

Fall 2022 Administrative Resources: Department Chairs, School Directors, & Area Coordinators

Your position description*:

Terminal degree in specialty or skill taught in the department. Language Skills: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public. Mathematical Skills: Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

* From: <https://www.depts.ttu.edu/hr/PayPlan/unclassified/detail.php?fid=152>

What does that really mean?

You are the face of your department, school, or area (henceforth, unit). You are the spokesperson, representative, and point at which the proverbial buck stops.

Overarching Scope of Responsibilities

1. *Leadership* encompasses facilitating the establishment of a vision and collaborating with faculty, staff, and students to implement strategies to achieve this vision. Leadership includes developing others collectively and one-on-one to help them maximize their potential.
2. *Management* encompasses the day-to-day administrative or business duties in compliance with institutional rules and policies and departmental governance. Management includes planning, decision-making, organizing, and motivating people as well as the overseeing the financial, physical, and informational resources of a department.

Key Responsibilities

1. Academic and instructional leadership including an accountability for student learning.
2. Budget and resource management.
3. Fulfillment of personal teaching, research, and service duties including for career advancement.
4. Internal and external communication with a variety of stakeholders.
5. Leading and advancing department aligned with TTU's vision, mission, and strategic plan.
6. Personnel management including hiring, evaluating, and mentoring of faculty and staff while ensuring diversity, inclusion, and equity.
7. Research, scholarship, and creative activity leadership.



Fall 2022 Administrative Calendar and Contacts

Prior to start of FALL 2022 term:	
	Ensure all new faculty, GPTIs, and GTAs have completed hiring paperwork prior to the first day of classes.
	Ensure all new faculty have eRaider, R Number, access to eRaider, and access to Blackboard.
	Make committee assignments for departmental committees.
	Address any under-enrolled courses (<10 undergraduate and <5 graduate) by deadline set by Registrar's Office.
	Confirm that all Instructors of Record teaching Core Curriculum, Multicultural, or Communication Literacy courses are aware of assessments and reporting expectations for these courses.
LATE August 2022:	
August 23	New Faculty Orientation
August 25	Classes begin.
August 25-September 1	<p>Per OP 32.06: "Within the first week of the semester, faculty members must provide a course syllabus that includes</p> <ol style="list-style-type: none"> The course outline; The expected learning outcomes from the course; The methods of assessing those outcomes; and The criteria for grade determination." <ul style="list-style-type: none"> Upload copy of all undergraduate courses through Faculty Success (formerly called Digital Measures).
Prior to end of August	For Dean-approved searches, appoint members of search committees and ensure compliance with OP 32.16 Faculty Recruitment Procedure .
September 2022	
Early September	Academic scheduling for Spring and Summer 2023.
During September	Meet with new tenure-track faculty about expectations for tenure and promotion.
During September	Plan all spring course schedules and make course and assignment changes as required to meet student enrollment needs.
September 1	Per OP 32.31 , Notification of comprehensive performance evaluation must be given.
September 5	Labor Day. University holiday.
September 9	Onboarding for chairs/directors/area coordinators in first three years of service (TLPDC)
September 15	Monthly Pcard expense reports due for prior month.
September 16	Teaching Academy Induction Ceremony
Late September	Report faculty workload due; see OP 32:18 Academic Workload Calculation .
Late September	Remind graduate directors and graduate advisers to remind their students about registering for graduation and thesis and dissertation deadlines.



October 2022	
Early October	Spring and Summer 2022 terms available on Raiderlink.
October 4	Paul Whitfield Horn Professor Nominations due to the Office of the Provost (OP 32.09).
October 4	Degree program assessment deadline with data submitted through Nuventive Improve (https://tracdat.opa.ttu.edu/tracdat/faces/assessment/home/dashboard.xhtml)
October 4	Faculty Development Leave applications for 2020-21 due to Office of the Provost (OP 32.29).
October 6	President's Faculty Book Award submissions due to Office of the Provost (2021 copyright year) (OP 32.24).
October 11	Consulting and Outside Employment forms due as required by OP 32.07
October 13	Midterm grading opens
October 15	Monthly Pcard expense reports due for prior month.
October 14	Changes to prefixes, prerequisites, corequisites, course numbers, credit/contact hours, modality, and deletions for Spring and Summer 2023 courses must be at the Academic Council stage of Curriculog
October 27	Mid-term grades due via Raiderlink
October 28	<ul style="list-style-type: none"> • Chancellor's Council Distinguished Teaching Awards nominations due (OP 32.13). • Chancellor's Council Distinguished Research Awards nominations due (OP 32.21). *(Need to check with Dean's Office for earlier deadlines).
October 28	Piper Professor Nominations due to Office of the Provost.
November 2022	
Early November	Textbook orders due.
Early November	Receipt of Catalog copy revisions request from Official Publications. Note: Any course or program changes that departments would like to appear in the printed catalog must be voted on and approved by the February Academic Council meeting. Any proposals approved at or after the March Academic Council meeting will only appear in the electronic catalog.
Early November	Banner Roll for Fall 2023.
During November	Lawrence Schovanec Teaching Development Scholarship Applications due to Teaching Academy.
November 1	Departmental Excellence in Teaching Award opens for submissions
November 7	Spring and summer 2023 advance registration for currently enrolled students (continues through 11/18)
November 8	<ul style="list-style-type: none"> • Faculty nominations (unlimited) due to Office of the Provost for these awards: <ul style="list-style-type: none"> • Faculty Distinguished Leadership Award • Hemphill-Wells New Professor Excellence in Teaching Award • Spencer A. Wells Award for Creativity in Teaching Award • College nominations for the Barnie E. Rushing, Jr. Faculty Distinguished Research Awards due to Office of Innovation and Research.
November 15	Monthly Pcard expense reports due for prior month.
November 16	Promotion and tenure nominations due to the Office of the Provost.
November 21	Spring and summer 2023 open registration for currently enrolled students
November 24-27	Thanksgiving holiday. University closed.

November 30 - December 7	Period of no examinations, except for makeup exams or scheduled lab exams.
December 2022	
December 5	Raiderlink available for final grade entry
December 6	Last day of classes.
December 7	Individual study day.
December 2	Faculty Emeritus nominations due to Office of the Provost (OP 10.07).
December 8-13	Final exams.
December 14	Grades due for graduating students via Raiderlink by NOON
December 15	Monthly Pcard expense reports due for prior month.
December 16-17	Commencements.
December 19	Final grades due via Raiderlink by 5:00 p.m.

Who to contact when you have questions about:

- **Undergraduate admissions:** [Dr. Jamie Hansard, Exec. Dir. of Admissions](#)
- **Course and Section Inventory:** [Heather Eaton, Assistant Registrar](#)
- **Grading:** [Bobbie Brown, Registrar](#), or [Brenda Martinez, Senior Associate Registrar](#)
- **Graduate student issues** (admissions, enrollment, faculty-student issues, funding including travel grants, graduate curricular matters including new programs, graduate faculty status, student progress): [Dr. Mark Sheridan, Vice Provost for Graduate and Postdoctoral Affairs/Dean of the Graduate School](#)
- **Faculty affairs:** [Prof. Genevieve Durham DeCesaro, Vice Provost for Faculty Success](#)
- **Student success, student academic affairs, retention, and advising:** [Dr. Mitzi Lauderdale, Vice Provost for Academic Innovation and Student Success](#)
- **Small course approvals, special instruction fees, and above base summer funding:** [Dr. Mitzi Lauderdale, Vice Provost for Academic Innovation and Student Success](#)
- **Curricular matters** (including core & multicultural curriculum, revisions to courses and programs, new programs, and changes to administrative units): [Dr. Darryl James, Vice Provost for Institutional Effectiveness](#)
- **Strategic planning, assessment, institutional data:** [Dr. Darryl James, Vice Provost for Institutional Effectiveness](#)
- **Regional sites and online courses or programs:** [Dr. Brian Still, Interim Vice Provost for eLearning and Academic Partnerships](#)
- **Academic partnerships:** [Dr. Clay Taylor, Senior Director of Academic Partnerships](#)
- **Student Affairs**, including wellness, conduct, resources: [Dr. Matt Gregory, Vice Provost for Student Affairs and Dean of Students](#)
- **International programs and study abroad:** [Dr. Elizabeth Trejos-Castillo, Vice Provost for International Affairs](#)
- **Commencement:** [Amiee Dixon, Commencement Coordinator](#)
- **Raider Rooms:** [Patricia Vitela, Assistant Managing Director, Planning & Administration](#)
- **Space capacity and utilization:** [Lissa Muñoz, Associate Managing Director](#), Planning & Administration
- **Teaching Evaluations:** [Suzanne Tapp](#), TLPDC

Faculty recruitment, hiring, development, evaluation, promotion, and tenure

1. Faculty recruitment is addressed in [OP 32.16](#). The different categories of faculty are outlined in [OP 32.17](#). Department chairs and school directors should be familiar with differences in faculty titles and requirements related to constituting search committees and should be prepared to advise search committees on required procedures related to advertising positions, reviewing applications, interviewing candidates, and making final recommendations. More information is available here:
<https://www.depts.ttu.edu/hr/ManagersSupervisors/MgrsGuide.php>
2. TTU uses BrassRing/Kenexa to manage the submission and review of applications for all positions. Information about that system is available here:
<http://www.depts.ttu.edu/hr/ManagersSupervisors/TalentAcq.php>. Information about making changes to current positions is available here: <http://www.depts.ttu.edu/hr/ManagersSupervisors/PositionMgmt.php>.
3. Once faculty members and staff are hired, TTU provides onboarding specific to their positions. All new employees can find helpful information about things like eRaider, ID cards, and benefits here:
<http://www.depts.ttu.edu/hr/EmployeeResources/NewEmp.php>. Staff members should take advantage of New Employee Training, facilitated by Human Resources. More information is available here:
<https://www.depts.ttu.edu/hr/EmployeeResources/NewEmpTraining.php>. Faculty members are required to attend the New Faculty Orientation, facilitated by the Teaching, Learning, and Professional Development Center. Additionally, the TLPDC maintains a website of resources for new faculty members, available here:
<https://www.depts.ttu.edu/tlpdc/Resources/NewFacultyResources/index.php>.
4. Staff and faculty members who report directly to you must be evaluated annually. TTU uses two different systems to evaluate faculty and staff performance. Faculty are evaluated using an annual performance review; most areas handle this by asking faculty members to submit their Digital Measures reports to Chairs and Directors. Chairs and Directors review these reports and offer evaluations, including recommendations for improvements, for faculty members to review. Detailed information about the annual review of faculty is available in OP 32.32. Staff members are evaluated using an electronic performance management system. This evaluation is due at the end of the spring. Detailed information about that system is available in OP 70.12 and also here: <http://www.depts.ttu.edu/hr/ManagersSupervisors/PerfMgmt.php>.
5. TTU offers a host of opportunities related to faculty development. Department chairs and school directors should make every effort to inform faculty about these opportunities and encourage application and/or participation. While formal faculty development leave is covered under OP 32.19 and faculty awards under OP 32.24, other opportunities are available through the Office of Research and Innovation and the TLPDC, as well as many individual colleges.
6. TTU is committed to retaining and promoting faculty whose work achieves a high standard of excellence and who demonstrate through the performance of their duties a commitment to professionalism and to the core university mission. Tenure and promotion or continuing appointment of quality faculty are essential values and processes in strengthening academic quality and reputation. As department chair or school director, you are responsible for keeping your faculty members informed about deadlines, requirements, and opportunities related to faculty development, promotion, tenure, and continuing appointment. Remember to consult the Provost's Planning Calendar and the TLPDC's Calendar for dates related to award submissions and tenure preparation opportunities.



Resources and procedures: faculty success, campus climate, physical and mental health, grievances, criminal activity, emergencies:

1. [Faculty Success & Resources](#) webpage
2. [Campus climate resources](#) webpage
3. [Faculty wellness](#): please review the list of resources under the “Faculty Health & Wellness” heading in the top navigation menu of the Faculty Success webpage. Please also reference [TTU’s Beyond Okay webpage](#).
4. Faculty and staff conduct expectations: a first step in preempting conduct violations are making sure that faculty and staff are aware of conduct expectations. Here are the institutional policies governing those areas:
 - a. Faculty conduct expectations: described in [OP 32.04](#).
 - b. Staff conduct expectations: described in [OP 70.31](#).
5. Information concerning TTU’s drug and alcohol policy:
 - a. [OP 10.04](#):ttu tit institutional policy concerning compliance with the federal Drug-Free Schools and Communities Act. Includes information related to procedures for reporting.
 - b. [OP 70.35](#): deals primarily with safety- and security-sensitive positions, but has general information about any employee who asks for help with a substance abuse problem.
 - c. [Faculty Handbook](#): specific to faculty, contains information related to expected conduct.
6. Information concerning grievance reporting: all employees, including faculty, should be aware of expectations and procedures related to filing grievances. Those procedures, including reporting processes, are described in detail in the [Title IX Employee Resources](#) information. The Office of the [Faculty Ombudsperson](#) provides a safe place where faculty may seek assistance in addressing conflicts, disputes, or complaints beyond turning to their supervisors.
7. Reporting a crime: information specific to reporting a crime or responding to an emergency situation is available on the [TTU Police Department’s website](#). The website outlines reporting options for students in addition to faculty and staff employees.

Course and program development and modification:

Academic programs develop and change over time, resulting in a need to add, change, or delete courses ([OP 36.01](#)) and programs ([OP 36.04](#)). Course and program proposals generally originate in the department, school, or area and then proceed to a college curriculum committee before moving through additional committees as necessary. The following information provides guidance for unit-level administrators related to facilitating curricular development and revision.

Course addition/change: general information

1. All course additions, changes, or deletions are submitted through Curriculog. Information about that program and how to propose and/or make changes to existing courses is available here: <http://www.depts.ttu.edu/registrar/training/digarc/>. Access to (and training registration for) Curriculog is also available on the faculty tab of Raiderlink under faculty links on the right.
2. Most proposals will move directly from the unit to the college to the Academic Council, which is the curriculum review body at the institutional level. However, some types of proposals require additional approvals after the college approval and before the Academic Council review, as described below:
 - a. Online or hybrid courses: require approval by eLearning Council;
 - b. Graduate courses: require approval by the Academic Programs Subcommittee of the Graduate Council and the Graduate Council.
3. Approval by the Academic Council is required to (1) add or delete a course and/or (2) make changes in the prefix, number, contact or credit hours, and/or title for a course. The Academic Council meets on the third Tuesday of every month. Course proposals that are at the Academic Council step in Curriculog by the Friday prior to each Council meeting will be placed on the Council agenda for that month.
4. Approval by Academic Council is not required to change a course description and/or add or remove restrictions (e.g., prerequisites) from a course.
5. Important notes concerning course changes:
 - a. Changes to existing courses can only be made prior to the first date of advanced registration for the academic term during which the change will be effective.
 - b. Once a course has been deleted from the inventory, the course number cannot be used again for five years.

Course addition: specific information

1. To create a new course prefix, begin by contacting the Registrar's Office to receive advice as to whether the requested prefix meets university guidelines. If it does, the Registrar's Office will notify Official Publications and Academic Support & Facilities Resources prior to the college submitting a course approval request.
2. Completing the request through Curriculog:
 - a. Course descriptions are currently limited to a maximum of 25 words, excluding prerequisite information. This requirement will be eased as the paper catalog is phased out.



- b. CIP (Classification of Instructional Programs) code should reflect the course content, typically, but not always, the same CIP code as other courses in the department. You can find a list of Texas CIP codes here: <http://www.txhighereddata.org/Interactive/CIP/>. Look over the list to find the most appropriate description for your course. The last two digits of the number at this site are 00. That should be changed to the funding code, which is listed in the column just to the right of the CIP code.
- c. Course hours (this is not the same thing as the course number) are expressed in four digits (e.g., 2:2:0:0). The first digit reflects the number of semester credit hours students will earn for completing the course. The second digit reflects the number of contact hours per week associated with the primary activity type (lecture, independent study, seminar, thesis, dissertation, clinic, simulation, field experience, private lesson, ensemble, lab, studio, practicum) of the course. The third digit reflects the number of contact hours per week required for the credit-bearing lab associated with the course. The fourth digit reflects the number of contact hours per week required for a noncredit discussion/recitation/lab associated with the course.
 - i. Example 1: PHYS 1408: Course hours are 4:3:1:0 (Four credit hours, three contact hours per week for the primary activity type (lecture), one contact hour per week for the credit-bearing lab, and no contact hours for non-credit lab or discussion.)
 - ii. Example 2: ME 3322:
 - iii. Example 3: HIST 2310 Either the second or third digit will ALWAYS be zero, e.g.: 3:3:0:0, 3:2:0:2, or 1:0:2:0
- d. THECB will only allow one credit-bearing activity. The fourth digit is for any non-credit-bearing activity such as discussion/recitation or a non-credit lab.
- e. In variable-hour courses, the credit hours are variable and the contact hours are variable. As a result, all variable-hour courses MUST have a "0" in the second digit of the course number (e.g., HUSC 2000) because that digit indicates how much credit the student will get and the credit will change with each student. If a class is V1-3, then in the semester that class is offered, the department would build a section for the 1-contact hour version of the course, another section for the 2-contact hour, and another section for the 3-contact hour. Whichever section the student chooses is how much credit that student will get. For example, the student who chooses the section with 3 contact hours will get 3 hours of credit.
- f. Indicate whether the course has distance components or not. If the course is a distance one, the activity type would be the same as if it were a face-to-face class (typically lecture, but could have other components as described above). Distance courses are regular courses, but when the department assigns the sections, the section number is what will distinguish the course as being online.

Core and Multicultural Curriculum Courses: general information

1. Unit-level administrators are responsible for knowing which courses in their areas are included in the Core and Multicultural Curriculum. That information is available here and is updated annually:
<https://www.depts.ttu.edu/provost/curriculum/core-curriculum/dept-chairs-school-directors-program-heads.php>

2. Faculty members in your unit submitting a proposal related to a new or existing Core and/or Multicultural Curriculum course, should follow the guidelines available here:

<http://www.depts.ttu.edu/provost/curriculum/core-curriculum/index.php>

Communication Literacy Plan and Courses: general information

1. Each undergraduate degree-granting unit on campus has its own Communication Literacy (CL) plan. More information about the CL requirement, a central component of our institution's Quality Enhancement Plan, is available here: <https://www.depts.ttu.edu/provost/curriculum/index.php>
2. Unit-level administrators are responsible for knowing which courses in their areas are included in their CL plans and are responsible for the annual assessment of the CL plan, detailed here: <https://www.depts.ttu.edu/provost/curriculum/communication-literacy/cl-assessment.php>
3. Units interested in revising their CL plans should make sure the proposed revisions are submitted in Curriculog using process 2.

Program development and revision: general information

1. All program additions, changes, or deletions are submitted through Curriculog. Information about Curriculog and how to propose and/or make changes to existing programs is available here: <http://www.depts.ttu.edu/registrar/training/digarc/>. Access to (and training registration for) Curriculog is also available on the faculty tab of Raiderlink under faculty links on the right.
2. Most program proposals will move directly from the unit to the college to the Academic Council, which is the curriculum review body at the institutional level. However, some types of proposals require additional approvals after the college approval and before the Academic Council review, as described below:
 - a. Online or hybrid programs: require approval by eLearning Council;
 - b. Graduate programs: require approval by the Academic Programs Subcommittee of the Graduate Council and the Graduate Council.
3. General information about approval sequencing required for different types of program proposals is available here: <https://www.depts.ttu.edu/provost/curriculum/new-programs/generalinfo.php>
4. Specific information related to approval sequencing timelines is available here: <https://www.depts.ttu.edu/provost/curriculum/new-programs/timelines.php>



Course scheduling, enrollment, textbooks, and grading:

Each academic term, unit-level administrators are responsible for coordinating messaging and reporting related to scheduling, enrollment, textbook orders, and grading. The following guidance should assist unit-level administrators with anticipating what information needs to be coordinated and distributed at different times in each term:

Prior to the start of each academic term:

1. Address under-enrolled courses via the Small Course Portal according to the timeline announced by the Registrar's Office;
2. Confirm that all identified tandem courses meet SACSCOC requirements and complete faculty certification forms as required by [OP 32.36](#).
3. Confirm that IoRs teaching Core Curriculum, Multicultural, or Communication Literacy courses are aware of the assessment and reporting expectations associated with those courses;
4. Confirm that each offered course has the appropriately assigned modality;
5. Finalize all textbook information for all courses requiring textbooks (must happen a minimum of 30 days prior to the start of each term, preferably by the start of advanced registration for the term).

By the end of the first week of long semesters or by the end of the second day of summer parts of term:

1. Address under-enrolled courses via the Small Course Portal;
2. Confirm that each offered course has an assigned IoR;

In the first weeks of each academic term:

1. Request that faculty review their teaching assignments for the subsequent term as changes to any course offerings (including date/time) must be made prior to the first date of advanced registration.
2. Remind faculty members about policies related to student accommodation, including testing accommodation. For more information, see Student Disability Services and Academic Testing Services.
3. Discuss procedures for reporting students of concern.

In the last few weeks of each academic term:

1. Remind faculty members that they are expected to submit final grades on time and go over the justifications warranting the assignment of grades of Incomplete;
2. Remind faculty members of upcoming commencement ceremonies;
3. Begin preparations for the start of the next academic term.

What you need to know about SUE (Space Usage Efficiency):

Space Usage Efficiency (SUE) scores are measurements used by the Texas Higher Education Coordinating Board for all institutions. SUE scores (combined or individually for Classrooms and Class Laboratories):

1. Are used as a global assessment mechanism for new construction proposals.
2. Contribute to the scoring criteria for Tuition Revenue Bond (TRB) requests.
3. May positively influence and indirectly impact other state funding models by providing a method for evaluating effective and efficient space maximization.
4. Indicate space needs at multiple levels when scores at the room, building, or campus level exceed standards.
5. What affects the institution's SUE score?
6. Utilization Rate: This is an effective measure to identify the actual use of the individual rooms. The current utilization guideline is a minimum of 38 hours per week (HPW) for classrooms and 25.0 hours per week (HPW) for class laboratories.
7. Average Percent Fill: The actual section enrollment compared to the capacity of the physical space. The current minimum average percent fill guideline is 65% for classrooms and 75% for laboratories.
8. Demand: The total hours for all classroom-type activities compared to the total number of classrooms. Demand helps to account for the total academic load, including those activities taking place outside of classrooms (110s) and class laboratories (210s).
9. What can academic units do to increase percent fill and positively affect our SUE score?
10. Remove an unneeded course offering to free up faculty resources to teach a "high demand*" course;
11. Add a "high demand" course offering in non-primetime to best utilize classroom space and maximize enrollment ratios;
12. Change a course offering time to correspond with the availability of the students who need it most;
13. Change a course offering time to reduce conflicts between other required courses that students need to take in a given term;
14. Adjust class sizes by matching the class enrollment from the previous term;
15. Combine under-enrolled sections to increase the class size.
16. *Primetime hours are MWF, 9:00-3:00, and TR 9:30-3:30.



Student information, records, conduct, and support:

1. **FERPA (Family Educational Rights and Privacy Act):** This federal law pertains to the release of and access to educational records. FERPA goes into effect when a student begins an application. FERPA protects the privacy of student education records, including personally identifiable information derived from student conduct records. Generally, schools must have written permission from a student in order to release any information from a student's education record.

FERPA identifies certain information, called directory information, that may be disclosed without the student's permission. The following student information is considered Texas Tech University Directory Information:

- a. Student Name
- b. Permanent and Local Addresses
- c. Place of Birth
- d. Classification
- e. Major Field of Study
- f. Dates of Attendance
- g. Degrees, Awards, and Honors Received
- h. Specific Enrollment Status
- i. Full-time, Part-time, Half-time
- j. Undergraduate, Graduate, Law
- k. Participation in Officially Recognized Sports and Activities
- l. Height/weight of members of Athletic Teams
- m. Previous Institution(s) Attended

According to FERPA, **non-directory information (including grades) may not be released without prior written consent from the student.** Exceptions are listed in the [Student Handbook](#). FERPA allows schools to disclose student records, without consent, in situations including, but not limited to:

- a. school officials with legitimate educational interest,
- b. other schools to which a student is transferring,
- c. to comply with a judicial order or lawfully issued subpoena,
- d. to parents when there is a health or safety emergency involving the student,
- e. to parents when the student has committed a disciplinary violation with respect to the use or possession of alcohol or a controlled substance and the student is under 21 years of age at the time of the disclosure,
- f. to the victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense concerning the final results of a disciplinary Hearing.

Inform your faculty and staff about the importance of understanding FERPA. Disclosing non-directory student information to other students, third parties, and/or parents/family members is a violation of FERPA law.

2. **Retention of student records:** TTU has a records retention policy that covers everything from employee records to facilities records to student records. The retention schedule is set by the state. Here is the link to access the comprehensive records retention policy: <https://swco.ttu.edu/recordsmanagement/rrs.html>. You will want to look specifically at Section 6.5: Student Records. Be sure to communicate record retention requirements to your faculty and staff members annually. This is a good reminder for returning faculty and staff members and critical information for newcomers.
3. **Student conduct:** Student conduct questions, concerns, and investigations are managed through the Office of the Dean of Students. Please review the information available on the [Office of Student Conduct webpage](#).
4. **Student resources:** The [Office of the Dean of Students maintains a robust repository of resources](#) dedicating to supporting students. Please carefully review those and be sure that your faculty members know how to find this information.

Required and Recommended Trainings for Faculty and Staff

- See Cornerstone, the TTU Management Training System <https://www.depts.ttu.edu/hr/LMS/index.php>
- Information about compliance training that is required of all TTU employees is available here: <https://www.depts.ttu.edu/hr/EmployeeResources/ComplianceTraining.php>
- Information about additional training specific to certain groups of employees is available here: <https://www.depts.ttu.edu/hr/EmployeeResources/TrainingDev.php>
- Information about FERPA (Family Educational Rights and Privacy Act) training is available here: <https://www.depts.ttu.edu/registrar/training/>
- Information about Curriculog and training: <https://www.depts.ttu.edu/provost/curriculum/new-programs/curriculog.php>
- Budget Prep: <https://www.depts.ttu.edu/budget/>
- As a part of New Faculty Orientation, new faculty members are asked to complete the following trainings: FERPA, EEO, Title IX, Clery Act, & Ethical Conduct Training, Cybersecurity Training and the Faculty Athletics Representative Video.