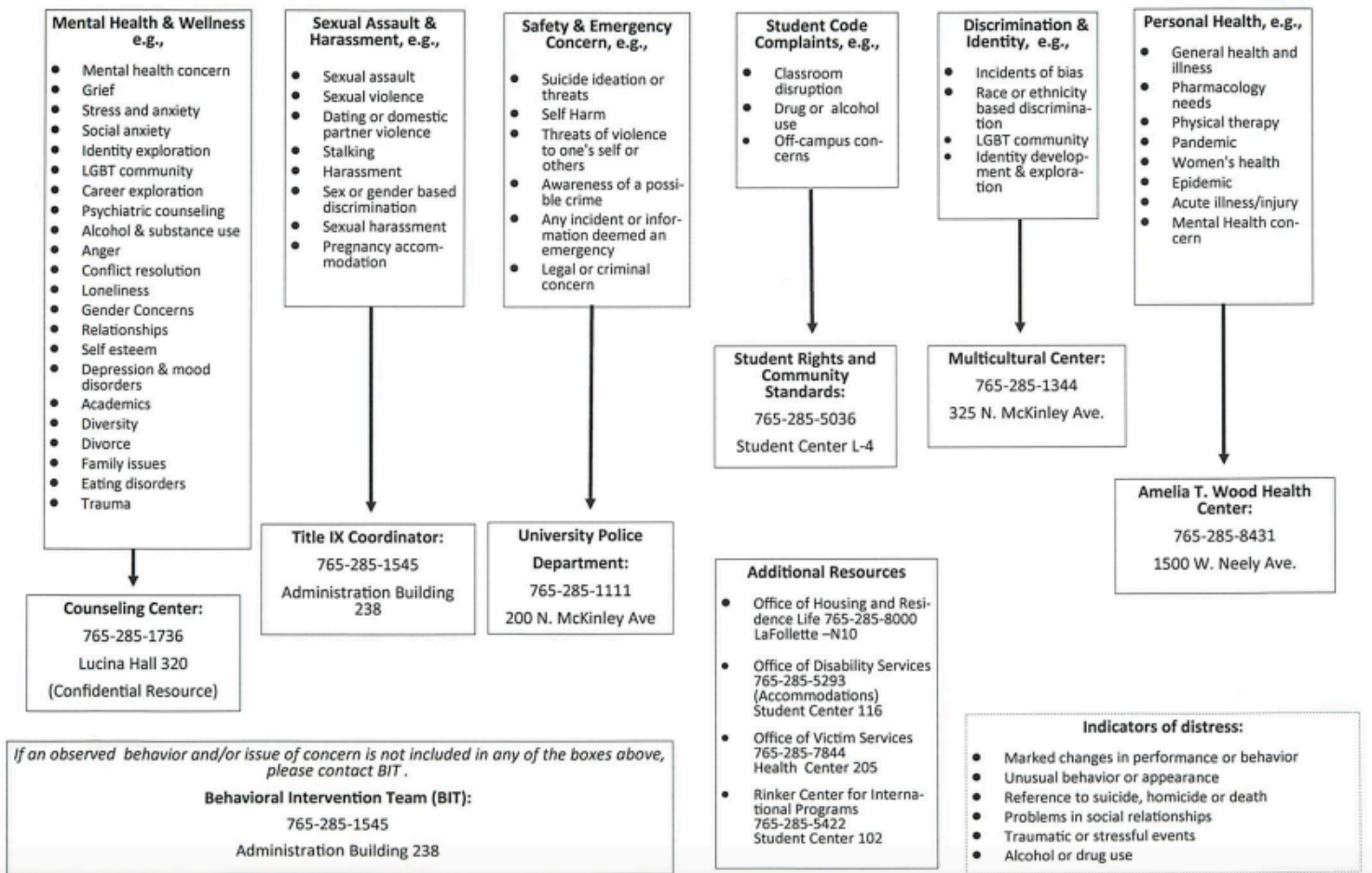
MEDICAL EDUCATION

Director-	Dr. Derron Bishop	Jessica Donahue	751-5100
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Faculty/Staff Resource Flow Chart in Response to Students of Concern

Follow the flow chart to guide you in which campus resource(s) you should reach out to based on the issue of concern and/or the behavior the student is displaying. The faculty/staff member is asked to contact one or more of the offices below for the corresponding behavior or needs.

Talk to the student to let them know you are concerned about their behavior. Use specific examples of the behavior you have seen and why it has caused you to be concerned. Additionally refer the student to services offered by any of the offices below as he/she would like as well.



https://www.bsu.edu/-/media/www/departamentalcontent/student%20affairs/pdfs/behavioral%20intervention%20team/faculty_staff%20resource%20flow%20chart.pdf?la=en&hash=EB6E79A284738EF2CD6B186FF994928B3C73C759

INTRODUCTION

The chairperson position is complex and faculty members who occupy the position must be both capable faculty members and skilled academic administrators. This document is designed to provide an introductory overview of Department Chairperson activities to help individuals who enter into the position at Ball State University. It also provides fundamental information, all of which is in compliance with the Faculty and Professional Personnel Handbook, which the Chairperson can use as a quick guide as they navigate a range of decisions and actions. As noted throughout the document, some departments may need to tweak small elements based on college requirements. This document is designed to use in conjunction with departmental and college documents as well as the Faculty and Professional Personnel Handbook.

Department chairs should regularly review and update their own department handbooks to ensure compliance with University policy and procedure. If the department does not currently have a Handbook/Guidebook, it is strongly recommended that one is developed in consultation with departmental colleagues.

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 endeavors, and professional service. The Faculty and Professional Personnel Handbook states in section 16.1.1.5, that regular, full-time faculty are: “Given assignments which are recommended by department chairpersons or supervisors...” However, the chairperson is also a faculty member engaged in teaching and scholarship.

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.
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. Oversee the continuous, regular evaluation and assessment of the level and rigor of material presented to, and required of, students.
13. Supervise departmental advising and mentoring—including graduate students when appropriate.
 - a. Provide day-to-day supervision of the department, including but not limited, to the following: 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
14. Participate in student recruitment, placement, and recognition of superior student performance.
15. Teach as required by departmental needs.
16. Engage in scholarly or creative endeavor and professional service.
17. Handle student concerns and faculty/staff personnel issues.
18. Maintain and develop alumni relationships and facilitate fundraising.
19. Maintain open and clear communication with students, faculty and staff within the department.

Department Meeting Effectiveness

To be an effective chair requires effective communication. 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 ideas and initiatives. Minutes from these meetings should be recorded, formerly 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 university 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 faculty thoughts and recommendations in a fair and accurate manner to the broader university community. However, faculty should not expect their Department Chair to abdicate their own voice in matters pertaining to the department. Chairs should express their independent opinions on departmental issues even when these opinions are not shared by all faculty members. 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.

First Fall Faculty Meeting: Items 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). Advise people to sign up for security notifications- <https://www.bsu.edu/campuslife/healthsafety/campus-safety/emergency-notifications>

2. University policies on harassment and discrimination links here?
<https://www.bsu.edu/about/administrativeoffices/staffcouncil/otherlinks/antiharassment>
3. Code of student rights and responsibilities, especially the section on Academic Dishonesty and Grade Appeals (review deadlines and policies and stress importance of reporting)
 - A. An important part of academic ethics is Chat GPT/AI. [The VPAA website](#) has a lot of tools and considerations
4. Faculty Bill of Rights and Responsibilities
5. Importance of course syllabi and what they should contain Refer them to our website?
 - A. [Required University syllabus statements](#)
 - B. [Bias Incident Link](#)
 - C. Final exam time and requirement
 - C. Reminder- According to the Faculty and Professional Personnel Handbook, a syllabus for all courses taught should be on file (pg. 183)
6. **Necessity of meeting all classes and office hour policy (pg. 88 in handbook)**
7. Importance of completing **Authorization for Travel Form before** travel takes place (even if no reimbursement is requested)
8. [International travel reminders](#)
9. Check that faculty teaching graduate courses have graduate faculty status
10. Determine needs for Conflict of Interest/Conflict of Commitment form
11. Assign mentors to new faculty
12. Digital measures requirement and trainings
13. Reminder about teaching evaluation requirements (Reminder that the Faculty and Professional Personnel Handbook allows for a variety of evaluation formats. See pgs. 156-157)
14. Conversation about student complaints (if your department does not have an official policy, consider putting one in place)

Department Chair Schedule

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 and logged into UKG). Department chairs have 24 vacation days for the fiscal year. **When a Department Chair is away from the office for more than a day, an acting Department Chair should be appointed by the Department Chair and the Dean's office informed.**

Department Chair Elections

The first step for electing a Department Chair is to invite the appropriate academic administrator (e.g., Dean) to a meeting with all regular faculty members of the department. At this meeting the following items will be discussed:

1. Should external candidates be considered? (this can occur only if a regular faculty slot will be open and the Dean approves of such a consideration)
2. The faculty electorate will consist of the regular faculty members of the department and, by invitation of a majority of the regular faculty, the department's full-time contract faculty members.
3. When external candidates might be considered, the faculty electorate will determine by simple majority vote whether the position will also be open to candidates already in the department.
4. Faculty (with input from the Dean) will determine the qualifications for the Department Chair position.
5. If the term length is not specified in a departmental handbook, faculty will determine the length of term (the term can be no longer than five 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 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 formal protocols they have established to identify one or more candidates for the Department Chair position. Be sure to look at your departmental documents and at the Faculty and Professional Personnel Handbook. The two elected members of the election committee direct this process, consulting with the Dean as necessary. When the candidates have been identified and it is time for the chair election, the administrator is invited back to the department for the actual election. A paper ballot is taken and the votes are tallied by the election committee.

The results of the election shall be announced immediately to the electorate of the department. The acting administrator will 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.

ACCREDITATION TRACKING

When applying for a program to be accredited, let the [Director of Assessment and Accreditation](#) know immediately to whom you are applying and specific details.

1. Once a determination has been made as to the accreditation, 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 (EXAMPLE)*

The purpose of the annual report is to chronicle the achievements/accomplishments of the department during the previous academic year in relationship to the stated vision, mission, strategic plan, goals, and objectives.

Example Annual Report Outline

1. Executive Summary
2. Overview and Status of AY Goals and Objectives
3. Most Important Accomplishments
 - a. Faculty recruitment
 - b. Teaching
 - c. Research
 - d. Service
 - e. Facilities and Equipment
4. Assessment Measures and Outcomes
 - a. Learning outcomes, measures, and data

- b. Assessments and modifications in curricula and pedagogies
5. Strategic Plan Milestones
 - a. List Strategic Plan Milestones for the year
 - b. Describe how the milestones were met, discuss difficulties and successes
6. Needs Describe how the Department used any internal/external funding to enhance accomplishments and productivity
7. Reallocations and reorganizations within the Department
8. List outstanding and nationally ranked programs and their accomplishments relevant to the time period
9. List honors and awards of programs, faculty, students, staff and alumni
10. Describe the progress of partnerships and service/experiential learning
11. Describe fundraising accomplishments and outcomes
12. Conclusions
 - a. Strengths
 - b. Challenges
 - c. Future plans/initiatives

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 for each program in clearly stated learning outcomes. It is from these learning outcomes that programs within 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. The assessment liaison should be tasked with keeping up to date on the correct assessment information and should reach out to the Director of Assessment and Accreditation (Carole Kacius, cakacius@bsu.edu) as soon as they are appointed.

ANNUAL PROGRAM ASSESSMENT REPORTS: Program assessment should include a variety of direct assessment measures (e.g. capstone examination, portfolio development, licensure examination, 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 program 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. annual program assessment reports, specialty accreditation reports, departmental reports). The [Program Assessment website](#) contains the template and Qualtrics submission link to upload the report by Oct. 15 each year.

ANNUAL UCC ASSESSMENT REPORTS: In addition to the annual program assessment reports, departments will assess the student learning outcomes for each general education course in the department. The learning outcomes for UCC courses are referred to as [cognitive skills](#). These cognitive skills are aligned with the [Indiana College Core \(formerly STGEC\)](#). Instructors

identify and tag course assignments/artifacts to use to assess the core curriculum. Annual UCC assessment reports contain four parts:

Part 1 - Course SLOs aligned with UCC Cognitive Skills

Part 2 - Assessment Methods

Part 3 - Results

Part 4 - Use of Results to Make Improvements

The [UCC Assessment website](#) contains the template, rubrics, tutorial videos and Qualtrics submission link to upload the report by Oct. 15 each year.

Additional assessment resources are available in the Canvas Assessment Toolkit at <https://bsu.instructure.com/courses/116899>. Questions can be directed to Carole Kacius, Director of Assessment and Accreditation at cakacius@bsu.edu.

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 credit each semester. This productivity must be current and ongoing to merit assigned time. 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, 2019 to December 31, 2019). Each college has established procedures for Assigned Time. Chairs should be aware of the dates and procedures associated with reporting guidelines.

ASSIGNING FACULTY LOAD (FTE) TO COURSES*

Faculty workload is reported in Banner (INB) and allows for each department 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 as well as 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.

Examples of Assignment Categories:

1. Teaching – all credit and non-credit hour generating classes including face to face instruction and online courses.
2. Teaching Support (TS) – an activity directly associated with instruction including course preparation, grading, supervision of student teachers, curriculum development, lab supervision, coaching ensembles, etc.
3. Research – scholarly activities or creative endeavors undertaken in support of the university mission. Can be general fund (internal) or externally funded.
4. Public Service – service of the community at large, usually not involving BSU students. Includes United Way, public lectures, community projects, journal editors, planetarium director, etc.
5. Administration – management and administrative duties including chairperson, assistant or associate chair, graduate and undergraduate program coordinators, program directors, etc.
6. Advising – Includes undergraduate and graduate advising, new faculty academy, paid medical, sick and maternity leave
7. Special Leave – only includes paid leave on sabbatical

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

Overloads: Faculty who receive assigned time for research will not receive paid overloads during the same semester in which the research time is granted. Exceptions to this policy must have the approval of the College Dean.

Load Averaging: Full-time faculty can adjust their teaching and research load between semesters of the same academic year. Sometimes this causes a fulltime faculty member to carry an unpaid overload one semester (i.e., over 1.00 FTE) and less than a full load (i.e., less than 1.00 FTE) in the other, thus averaging load over two semesters. This policy has different implications for different colleges, so following and tracking of load averaging is at the discretion of the College Dean and the Department Chair.

CLASSES

Class Scheduling (Under revision)

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.

Here is a link to information about setting up courses, accessing [Canvas](#), obtaining a class list, Grades, and other relevant information found on Watermark (formally Smart Catalog): <https://www.bsu.edu/about/administrativeoffices/registrar/faculty-and-staff/watermark-curriculum-strategy-smartcatalog>

Per the faculty handbook, all academic units that employ faculty for any instructional load should develop a policy regarding the manner in which faculty members are to be accessible beyond actual class time. Policies are to be approved by the Dean's office and communicated to faculty.

Under-enrolled Courses

Department Chairpersons should carefully monitor course enrollments. **Each department is allowed one under-enrolled course per semester, if necessary.** No later than the end of the Drop/Add period for each semester, the chair should notify the Dean's office if there is an "official" under-enrolled course. This is typically under 10 in an undergraduate course and under 6 in a graduate course.

The Provost's office is most concerned that departments and colleges are being proactive and attentive to enrollments; not offering courses too often, or offering too many courses (or too many sections). Upper-level courses with low enrollments become a problem mainly if too many are offered in a semester. Department chairs should also pay close attention to the impact of the core on 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 enrolled enough students to "double-count," then the chair must make accommodations for the responsibilities of those faculty members. In

most cases, this will mean assigning additional responsibilities to the faculty member for the semester in a way that makes sense for the department's needs. The Department Chair should 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 would 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.

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 and in class. When students have documented field trips or other activities as a part of another course or university business 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 examinations, 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 absent from class for any reason, they 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 options available including podcasts, Mediasite, etc. 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.

Please keep in mind the [policy](#) about religious observances. The University is continuing its efforts to accommodate faculty, professional personnel, staff, and students who wish to be absent from their duties or their classes during their religious holy days.

In the case of faculty, professional personnel, and staff, this means that whenever possible such individuals should be allowed to make other arrangements for fulfilling their duties (rescheduling, compensatory time, and the like). When this is impossible, vacation days may be taken. Individuals should not be expected to attend social activities that conflict with their observance of holy days. In the case of students, this means that they should be provided reasonable opportunity to make up missed examinations and other class assignments and expectations.

The university is committed to the support of a pluralistic environment that respects the traditions and beliefs of all of its members. Our recognition of holy days is one way in which we will help ensure that this occurs.

Providing Access and Opportunity for Students with Disabilities

The role of Disability Services (DS) is to determine 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 A 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 ([Office of Disability Services | Ball State University \(bsu.edu\)](#)). Resources, tips, and strategies are provided for teaching students with various types of disabilities, and links are given to other useful sites for faculty members.

Grades

Grades must be submitted online through Canvas or Banner, 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, they 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 go to AD 238 and 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 the Office of Extended Ed. A request for a late withdrawal will still have to be supported by documentation.
- If Student Affairs has approved a withdrawal from all classes, notification will come directly from that office to the instructor. Student Affairs will **not** send a student back to the instructor with the form unless they have denied the request.
- If the Student Affairs office 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 Student Affairs 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, which can be found here:

<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

1. Each class shall meet during the final examination period except in cases when university electronic exam services are used or where the Department Chairperson has agreed in writing that such a meeting is not necessary. Faculty using electronic testing services for their final examinations will notify their chairpersons.
2. In cases where instructors are using any university electronic testing service, the exam may be scheduled for any length of time during final exam week but must include the

- regularly scheduled examination period.
3. Summer School and Intersession final examinations are to be administered on the last regularly scheduled class meeting day.
 4. No final examination (the last examination of the term) shall be given prior to the start of the designated Final Examination Period except with written permission of the department/school chairperson and the college Dean.
 5. Examinations administered during the designated Final Examination Period must be given on the day and at the time listed on the official Final Examination Schedule.
 6. The time/day for an examination is determined by the first "non-lab" contact of the week listed on the course master schedule.
 7. No student will be required to take more than two (2) final examinations in one day. In cases where a student has difficulties in solving this problem, the Provost and Vice President for Academic Affairs or his or her designee shall make the necessary adjustment(s).
 8. The open time slots are primarily reserved for necessary one credit hour course final examinations, for make-up examinations, for arranged class examinations, and for examination time/day conflicts. Time/day conflicts are to be adjusted in the fall semester by the course whose department abbreviation is nearest the beginning of the alphabet and in the spring semester by the course whose department abbreviation is nearest the ending of the alphabet.
 9. Courses meeting for fewer than fifteen (15) weeks must arrange for an "early" final examination or utilize one of the open time slots.
 10. With the exception of group and open time slot examinations, all final examinations are to be administered in the room in which the course is scheduled except when university electronic exam services are used.
 11. Examinations will begin and end promptly within the scheduled time period.
 12. If faculty need an exception to these policies, they should communicate that to the chair.

FERPA

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. More information about FERPA can be found here, along with appropriate forms that students need to fill out before you can disclose any information to parents:
<https://www.bsu.edu/about/administrativeoffices/registrar/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 signed FERPA form from the student. This includes any information given out over the phone.

More information including FERPA forms can be found [here](#).

Information on recording courses can be found [here](#).

Academic Dishonesty

Department Chairs should be actively involved in advising their faculty members concerning the Student Academic Ethics Policy, which can be found here:
<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/academic-integrity>

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 Office of the Vice Provost for Academic Affairs office. Faculty members should use this form- https://www.bsu.edu/-/media/www/departamentalcontent/vice-provost/files/student-services/academic-integrity/student-academic-ethics-report-form.pdf?sc_lang=en&hash=5F3B3AF7E3749040220E4360C5568BA3560AF848. Faculty members should include a statement about Academic Dishonesty on their syllabi.

Occasionally students will buy and sell course material on commercial websites such as Course Hero or Study Soup. These sites allow students to register, pay a fee, and download lecture notes, test questions, and other materials from courses taught by Ball State University faculty members. The law in this area is complicated depending on the type of materials being posted and who “owns” the rights to the materials being sold on the site. However, it is inappropriate for any student to post materials that a faculty member has created and, thus, has ownership over. It is also a violation of our [Information Technology Users Privileges and Responsibilities Policy](#) Section 6c for students to use Ball State supported systems (e.g. Canvas or Ball State email) to solicit or advertise for these sites. Students violating this policy may be referred directly to Dr. Mike Gillilan in the Office of Student Rights and Community Standards.

Bias Incident Report

Department Chairs should be familiar with the Bias Incident Reporting Process that can be used by students to discuss something that happened in a classroom environment. Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our [Beneficence Pledge](#).

We encourage students to report incidents of bias immediately. If you witness, directly experience or find evidence of a bias incident on campus, you can use the Bias Reporting form or contact the Multicultural Center at 765-285-1344. A definition of a Bias Incident can be found here- <https://www.bsu.edu/campuslife/multicultural-center/bias-incident-reporting>.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODES

The Classification of Instructional Programs (CIP) is the taxonomic coding scheme used for instructional programs in higher education in the United States for tracking of program activity.

Each CIP code is a six-digit number (xx.xxxx) with the first two digits representing the general disciplinary area. The CIP titles and program descriptions associated with each code are general categories for program data and not necessarily exact titles of specific majors used by individual institutions.

CIP code	Instructional program	CIP code	Instructional program
01	Agriculture, Agriculture Operations, and Related Sciences	29	Military Technologies and Applied Sciences
03	Natural Resources and Conservation	30	Multi/Interdisciplinary Studies
04	Architecture and Related Services	31	Parks, Recreation, Leisure, and Fitness Studies
05	Area, Ethnic, Cultural, Gender, and Group Studies	38	Philosophy and Religious Studies
09	Communication, Journalism, and Related Programs	39	Theology and Religious Vocations
10	Communications Technologies/Technicians and Support Services	40	Physical Sciences
11	Computer and Information Sciences and Support Services	41	Science Technologies/Technicians
12	Personal and Culinary Services	42	Psychology
13	Education	43	Homeland Security, Law Enforcement, and Protective Services
14	Engineering	44	Public Administration and Social Service Professions
15	Engineering Technologies and Engineering-Related Fields	45	Social Sciences
16	Foreign Languages, Literatures, and Linguistics	46	Construction Trades
19	Family and Consumer Sciences/Human Sciences	47	Mechanic and Repair Technologies/Technicians
22	Legal Professions and Studies	48	Precision Production
23	English Language and Literature/Letters	49	Transportation and Materials Moving
24	Liberal Arts and Sciences, General Studies, and Humanities	50	Visual and Performing Arts
25	Library Science	51	Health Professions and Related Programs
26	Biological and Biomedical Sciences	52	Business, Management, Marketing, and Related Support Services
27	Mathematics and Statistics	54	History
28	Military Science, Leadership, and Operational Art		

The last four digits of the CIP code represent more specific program elements within the general discipline. These can be searched and reviewed on the National Center for Education Statistics (NCES) [database](#).

Ball State University CIP Code Assessment and Assignment

The Office of the Associate Provost, in conjunction with the Office of Institutional Effectiveness and Academic Systems, reviews Ball State University programs regularly to ensure CIP codes assigned are appropriate. The Office of the Associate Provost is solely responsible for submitting and maintaining Academic Program Inventory (API) forms, the official inventory of program offered by higher education institutions in Indiana.

New programs within the university will have an appropriate CIP code assigned based on the program descriptions. Departments and Colleges are encouraged to review the CIP code database to suggest appropriate CIP codes and ensure accuracy. CIP codes will be evaluated during the process of new program development. Once a new program has received final approval, the CIP code and program title will be added to the state API Database by the Office of the Vice Provost for Academic Affairs. More information can be found [here](#).

CURRICULUM*

Department and College committees will review and recommend approval or disapproval of a curriculum 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.

As of July 1, 2019, the University has moved to the use of Watermark (formally Smart Catalog):

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

The Program change process can be found here:

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

For each new course proposal, there should be 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. These should be on file with the department.

For curriculum changes that clearly will affect another department, consult with that department and resolve any differences before forwarding the proposal to avoid a possible demurrer later.

Please note: It is the responsibility of the chairperson to review all curriculum postings that are presented for approval and also to review all University postings, which will be announced by Academic Systems and posted here:

<http://cms.bsu.edu/about/administrativeoffices/academicssystemscatalogpostings>

Department chairs should check for the accuracy of their own departmental postings, and also check to be sure there are no problems or conflicts with curriculum proposals 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 an annual review of courses in the catalog with an emphasis on courses that have not been taught during a current catalog cycle. Based on this annual review, decisions can be made concerning keeping a course, revising it, or deleting it from the department's offerings.

FACULTY SUCCESS (DIGITAL MEASURES)

The Faculty Success 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 on a regular basis to ensure accuracy. More information, including documentation and training materials, can be found on the VPAA website.

https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/promotion-tenure#tab_facultysuccess

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:

Academic Leadership Group

The Provost holds these meetings monthly and all academic administrators from Department Chairs on up to the President are invited and strongly encouraged to attend. Currently it is held at 8 am Wednesdays during the third week of each month, and announcements about the agenda will come from the Provost's office

Cardinal Preview Days

These are Admission Events, usually held on Saturday morning. There are typically two events in the fall semester, and two in the spring. There is also a third spring event called Admitted Student Day. The department 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.

Faculty and Staff Recognition Luncheon

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.

Freshman Convocation

The University's official first Academic event for new freshmen at Ball State, where we formally welcome freshmen to campus, speak about the exciting year ahead, and recognize the enduring values of our University. New freshmen who live in the residence halls are required to attend Convocation with their resident assistant. Transfer and commuter students also are encouraged to attend.

Omega Dinner

Department Chairs are expected to attend this event, held in late April, if they have a faculty member who is retiring.

FACULTY MENTORING

Faculty mentoring resources are available for both new faculty and established faculty through the Office of the Vice Provost for Academic Affairs and the Division of Online and Strategic Learning.

A variety of faculty services and mentoring programming can be found here- <https://www.bsu.edu/about/administrativeoffices/associateprovost/faculty-services>. In particular, there are a variety of programs geared toward New Faculty. They participate in university activities including orientation and New Faculty Academy.

More information about New Faculty Academy can be found here- [New Faculty Academy | Vice Provost for Academic Affairs | Ball State University \(bsu.edu\)](#)

More information about the Non Tenure-Line Faculty Academy can be found here- <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/professional-development/non-tenure-line-faculty-academy>

In addition, department chairs should assign a faculty mentor to all incoming faculty and regularly assess the mentoring process. Tools for those mentoring relationships can be found here- <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/faculty-mentoring-community>

Additional New Faculty Resources: <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services>

There are programs aimed at mid-career mentoring and professional development for faculty. Find information here- <https://www.bsu.edu/about/administrativeoffices/vice-provost/faculty-services/professional-development>

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 (Intensive English Institute). 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*

**under development*

When department chairpersons have to hire, they should work with their Dean’s office and HR. A hiring procedure summary and helpful forms are available at: <https://www.bsu.edu/about/administrativeoffices/humanresources/forms-policies-guides>

Detailed information about fields and processes in HR-TMS can be found in the training guides available on the homepage of HR-TMS or at this link: https://www.bsu.edu/-/media/www/departmentalcontent/human-resources/pdfs/policies-guides/banner-epaf-guide/serviceguide.pdf?sc_lang=en&hash=6CB262FA99411115AB1C04332135A59A0849AE9B

Position requests justify the position based upon student demand, contribution to the department's future direction (as indicated in the department strategic plan, if available), contribution to the university strategic plan, connection to the core curriculum, and synergy with or requirements of other university units. Departments should also provide a diversity recruitment plan consistent with best practices within your discipline.

When the position request has moved through the HR-TMS workflow and is fully approved, you may begin the posting in HR-TMS. Enter all detail regarding the posting (desired start date, number of calendar days applications will be accepted, and your search committee members)

The posting allows you to indicate your recruitment plan for this search and determine the type of documents the applicant must submit. The posting is sent through HR-TMS directly to HR for review and will be posted on the applicant portal.

All search committees created for hiring faculty members and professional personnel must receive training from the Employee Relations Office early in the search process, certainly before campus interviews. Committees that have not held the required meeting will not receive approval to interview candidates until said meeting has been held.

Department Chairs may wish to hold information sessions for their entire department rather than just the search committee. Departments may also wish to meet with the Associate Provost for Diversity/Director of Office of Institutional Diversity to discuss recruitment and hiring of diversity candidates.

You may begin reviewing applicants and even reach out to them with phone screening as applications are received. However, the Request for Interview cannot be submitted through HR-TMS until after the posting is closed. Before submitting the Request to Interview, code all of the applicants that you do not plan to include in this request process. The Request to Interview is a two-stage process: A candidate must be placed in the "Request to Interview" status and then moved to the AVP-Dean level for approval.

When you have completed the interviews, made your selection, and checked references as well as the last seven years of experience, the department should move the selected candidate to Recommend for Hire in HR-TMS. This alerts HR to initiate the background check. The department also needs to initiate the hiring proposal in HR-TMS. This document when fully approved is the vehicle that places the candidate's assignment in Banner and alerts HR to produce the official offer letter. Human Resources will alert the new hire to submit the information to begin the Background Check and provide the information necessary to set up an employee record in Banner.

Use the sample recommendation letter (Attachment B) to compose a letter to send the selected candidate stating that the recommendation is contingent upon a background check. Note that this letter will include the starting salary. This is a recommendation for employment, as only the University President can make an official offer to the candidate. Forward a copy of the signed recommendation letter to the Dean's office.

Faculty and Professional Personnel Hiring Reminders – Review Attachment C.

Degree and Rank for Contract 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/Researcher/Clinical Lecturer is appropriate for those employed with less than the terminal degree in the discipline. A contract faculty member with a terminal degree in the discipline may be given the entry-level rank of Assistant Teaching/Research/Clinical Professor. Deadlines for materials for consideration of contract faculty promotion are early fall (September).

See below for more information about faculty qualifications and tested experience

Retaining and Recruiting a More Diverse Faculty

Ball State University committed to recruiting and retaining a diverse faculty. Please refer to the Inclusive Excellence Hiring Guide, which can be found at https://www.bsu.edu/-/media/www/departmentalcontent/inclusiveexcellence/inclusive-excellence-hiring-guide-42122.pdf?sc_lang=en&hash=B084B158CFE5BDBABD5701E9455C0C3D350B3922. In addition, departments can contact the Office of Inclusive Excellence to discuss recruitment and hiring of diversity candidates. Job postings should also ensure diverse audiences are reached by posting vacancies on diverse organization websites provided by the Office of Inclusive Excellence:

<https://www.bsu.edu/about/administrativeoffices/institutionaldiversity/faculty/job-posting-websites>

Visas

We are increasingly facing immigration issues, usually very late in the recruitment process. VISA approval can take from two to four months and has an approximate cost of ~\$850. To expedite the process, there is an additional charge of \$1000. 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. If the answer is NO, drop that candidate from consideration.

After an offer has been made to a candidate who is legally eligible for employment in the US, you can ask questions about H1b, OPT or other visa status, but not before. H-1B visa sponsorship by the University will be limited to tenure-line positions only. In all contract faculty searches it is important that you include the following statement: “*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. You may also contact the Office of University Compliance (285-5162) or Deb Goens (Foreign Student Advisor/Immigration Specialist) at 285-5422.

Recommendation for Unusual Appointment- Tested Experience

Ball State University ensures that all instructional faculty and faculty responsible for developing curriculum possess the academic preparation, training, and experience to teach in an academic setting, meet or exceed the minimum requirements of accrediting bodies, and accomplish the mission of the institution.

When determining qualifications of its teaching faculty, Ball State University considers, where appropriate, undergraduate and graduate degrees, related work experiences, professional licenses and certifications, or other demonstrated competencies and achievements that contribute to effective teaching. Guidance regarding these criteria is contained in the Higher Learning Commission document entitled "Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices." Forms and more information can be found [here](#).

Moving Expenses

All requests for moving expense allowance must be approved through the Provost's Office.

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/payrolleb/payroll/verifications>. 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; 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 and assign a faculty mentor to new faculty. Human resources provides a detailed onboarding supervisor checklist that should be provided, reviewed and completed by new faculty in conjunction with unit and university support. The onboarding checklist is available at: https://www.bsu.edu/-/media/www/departmentalcontent/human-resources/pdfs/hr-forms/new-employee-onboarding-checklist.pdf?sc_lang=en&hash=FFDAFB777B38B094FC461D10D0D8E64EEED56DE

IMMERSIVE LEARNING AND HIGH IMPACT PRACTICES

Immersive learning brings together interdisciplinary, student-driven teams guided by faculty mentors to create high-impact learning experiences. Through immersive learning, students earn credit for working collaboratively with businesses, nonprofits, and government agencies to address community challenges. Students, faculty, and community partners can participate in immersive learning activities. To apply for immersive learning course development funds, visit

Ball State University also has a significant focus on other High Impact Practices like Undergraduate Research, Study Abroad/Away, and Diverse Perspectives. These learning experiences are key to student success and faculty satisfaction. For more information about how to include these experiences in your department's curriculum visit <https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/high-impact-practices>.

PERSONNEL ISSUES

Documenting Personnel Issues

It is important to have **a written record** anytime the Department Chair has a discussion with a faculty member who has done (or is alleged to have done) something inappropriate. 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 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 written records of personnel issues 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 should be signed and the Department Chair should let them know that the complaint will be shared with 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 complaints are not included in the personnel file or the basis for any further action.

In Case of the Death of a Currently Employed Faculty or Staff Member

The event discussed below will be unique to the individuals and units involved. We hope that as an academic affairs administrative leader you do not face the situations discussed below, but this document is provided as a guide to help you navigate a difficult, emotional, and often unexpected, circumstance should it arise. You should feel free to contact Counseling Services for guidance for yourself, your faculty and staff, and your students at any point in this process. Additionally, you should feel free to contact the Office of the Provost for guidance in navigating conversations and processing necessary personnel paperwork. [Note: If the unit is notified of the passing of a retired university employee by other than University Human Resource Services (UHRS), please notify UHRS.]

If university member is discovered to have passed away while on campus:

1. Contact University Police Department (UPD) at 285-1111
 - a. UPD will work with the university to determine notification of next of kin.
 - b. UPD can also be contacted if you suspect a need for a wellness check.
2. Contact and notify University Marketing and Communications (UMC) at 285-1560. Do not issue any statement on behalf of the unit/college until confirmation of family notification has been received and permission from UMC and Dean have been given. Please request that your faculty and staff also refrain from making statements to the media or posting on social media until we know notification has been received. If necessary, please communicate this to students, as well.
3. Contact and notify University Human Resource Services (UHRS) (Sandy Hall) at 285-1834
 - a. Sandy will contact Payroll and Employee Benefits.
 - b. Sandy will notify AVP HR and/or Director of HR to work with unit head/dean.
 - c. If you believe the deceased was an actively enrolled BSU student, please let Sandy know so that she can include this information for PEB and notify Student Affairs. Student Affairs will notify the faculty of record accordingly.
4. As needed, contact Employee Assistance Program (EAP) and the Counseling Center to arrange support for faculty, staff, and students.
 - a. To discuss EAP resources, please call 285-9355. After hours employee help is available at 1-888-456-1324.
 - b. To discuss services from the Counseling Center, please contact Dr. Bill Betts, Director of Counseling and Health Services at 285-1264.
5. Separation Procedures: please see below.

If the unit is notified of the passing of an actively employed university member by other than University Human Resource Services (UHRS):*

1. Contact and notify UHRS (Sandy Hall) at 285-1834.
 - a. Sandy will contact Payroll and Employee Benefits
 - b. Sandy will notify AVP HR and/or Director of HR to work with unit head/dean as needed.
 - c. If you believe the deceased was an actively enrolled BSU student, please let Sandy know so that she can include this information for PEB and notify Student Affairs. Student Affairs will notify the faculty of record accordingly.
2. As needed: contact Employee Assistance Program and the Counseling Center to arrange support for faculty, staff, and students.
 - a. To discuss EAP resources, please call 285-9355. After hours employee help is available at 1-888-456-1324.
 - b. To discuss services from the Counseling Center, please contact Dr. Bill Betts, Director of the Counseling and Health Services at 285-1264.
3. Director of Employee Benefits, Dean, Unit Head, and Director of Human Resources will work together to discuss who will reach out to the family to discuss benefits (if any) and separation procedures.
4. Separation Procedures: Official Forms
 - a. For faculty and professional personnel: To ensure correct information and appropriate university recognition, please complete a Faculty Professional Notice of Change in Status Compensation [P-3 form](#). Request Emeritus or Honoratus status if eligible. (UHRS will confirm eligibility.) PEB handles information regarding staff employees.
5. Separation Procedures: Handling of personal items, office space, equipment, and keys.

How separation is handled depends greatly on the circumstances surrounding the event and the relationship between the university and the deceased's family and/or the relationship between the deceased and the family. Unit heads should feel free to reach out to their respective Deans, the Provost's Office, and/or Human Resources for guidance and assistance. The following are recommendations:

- a. Reach out to HR to determine the emergency contact/next of kin. This may or may not be the person who informed you of the employee's passing; seek guidance if it is not or if you do not have sufficient information to determine with whom to communicate.
- b. Inform the family member that the employee's personal belongings are available for retrieval at a mutually convenient day and time.
- c. Have someone available to assist the family. If it is clear what are personal belongings and what belongs to the university, offer to pack the personal belongings for the family.
- d. If the family is not close geographically, we can make arrangements to store belongings, dispose of belongings, or ship some belongings. Please contact the Provost's Office for assistance.
- e. Request the return of keys, laptop, and other university equipment as needed. (In some circumstances, the unit head may wish to have the office temporarily rekeyed.)

- f. For assistance with technology (e.g., retrieval of data or wiping of computers), contact the IT Helpdesk (285-1517) as needed; notify General Counsel (285-5162). As a general rule, the university does not provide e-mail or files access to family members or provide copies of any information stored/retrieved.
 - g. For assistance with an e-mail notice or forwarding of e-mail, please contact the Helpdesk (285-1517).
 - h. For assistance with Canvas access, please contact the Helpdesk (285-1517). Instructor of Record should be changed as quickly as possible.
 - i. If you know or suspect the or employee was a PI or part of a grant, please contact the Sponsored Projects Administration at 285-5085.
 - j. To see if the faculty member may have library books or other materials checked out, please contact the library at 285-5143.
 - k. If the family indicates there is no interest in belongings or in communicating further with the university, please verify in writing and provide to the Provost's Office.
6. General Information regarding IT security, e-mail, and Banner access: Once an employee is flagged as deceased in Banner, processes are in place to remove their access to all ERP systems. Most are done automatically, a few are assigned as tickets to be done manually. Their account also becomes flagged as ineligible for Active Directory, and their BSU username will be shelved at the next system update (either March or October).

*These steps may vary depending upon notification to the university by the family member. Sometimes the notification is given directly to the unit; sometimes HR or PEB receives the notice first; sometimes notice is given through another. Sometimes we receive notice through an obituary. Our goal, as much as possible, is to respect the wishes of the family and support them through their loss. We also wish to support you and your unit and are available to assist as needed.

Bereavement Leave

Full-time employees are eligible for funeral leave. The length of time varies based on circumstances. Please work with HR to ensure appropriate guidelines are followed. Find more information here- <https://www.bsu.edu/about/administrativeoffices/payrolleb/time-off>.

Sick and Parental Leave

Full personnel leave policies are found in the faculty Handbook <https://www.bsu.edu/web/facultyprofessionalhandbook>. Please make sure that the appropriate administrator or administrative coordinator knows how to document payroll and time keeping issues through UKG. UKG information can be found here- <https://www.bsu.edu/about/administrativeoffices/payrolleb/payroll/ukg>.

Sick Leave

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 additional 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.

Student Death Notification

Personnel from the Division of Student Affairs will notify appropriate offices when there is a death of a currently enrolled student (undergraduate or graduate, on-campus or online). The Vice President for Student Affairs (or designee) will serve as the primary contact for families and will conduct follow-up with the university community as appropriate.

Student Affairs personnel will notify the appropriate offices via email. The Vice President for Student Affairs (or designee) will notify instructors by email with specific information pertaining to the course and section the student was registered.

In the event that another office is the first to learn of a student's death, that office should notify the Vice President for Student Affairs (or designee). In the event of the death of an online student, the notification may also go to the appropriate staff in the Division of Online and Strategic Learning.

Contact: Office of Dean of Students

Phone: 765-285-1545

Contact: Online and Strategic Learning

Phone: 765-285-1581

Notes to Unit Heads and Faculty

- If you hear of a student's death from any source other than the Dean of Students Office or Vice President for Student Affairs, please contact the Dean of Students and take no other action until you receive official notification.
- The death of any student is troubling, regardless of the cause. Often announcements are necessarily vague due to a variety of reasons, including confidentiality protections,

unknown cause of death, and honoring the wishes of family members. Please know that the cause of death will not be communicated by the University. The University is not always told, and it isn't necessary information for our records. Ultimately, grief centers on the hole that is left by the person's absence more than the details of the actual cause. As faculty and staff navigate with department and college leadership on if/how to announce a student's death, consider the class dynamic, peer projects and interactions, and the reason for announcing any news. Know that the Dean of Students and Counseling Center staffs are available to consult as you navigate this situation.

- You may communicate with the family if they reach out to you, but FERPA still applies and you should refer them to the Dean of Students. Condolences are sent by the university, but departmental or individual condolences may be sent at your discretion.
- Depending on the timing of the passing, the issuing of a grade in the course may be appropriate especially if the family is requesting a posthumous degree or certificate of recognition.
- If the family or a faculty member asks about a posthumous degree or a certification of recognition, please review the policy in the *Faculty and Professional Personnel Handbook* AND contact the Provost's Office for further guidance.
- As needed, contact Employee Assistance Program (EAP) and the Counseling Center to arrange support for faculty, staff, and students.
 - To discuss EAP resources, please call 285-9355. After hours employee help is available at 1-888-456-1324.
 - To discuss services from the Counseling Center, please contact Dr. Bill Betts, Director of Counseling and Health Services at 285-1264.

POLICY REGARDING MINORS

Any university employee, student, or volunteer participating in programs involving minors must comply with the requirements of the Ball State University Policy Regarding Minors. During the planning stages of any program that will involve minors, please visit the following link: <https://www.bsu.edu/about/administrativeoffices/riskmanagement/relatedpolicies/policy-regarding-unaccompanied-minors>. Contact the Office of Risk Management at 285-2527 for additional assistance.

PREFERRED NAME POLICY

The university allows any students to use a first name different than their legal name (as listed on their driver's license, Social Security card, Tax Identification Number card, or passport) on certain university education records. Ball State will display the preferred first name to the university community where feasible and appropriate and make every effort to update reports, documents and systems accordingly. Students may submit a preferred first name using their BSU issued email credentials on Self-Service Banner (SSB). Preferred first name is updated under the Personal Information tab and select "Update Preferred Name".

<https://www.bsu.edu/about/administrativeoffices/registrar/students/personal-information-and-services/preferred-name>

PROMOTION AND TENURE

All things related to Promotion and Tenure of faculty are confidential and should not be discussed by any individual outside of formal Promotion and Tenure committee meetings.

Guidelines for Progress towards Tenure Material

The following materials should be forwarded to appropriate Colleges in accordance with published deadlines. In the case of 4th year review or granting of tenure and promotion to Associate Professor, supplemental materials will also need to be provided in accordance with departmental procedures.

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. The Faculty handbook states that this letter should come from the Chair of the department P&T committee. The Department Chair can send a separate letter if the P&T Committee and the Department Chair disagree on the recommendation for a particular candidate. In some departments, if the P&T committee and the Department Chair are in agreement, they both sign the letter. There should be a separate letter for each candidate.

Department Strengths and Weaknesses letter to Pre-Tenure Faculty – (See example 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. Departments putting forward faculty for their fourth-year tenure review must include all previous letters (from year 1) in the tenure packet. Departments recommending faculty for tenure in their 5th, 6th, or 7th tenure years must include all previous letters (from year 1) in the tenure packet.

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, 0000

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. If the \$250,000 grant proposal you submitted this year is funded, that and a presentation at your professional meeting would suffice as the appropriate increase in scholarly productivity for next year's tenure review.

Your service to the department is outstanding. You serve on the department equipment committee, department computer committee, and our internship committee. You are making good 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

Reconsideration and Appeals Processes: Departmental P&T

Per the Faculty Handbook, reconsideration is the act whereby a candidate may request that an initial adverse decision by a department or college be reexamined; it can only happen at level where the first negative decision was received. Reconsideration takes place before an appeal and provides an opportunity for a candidate to clarify content of material.

Content clarification does not occur during the appeal process as appeal examines the process and procedure rather than the content.

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 them. The written request shall be maintained 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 they so request. The Department Committee must then state in writing its position regarding the bases of the decision 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 they 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. The reconsideration process is not necessary in order for the appellant to move forward with an appeal; they can proceed immediately to the appeal and skip the reconsideration if they choose.

Delaying P&T Decisions

The university recognizes that faculty may encounter life circumstances which can impair or prevent progress toward professional and scholarly achievement. A faculty member may request that certain years (normally not to exceed two years total) not be counted as tenure-creditable years if any of the following pertain: Birth or adoption of a child, illness, dependent care, etc. (See Faculty and Professional Personnel Handbook). Within one year of the occurrence of the qualifying event, but before the affected annual Promotion and Tenure review, a request that a year not be counted as a tenure-creditable year shall be made to the Department Chair. The request shall include documentation of the circumstances involved. The request requires approval of the Department Chairperson, the appropriate Dean, and the Provost and Executive Vice President for Academic Affairs. Faculty who receive approval are not required to submit Promotion and Tenure materials during the period approved by the Provost and Executive Vice President for Academic Affairs. The faculty member is also not expected to submit an extra year's worth of research when tenure review resumes.

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 www.bsu.edu/-/media/www/departamentalcontent/securityservices/policies-and-procedures-2012/information-technology-users-privileges-and-responsibilities.pdf?sc_lang=en&hash=B647C659538E54E9100DFC85933230AF5612C36B 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.

Departments should 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.

SALARY

Each year funding for continuing professional employees' salary increases will be allocated to departments. All departments must award no less than seventy percent (70%) of their total increment funds for meritorious service in accordance with department criteria. These "merit" funds cannot be distributed on an "across the board" basis. Departments should have policies for both tenure-track and contract faculty salary considerations.

Department Salary Document

Meritorious service must be determined annually by the department. Criteria and processes shall be developed within the department for salary distribution and approved by written ballot by a majority of a quorum of the members eligible to vote. These criteria and processes shall be reviewed and approved annually by the department chairperson. Departments that do not develop approved criteria and processes may have all merit and discretionary dollars withheld from them.

Each individual shall be informed in writing by the department chairperson prior to forwarding the recommendation. Any changes at subsequent levels of review within the University shall be communicated to the initial administrator for purposes of informing the affected individual.

Appealing Departmental Salary

Salary grievance procedures are developed by the department and it is expected that salary grievances will be resolved within the department whenever possible. All recommended salary adjustments based upon grievances or appeals must be approved by the department chair, appropriate University officer and the President. Any salary adjustment based on a grievance shall be made as soon as possible and no later than the beginning of the next academic year.

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.

Contract Faculty Salary Policy

Contract faculty members shall be evaluated annually, using a policy approved by the department which has been submitted to and approved by the dean and by the Provost and Executive Vice President for Academic Affairs and maintained in the Office of the Provost and Executive Vice President for Academic Affairs. A copy of the evaluation policy and procedures shall be given to each contract faculty member at the time he or she is appointed. Information about contract faculty promotions and titles can be found here- <https://www.bsu.edu/about/administrativeoffices/provost/facresources>. Faculty should also be directed to section 16.1.2 of the handbook.

SPECIAL ASSIGNED LEAVE

Department chairs must review and approve Special Assigned Leave applications from faculty in InfoReady. The packet and further information will come directly from the Provost's Office. Chairs should keep in mind the following:

1. There is no guarantee that 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, you must rank the candidates (in InforReady) and 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.
6. If you or the dean rejects a candidate's application, it is your responsibility to communicate that to the candidate.
7. Information about the special leave committee is found on page 160 of the handbook.

TRAVEL POLICY

Egencia is a university travel booking tool commonly used (though no longer required). Specific training videos for using this tool have been developed and can be accessed via <https://www.bsu.edu/about/administrativeoffices/accounts-payable/travelinfo/egencia>

“Authorization for Travel” forms must be completed and approved by the Department Chair and the Dean’s office before travel begins—regardless if the traveler is requesting reimbursement or not (Travel Authorization and Expense Manager are found in Banner under Travel and Expense). 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. Reimbursement for any trip cannot be approved if there is no “Authorization for Travel” completed prior to travel. Chairs should work with their administrative coordinator to ensure the appropriate people in the department are trained in Chrome River.

Faculty teaching for the School of Online and Distance Education must submit their travel authorizations directly to Online and Distance Education. A blanket travel authorization form with the School of Online and Distance Education indicating the dates during the semester the faculty member will be traveling if he/she is using their personal car.

Please watch the travel website for changes and updates to these policies and procedures.

International Travel

Before planning any international travel, please review the Ball State University International Travel Policy:

<https://www.bsu.edu/about/administrativeoffices/riskmanagement/relatedpolicies/internationaltravel>

All faculty and students involved in international travel must read the policy and complete the policy requirements. International travel requires the completion of form ORM 1 –International Travel, which can be found at the link above. Questions can be forwarded to the Office of Risk Management at 285-2527 or ORM@bsu.edu.

Please be advised that the list of approved countries changes often. Faculty should plan ahead for any international travel. Faculty wishing to plan a study abroad course should review the guidelines and timeline here- <https://www.bsu.edu/academics/centersandinstitutes/rinker/study-abroad/information-for-faculty>.

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/riskmanagement/relatedpolicies/drivingpolicy>

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 and be university approved drivers.

UNIT REVIEWS: POLICIES AND PROCEDURES

(The 5-year schedule is available at this link: [Unit Review Schedule](#).)

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 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 ongoing 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, including the budgetary implications of academic programs offered in the unit. 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. (See Appendix D)

Steps in the Academic Unit Review Process:

1. The 5-year schedule is available at this link: [Unit Review Schedule](#). Late in the summer before the academic year in which the unit review is scheduled, the Director of Assessment and Accreditation convenes an orientation meeting for department chairs, school directors, or others whose units are about to undergo review. The meeting is designed to discuss the timeline and logistics of the review, objectives, and resources. Issues of relationship of the review to accreditation, if applicable, are to be addressed as well as a decision concerning if an external review will be part of the unit self-study.
2. During the fall semester 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 students, class sections, grades, number of graduates, characteristics of faculty and staff members in the unit, instructional productivity and cost, 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. Other areas, such as Academic Systems and the Career Center, provide additional information, and the unit itself provides information, as outlined in the [AUR Guidelines](#).

3. The unit conducts its self-study during the fall and spring semesters. A draft of the self-study document is sent to the Director of Assessment and Accreditation by spring break with revisions as needed. All faculty and staff members in the unit should have an opportunity to review the draft self-study and provide feedback.
4. If an external review takes place, suggested external reviewers are discussed and agreed upon with the college Dean and the Director of Assessment and Accreditation. The final edition of the self-study is shared with the college Dean and Director of Assessment and Accreditation by final exam week with revisions as needed.
5. If an external review takes place, the visit schedule is developed by the unit leadership and reviewers and is reviewed and agreed upon by the college Dean during the summer.
6. External Reviewers' visit (if applicable).
7. The external reviewers' report is received (if applicable).
8. Units provide a concise, formal, written unit response to the external reviewers' report and shares it with the college Dean and the Director of Assessment and Accreditation.
9. A meeting is held with the Provost, college Dean, Chair/Director, and Director of Assessment and Accreditation to discuss the findings and action plan.
10. Annual progress reports are prepared and shared with the Provost and college Dean. These may be embedded within annual reports.
11. Three years after the action plan is created, there is a follow up meeting with the Provost, college Dean, Chair/Director, and Director of Assessment and Accreditation to discuss the status of the action plan.

Process and Outcome for External Review as Part of the AUR: 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*. After the self-study is completed, it is sent to an approved external peer reviewer. 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.

AUR 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 its current status as per the topics listed in the AUR Guidelines. 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. Colleges with

accredited units will need to budget additional monies for external reviews.

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 AUR Guidelines.

5-Year Action Plan: Following receipt of the external reviewers' report, the unit leadership will prepare a brief written response. The unit leadership, college Dean, Provost, and Director of Assessment and Accreditation will then meet to discuss the findings of the review and an action plan that the unit leadership will then develop.

Consideration of 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.

Annual Reports: Units will annually report progress toward achieving the goals of the 5-year action plan to the college Dean.

Process for Off-Cycle Reviews: The Provost may initiate an abbreviated off-cycle review at any time for particular units or for individual programs offered within a unit, especially in cases where there are significant upward or downward trends in a unit's enrollments or overall budgetary picture. In these cases, the Provost will ask the unit to address a specific set of questions in an abbreviated report, will ask IRDS to provide the appropriate data set to guide the review, and will establish a time-line for the completion of the abbreviated self-study and the review cycle. The Provost will also determine whether or not an external reviewer is required for the off-cycle review.

AUR SELF-STUDY GUIDELINES: Units that have program accreditation may use information in their accreditation self-studies and external reviewer findings for the AUR process with the understanding that the AUR applies to the entire unit and focuses on continuous improvement rather than compliance with disciplinary standards. All of the topics listed below must be addressed in the Ball State AUR self-study. 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 academic unit review.

- I. EXECUTIVE SUMMARY
 - A. brief statement of strengths, challenges, and recommendations

- II. ACADEMIC OBJECTIVES OF UNIT
 - A. Brief history of the unit
 - B. What are the unit's objectives?
 - B. What evidence is there that these objectives are being met?
 - C. How do these objectives differ from those in similar units elsewhere?
 - D. To what degree are the unit's goals congruent with those of the University's strategic plan?

- E. Significant changes in the objectives since the last review, if applicable.

III. ACADEMIC UNIT DESCRIPTORS

- A. Majors, minors, certificates and other curricula offered
- B. Location(s)
- C. Organizational affiliation (school, college)
- D. Accreditation status of the unit, if any
- E. Description of programs within the unit
- F. Rankings or significant recognitions since last review

IV. STUDENT LEARNING OUTCOMES AND CURRICULUM

- A. In what ways are the unit's student learning outcomes assessed?
- B. What are the major findings of assessment of student learning and how have they been used to improve student learning?
- C. What courses and/or curricular programs have been adopted and/or dropped since the last review? Why?
- D. What are the trends, needs, and future directions in the unit's curriculum?
- E. How does this curriculum compare to others in similar institutions, i.e., size, scope?
- F. Does the curriculum meet the objectives stated above? How? Why or Why not?
- G. In what ways does the unit's curriculum reflect the university's strategic plan?
- H. In what ways does the unit's curriculum reflect the university's core curriculum?

V. STUDENTS

- A. Give a brief summary of unit enrollment history and trends. Are there any enrollment ceilings?
- A. What are the completion and attrition rates of the unit's students?
- B. What are favorable characteristics and/or problems in enrollment in specific courses, areas, locations, or modes of instruction?
- C. How are students advised?
- D. How has the university's strategic plan affected the unit's students?
- E. To what extent are students satisfied with the quality of instruction, advising, career and/or graduate/professional school preparation, and other relevant issues?

VI. FACULTY

- A. What has been the change 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: (NOTE: Submitted vitae of all faculty members, including current part-time faculty, are a requirement of this evaluation.)
 - 1. Teaching: student and peer evaluations
 - 2. Scholarly productivity: publications and papers, exhibitions,

creative endeavors, research funding, etc.

3. Notable Service: unit, college, university, and community
- D. Professional development: additional study, retraining, etc.(For graduate program review): What are the unit's requirements for selection of graduate faculty? Is the graduate faculty sufficient in number and expertise?
- E. How has the university's strategic plan affected the unit's faculty?

VII. SUPPORT FOR THE UNIT

- A. What support is given the unit in terms of:
 1. Budget
 2. Space
 3. Staff
 4. Travel
 5. Computer and Technology Services
 6. Library Services
- B. 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. Give an evaluation of unit leadership, citing such areas as personnel, budget, teaching assignments, etc.
- B. What are the specific areas which need to be addressed by future leaders of the program?

IX. ALUMNI/AE INFORMATION

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

IX. SUMMARY AND RECOMMENDATIONS

Give a summary of the unit, its strengths, problems, prospects, and recommendations that immediately flow from the evaluation. Please limit to no more than five pages.

As appropriate, the unit review *may* address the following topics:

- A. 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.
- B. How are students involved in the department's operation?
- C. 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?
- D. What are the academic standards promoted by faculty, i.e., course requirements, grading patterns and rigor?
- E. Compare the university's support of the unit with support given similar programs at similar institutions.

WRITING GUIDELINES FROM MARKETING AND COMMUNICATION

In order to promote consistency in all Ball State related communication and marketing, Marketing and Communication has developed writing guidelines that can be found [here](#). They also provide multiple power point templates, email signature graphics, and other brand related resources on their [website](#).

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#:~:text=Questions%20regarding%20worker's%20compensation%20or,caling%20765%2D285%2D1853.&text=Regardless%20of%20the%20nature%20or,shift%20that%20the%20injury%20occurred>.

Scroll to the bottom for [Worker's Comp First Report](#) 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 received when on the job must be reported to supervision at once, during the same shift on which the injury occurred.

Employees 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.

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 below: <https://www.bsu.edu/about/administrativeoffices/employee-relations/workers-compensation>.

ATTACHMENT A

TO: Ball State University Teaching Faculty
FROM: Courtney Jarrett, Director
SUBJECT: 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:

<https://www.bsu.edu/about/administrativeoffices/disability-services>.

Syllabus Statement

The following statement should be included on each course syllabus and read 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 online exams and a student needs extended time for an exam, there are two ways you could do this. You can simply permit the student to continue taking the exam for longer than you have assigned or create a separate section of the exam for this student and extend the time allotted for the test. More information about how to do this is available on Disability Services' website at: <https://www.bsu.edu/about/administrativeoffices/disability-services/additionalresources/faculty/canvas>

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.

For students with visual impairments: Contact BSU's Adaptive Technology Specialist (285-6124) to ensure that technology is accessible for students using adaptive software. The office can also assist with Braille and other options for making text accessible.

For students who are deaf/hard of hearing: If captioning is needed for any video used in class, first contact Educational Resources (285-5333) to see if there is a captioned version available. If not available, contact Jeff Bowers (285-2766) at the Teleplex to get assistance with captioning of the video. Advance planning is important as adding captions to video is a laborious process.

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 B

SAMPLE RECOMMENDATION LETTER

March 1, 2017

Name
Address
Address
City, State, Zip

Dear Mr./Ms./Dr. XXXXXXXX:

I am delighted to inform you that I will be recommending your appointment to a tenure-track position as Assistant Professor in the Department of AAAAAAAAAA, for an academic year salary of \$BBBBBB. In addition, as we discussed, the department will recommend that you receive (list the specific items agreed to or, if lengthy, refer to here and attach a list with the letter).

Typically, faculty members are considered for tenure in the seventh year of residence, however they are evaluated and apprised of their progress annually. [If credit toward tenure has been negotiated and agreed to by the Dean add:] Because of your prior service, we have agreed to credit you with C [not more than 2] year(s) toward tenure.

[If faculty member lacks a terminal degree, insert the following] Please note that my recommendation is contingent upon your ability to complete your degree by [date indicated in position announcement]. Failure to complete your degree by that date will result in termination of this recommendation and resulting employment offer.

Please indicate your continued interest in this recommendation moving forward by sending me an e-mail response at [insert your BSU e-mail address], then sign this letter below, and return it to me not later than (choose a date approximately 10 days out).

We look forward to hearing from you.

Yours truly,

A. M. Fearless,
Ph.D.Chair

Signature _____ Date _____

ATTACHMENT C

FACULTY AND PROFESSIONAL PERSONNEL HIRING REMINDERS

In order to assure a smooth hiring process and transition for your new hire, please keep the following pointers in mind:

- To start the hiring process, please begin with this guide- <https://www.bsu.edu/-/media/www/departamentalcontent/human%20resources/pdfs/policies%20guides/banner%20epaf%20guide/hiring%20process%20at%20ball%20state%20university.pdf?la=en&hash=573CB809ED0BF9389FFB31CEF08E4B8940C8CFB7>
- The successful applicant must complete the Background Check process in cooperation with Human Resources. The department will be notified when the background check results have been received. This transpires as follows:
 - When you have completed the interviews, made your selection, and checked references as well as the last seven years of experience (which you can and should be doing for all finalists during the process so that you can move quickly to offer the position; if you choose to wait and do so only for the selected candidate, that will delay your offer), the department should move the selected candidate to “Recommend for Hire” in HR-TMS.
 - That should happen simultaneously as you prepare to make the offer.
 - Before making the offer, please call the Dean or the Associate Dean with oversight of faculty hiring to confirm the salary offer.
 - Moving the candidate to “Recommend for Hire” in HR-TMS, as you prepare to make the offer, alerts HR to initiate the **background check**. The department also will need to initiate the **hiring proposal** in HR-TMS. This document when fully approved is the vehicle that places the candidate’s assignment in Banner and alerts HR to produce the official offer letter. Human Resources will alert the new hire to submit the information for the Background Check and provide the information necessary to establish an employee record and ID# in Banner.
 - We recommend following the HR systems guides- [Human Resources Forms, Policies, and Guides | Ball State University \(bsu.edu\)](#)
- Please refer to the Employee Guide, which includes information on new employee “onboarding” at [Human Resources Forms, Policies, and Guides | Ball State University \(bsu.edu\)](#). In connection with HR-TMS an online system called Onboard is used to collect hiring paperwork from new employees and provide them with information. Check the “before you start” and “first day” sections of the new employee onboarding section for information regarding orientation, parking, obtaining a BSU ID card, and setting up an Outlook email account.
- The successful candidate must still visit Human Resources (AD 350) on or before the first day of employment to complete an I-9 form to conclude their employment verification process. Please see [Lists of Acceptable Documents](#) for information regarding required verification documents.

- The successful candidate will need to provide an original transcript of their highest degree and a complete vita/resume to Human Resources within their first week of employment.
- For questions regarding the HR portion of this process, please email ERPHR@bsu.edu.

**ATTACHMENT D
Unit Review Process Guide**

Unit Review Process Guide

