

2019-2020 Resource Guide:  
Department Chairs, School Directors, Area Heads

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# Introduction

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## **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/index.php?elu=gdurham&elk=7441173091044121>

## **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.

## **What are you expected to do?**

- Be a source of information for your faculty, staff, and students.
- Stay up to date with deadlines relevant to assessment, reporting, tenure and promotion, annual and third-year reviews, faculty/staff awards, course scheduling, catalog copy, grading, and enrollment. Share those deadlines with the relevant groups and/or individuals in your unit.
- Familiarize yourself with operating policies relevant to students and faculty, in particular.
- Attend Chairs Council meetings and, when unable to, ask a colleague to fill you in on what you missed.
- Maintain an understanding of graduation requirements for both undergraduate and graduate students (if applicable).
- Adeptly and transparently (as much as is possible) manage your unit's curricula, budget, personnel, enrollment, and strategic plan.

## **Where can you find help when you need it?**

The Administrator's Handbook is intended to direct you to the resources you need to be an effective department chairperson, area head, or school director. It should not be considered a conclusive authority but can help with providing you initial information and details about how and with whom you can follow up.

## **Who's in your network?**

The Provost's Office maintains a listing of department chairs, school directors, and area heads broken down by college. That information is available here: <http://www.depts.ttu.edu/provost/dept-chairs.php>. Basic information about the administrative structure at TTU is available here: <http://www.ttu.edu/administration/>

## **What are we here for?**

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world. (Mission Statement, approved by the Texas Tech University Board of Regents, May 14, 2010.)

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## Helpful links:

1. [2019-2020 Academic Catalog](#)
2. [Undergraduate Admissions](#)
3. [Commencement](#)
4. [Division of Diversity, Equity, and Inclusion](#)
5. [Environmental Health and Safety](#)
6. [Faculty Senate](#)
7. [Graduate School](#)
  - a. [Graduate Program Review information](#)
  - b. [Graduate Council information](#)
8. [Human Resources](#)
9. [Office of Communications and Marketing](#)
10. [Office of Planning and Assessment:](#)
  - a. [Digital Measures information](#)
  - b. [Nuventive Improve information](#)
  - c. [SACSCOC resources](#)
11. [Office of the Provost:](#)
  - a. [Academic Affairs](#)
  - b. [Academic Council](#)
  - c. [Academic Partnerships \(Continuing Education and Destination Raiderland\)](#)
  - d. [Academic Planning Calendar](#)
  - e. [Curricular proposals](#)
  - f. [Dean of Students](#)
  - g. [Faculty Affairs](#)
  - h. [Faculty award opportunities](#)
  - i. [Faculty development opportunities](#)
  - j. [Faculty handbook](#)
  - k. [Faculty Ombudsperson](#)
  - l. [International Affairs](#)
  - m. [Operating policies](#)
  - n. [Student Affairs](#)
  - o. [Academic integrity](#)
  - p. [Student success and retention](#)
  - q. [Tenure and promotion information](#)
  - r. [Undergraduate graduation requirements](#)
  - s. [Worldwide eLearning](#)
12. [Office of the Registrar](#)
13. [Office of Research and Innovation:](#)
  - a. [Centers and Institutes](#)
  - b. [Innovation Hub at Research Park](#)
14. [Official Publications](#)
15. [Teaching, Learning, and Professional Development Center @ TTU, including:](#)
  - a. [Chair Academy](#)
  - b. [Departmental Excellence in Teaching Award](#)
  - c. [Faculty development programs and events](#)
  - d. [Teaching Academy](#)
16. [Texas Higher Education Coordinating Board:](#)
  - a. [CIP Code Information](#)
  - b. [Graduate program review information](#)
  - c. [Meeting calendar](#)
  - d. [New program proposal procedures](#)
17. [Texas Tech University System and Board of Regents:](#)
  - a. [Meeting calendar](#)
  - b. [Regents' Rules](#)
18. [Staff Senate](#)

**Directory of Deans' office staff:**

<b>Name</b>	<b>Title</b>	<b>Assistant</b>	<b>Phone</b>	<b>Assistant Email</b>
Al Sacco Jr., Ph.D.	Dean, College of Engineering	Amanda Adamson	834-4408	amanda.adamson@ttu.edu
Mark Sheridan Ph.D.	Vice Provost for Graduate Affairs/ Dean, Graduate School	Melissa Carrillo	834-2009	melissa.carrillo@ttu.edu
Michael San Francisco, Ph.D.	Dean, Honors College	Irene Cox	834-5716	irene.cox@ttu.edu
David Perlmutter, Ph.D.	Dean, College of Media and Communication	Pamela Watkins	834-0241	pamela.watkins@ttu.edu
Noel Zahler, D.M.A.	Dean, College of Visual & Performing Arts	Christy Fagan	834-2202	christy.fagan@ttu.edu
William "Bill" Brown, Ph.D.	Dean, College of Agricultural Sciences and Natural Resources	Julann Curlee	834-0118	julann.curlee@ttu.edu
Jim Williamson	Dean, College of Architecture	Agata Thompson	834-0847	agata.thompson@ttu.edu
W. Brent Lindquist, Ph.D.	Dean, College of Arts & Sciences	Monica Hicks	834-2782	monica.hicks@ttu.edu
Margaret Williams, Ph.D.	Dean, Rawls College of Business	Chris Mosher	834-1070	chris.mosher@ttu.edu
Jesse Perez Mendez, Ph.D.	Dean, College of Education	Tiffany Nell	834-3275	Tiffany.Nell@ttu.edu
Tim Dodd	Interim Dean, College of Human Sciences	Casey Carson	834-5241	casey.carson@ttu.edu
Jack Nowlin, J.D., Ph.D.	Dean, School of Law	Joann Altman	834-6941	joann.altman@ttu.edu
D. Matthew Gregory, Ph.D.	Dean of Students	Deborah Green	834-5398	deborah.green@ttu.edu

## Who to contact if you can't find the information you need in the links on page 1:

Questions about:

- Undergraduate admissions: [Dr. Jamie Hansard, Exec. Dir. of Admissions](#)
- Course/classroom scheduling or course inventory: [Heather Eaton, Assistant Registrar](#)
- Grading: [Bobbie Brown, Registrar](#) or [Brenda Martinez, Senior Associate Registrar](#)
- Faculty affairs: [Dr. Rob Stewart, Sr. Vice Provost](#)
- General academic/curricular affairs: [Prof. Genevieve Durham DeCesaro, Vice Provost for Academic Affairs](#)
- Strategic planning and assessment and institutional data: [Dr. Darryl James, Vice Provost for Institutional Effectiveness](#)
- Regional sites: [Dr. Melanie Hart, Vice Provost for eLearning and Academic Partnerships](#)
- Online courses or programs: [Dr. Justin Louder, Associate Vice Provost for eLearning](#)
- Academic partnerships (Continuing Education and Destination Raiderland): [Dr. Clay Taylor, Senior Director of Academic Partnerships](#)
- Student affairs: [Dr. Cathy Duran, Vice Provost for Student Affairs](#) or [Dr. Matt Gregory, Dean of Students](#)
- International programs or study abroad: [Dr. Sukant Misra, Vice Provost for International Affairs](#)
- Student success and retention and University Advising: [Dr. Patrick Hughes, Vice Provost for University Programs and Student Success](#)
- Commencement: [Amiee Dixon, Commencement Coordinator](#)
- Raider Rooms: [Patricia Vitela, Assistant Managing Director](#)
- Space capacity and utilization: [Brandon Hennington, Managing Director.](#)

## Centers for academic and student support:

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1. [Academic Testing Services](#)
2. [Center for Global Communication](#)
3. [Center for Transformative Undergraduate Experiences \(TrUE\)](#)
4. [Communication Training Center](#)
5. [Dean of Students Office](#)
6. [The Ethics Center](#)
7. [Graduate Writing Center](#)
8. [Support Operations for Academic Retention \(SOAR, including the Learning Center and Supplemental Instruction\)](#)
9. [Student Disability Services](#)
10. [University Advising](#)
11. [University Writing Center](#)

## Institutional programs and initiatives:

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1. [TTU Strategic Plan](#)
2. [Study abroad](#)
3. [Enrollment campaign \(including STRIVE\)](#)
4. [TTU Costa Rica](#)
5. [Presidential Lecture and Performance Series](#)
6. [Double T College](#)

## Select OPs relevant to academic unit administration:

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Operating Policies Section 30 (Academic and Student Affairs – General), including:

1. [30.09 Academic Freedom and Artistic Expression](#)
2. [30.15 Academic Administrator Evaluation](#)
3. [30.16 Commencement](#)
4. [30.29 Approval of and Changes to Incidental Fees](#)

Operating Policies Section 32 (Academic Policies – Faculty), including:

1. [32.01 Promotion and Tenure Standards and Procedures](#)
2. [32.02 Faculty Non-reappointment, Dismissal, and Tenure Revocation](#)
3. [32.03 Academic Deans, Associate or Assistant Deans, and Department Chairpersons](#)
4. [32.11 Faculty Sick Leave](#)
5. [32.16 Faculty Recruitment Procedure](#)
6. [32.18 Faculty Workload Calculation](#)
7. [32.32 Performance Evaluations of Faculty](#)
8. [32.35 Modified Instructional Duties Policy](#)
9. [32.38 Third-Year Review of Tenure-Track Faculty](#)

Operating Policies Section 34 (Academic Policies – Students), including:

1. [34.03 Student Grade Appeal](#)
2. [34.06 Sponsorship of Student Activities and Off-Campus Trips](#)
3. [34.09 Degree Requirements](#)
4. [34.10 Final Examinations](#)
5. [34.11 Combined Undergraduate/Graduate Courses](#)
6. [34.12 Grading Procedures, Including Academic Integrity](#)
7. [34.22 Establishing Reasonable Accommodation for Students with Disabilities](#)

Also see:

1. [Section 36 \(Academic Programs\)](#)
2. [Section 40 \(Equal Opportunity and Affirmative Action\)](#)
3. [Section 60 \(Environmental Health and Safety\)](#)
4. [Section 64 \(Graduate Programs, Faculty, and Students\)](#)
5. [Section 79 \(Travel\)](#)

If you're not finding what you need in the selected OPs listed above, please consult the OP Manual, available here: <https://www.depts.ttu.edu/opmanual/> <https://www.depts.ttu.edu/opmanual/>.

## Broad topic areas relevant to chairs and directors:

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### 1. Faculty recruitment, hiring, development, evaluation, promotion, and tenure

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>

TTU uses BrassRing/Kenexa to manage 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>.

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>.

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 evaluation, including recommendations for improvements, for faculty members to review. Detailed information about annual review of faculty is available in [OP 32.32](#). Staff members are evaluated using an electronic performance management system. Detailed information about that system is available in [OP 70.12](#) and also here: <http://www.depts.ttu.edu/hr/ManagersSupervisors/PerfMgmt.php>.

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.

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.

FAQs specific to tenure and promotion are available for review here: <https://www.depts.ttu.edu/provost/tenure-promotion-faq.php>. Additionally, the following OPs deal directly with tenure and promotion for eligible faculty and with continuing appointment for instructors and professors of practice:

- [OP 32.01 Promotion and Tenure Standards and Procedures](#)
- [OP 32.02 Faculty Non-reappointment, Dismissal, and Tenure Revocation](#)
- [OP 32.06 Faculty Responsibility](#)
- [OP 32.17 Faculty Appointments and Titles](#)
- [OP 32.34 Approval of Faculty in Non-tenure Acquiring Ranks](#)
- [OP 32.38 Third-Year Review of Tenure-Track Faculty](#)

The TLPDC also hosts an annual tenure academy for interested faculty members. Information is available here: [https://www.depts.ttu.edu/tlpdc/Tenure\\_Academy/index.php](https://www.depts.ttu.edu/tlpdc/Tenure_Academy/index.php).



## 2. Resources and procedures: campus climate, physical and mental health, grievances, criminal activity, emergencies:

- a. Campus climate resources website: this site consolidates a number of existing resources related to faculty and staff work climate, physical and mental health information, and community support. (Link forthcoming once ready.)
- b. Faculty and staff conduct expectations: a first step in preempting conduct violations is making sure that faculty and staff are aware of conduct expectations. Here are the institutional policies governing those areas:
  - i. Faculty conduct expectations: described in [OP 32.04](#).
  - ii. Staff conduct expectations: described in OP 70.31, available for download from the [OP website](#)
- c. Information concerning TTU's drug and alcohol policy:
  - i. OP 10.04: institutional policy concerning compliance with the federal Drug-Free Schools and Communities Act. Includes information related to procedures for reporting.
  - ii. [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.
  - iii. [Faculty Handbook](#): specific to faculty, contains information related to expected conduct.
- d. 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.
- e. 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.

## 3. Required and recommended trainings for faculty and staff:

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/>

## 4. Research and Innovation:

Department chairs and school directors are the first line of administrative responsibility not only for communicating information about the Office of Research and Innovation but also for oversight of safety and compliance (including conflict of interest and export controls) issues in their units. ORI's website offers a number of resources to assist chairs and directors in keeping faculty members informed and compliant:

- a. Research Guide (including FAQs): <https://www.depts.ttu.edu/research/researchers/researchguide/index.php>
- b. Office of Research Services: <https://www.depts.ttu.edu/research/ors/index.php>
- c. Office of Responsible Research: <https://www.depts.ttu.edu/research/integrity/index.php>
- d. Human Research Protection Program (IRB): <https://www.depts.ttu.edu/research/irb/index.php>

## 5. Course and program development and modification:

Academic programs develop and change over time, resulting in a need 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 Academic Council review, as described below:
  - Online or hybrid courses: require approval by eLearning Council;
  - 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:
  - 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.
  - 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 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
- a. 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.
- b. 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.

- c. Indicate whether the course has distance components or not. If the course is a distance one, 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 plan. More information about the Communication Literacy requirement, a central component of our institution's Quality Enhancement Plan, is available here: <https://www.depts.ttu.edu/provost/curriculum/communication-literacy/communication-literacy-transition.php>
2. Unit-level administrators are responsible for knowing which courses in their areas are included in their CL plans and are responsible for annual assessment of 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 Academic Council review, as described below:
  - Online or hybrid programs: require approval by eLearning Council;
  - 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>

### 3. 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 appropriate 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 spacemaximization.
4. Indicate space need at multiple levels when scores at the room, building, or campus level exceed standards.

What affects the institution's SUE score?

1. 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.
2. 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.
3. Demand: The total hours for all classroom-type activities compared to the total number of classrooms. Demand helps to account for total academic load, including those activities taking place outside of classrooms (110s) and class laboratories (210s).

What can academic units do to increase percent fill and positively affect our SUE score?

1. Remove an unneeded course offering to free up faculty resources to teach a "high demand\*" course;
2. Add a "high demand" course offering in non-primetime to best utilize classroom space and maximize enrollment ratios;
3. Change a course offering time to correspond with the availability of the students who need it most;
4. Change a course offering time to reduce conflicts between other required courses that students need to take in a given term;
5. Adjust class sizes by matching the class enrollment from the previous like term;
6. Combine under enrolled sections to increase the class size.

\*Primetime hours are MWF, 9:00-3:00, and TR 9:30-3:30.

#### 4. Institutional effectiveness:

At Texas Tech University, institutional effectiveness is the continuous process of maintaining, assessing, and improving the whole university toward administrative and academic excellence. This process is made possible through constant interactions between the Office of the Provost, the Office of Institutional Research, the Office of Planning and Assessment and all academic units.

*As a unit-level administrator, you are responsible for the following components related to institutional effectiveness:*

1. Cultivating awareness of your unit's strategic plan in the context of your college's and the institution's strategic plan;
2. Engaging in annual degree program assessment, review, and improvement using Nuventive Improve;
3. Ensuring your area faculty's compliance with self-reporting in Digital Measures;
4. Facilitating faculty credentialing and annual evaluations;

*For more information on any of these items, please consult the following resources:*

1. Institutional Effectiveness progress portal: <https://www.ttu.edu/progress/team.php>
2. Graduate Program Reviews: <http://www.depts.ttu.edu/gradschool/about/gpr.php>
3. Office of Planning and Assessment information page: <https://www.depts.ttu.edu/opa/aboutopa.php>

#### 5. Student information, records, conduct, and support:

- a. **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:**

1. Student Name
2. Permanent and Local Addresses
3. Place of Birth
4. Classification
5. Major Field of Study
6. Dates of Attendance
7. Degrees, Awards, and Honors Received
8. Specific Enrollment Status
9. Full-time, Part-time, Half-time
10. Undergraduate, Graduate, Law
11. Participation in Officially Recognized Sports and Activities
12. Height/weight of members of Athletic Teams
13. Previous Institution(s) Attended

According to FERPA, **nondirectory 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:

1. school officials with legitimate educational interest,
2. other schools to which a student is transferring,
3. to comply with a judicial order or lawfully issued subpoena,
4. to parents when there is a **health or safety emergency** involving the student,

5. to parents when the student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance and the student is under 21 years of age at the time of the disclosure,
6. 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.

b. **Attendance reporting:**

[STRIVE.ttu.edu](http://STRIVE.ttu.edu) – all instructors have access to be able to file attendance/non-attendance via the Strive system. TA's can be given access to your class roster to input attendance. When a student has been absent and it is recorded in Strive, the system generates an email to the student notifying them of the absence.

- a. There are also reports that can be run from the strive system for attendance purposes.
- b. If a student files a grade appeal, information can be retrieved from the strive system to show the communication that was done with the student both from absence reports and if the advisor makes notes in the system, that information also.
- c. Elvia Cazares (Elvia.Cazares@ttu.edu), from the Student Success and Retention Office (<http://www.depts.ttu.edu/provost/success/index.php>) , is willing to come to your unit and provide training and support.

c. **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.

d. **Student health and well-being:** TTU's [Student Affairs](#) division has a comprehensive suite of resources available to assist students with maintaining their health and well-being. If you are concerned about the well-being of a particular student, please contact the [Office of the Dean of Students](#).

e. **Student conduct:** TTU's Student Affairs division also has an [Office of Student Conduct](#). If you have questions about student conduct, including academic integrity questions or reports of violation, please contact that office.

6. **Additional resources:**

- a. TLPDC's repository of articles and books related to effective academic unit management: <http://www.depts.ttu.edu/tlpdc/Faculty-Instructors/BooksArticlesPapersForDeptChairs.php>
- b. The Department Chair eJournal: <https://onlinelibrary.wiley.com/journal/19364393> (available via TTU's library)
- c. "Starter Kit" for new chairs, directors, and area heads available for purchase from the Chronicle of Higher Education: [https://store.chronicle.com/collections/starter-kits/products/starter-kit-new-to-the-department-chair?cid=wcontentgrid\\_article\\_bottom\\_store](https://store.chronicle.com/collections/starter-kits/products/starter-kit-new-to-the-department-chair?cid=wcontentgrid_article_bottom_store)
- d. Recommended reading: <https://otterbein.libguides.com/departmentchairs/resources>
- e. Texas Higher Education Coordinating Board (THECB) website: <http://www.thecb.state.tx.us/>
- f. THECB Accountability System website: <http://www.txhigheredaccountability.org/acctpublic/>
- g. Time management resource: <https://tomprof.stanford.edu/posting/1202>