



MCKENDREE
UNIVERSITY

Faculty Guide

- General Information
- Associate (Part-Time) Faculty Information
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Preface

Welcome to the McKendree University. As with any successful university, the secret to success is its faculty. We believe—and our students and alumni agree—that one of McKendree University’s greatest strengths lies in the talent of its faculty and in the willingness of faculty members to spend time and energy working with students, both inside and outside the classroom.

The purpose of this guide is to help make your professional teaching experience at McKendree as successful and rewarding as possible. In these pages, you will find a brief presentation of information about McKendree’s academic and general policies, important deadlines, and sources of support from colleagues, administrators, the library, etc.

McKendree University is a vibrant place. We hope you enjoy working with and getting to know our students. Feel free to contact us with questions or comments.

Sincerely,

Dr. Tami Eggleston, Provost

Dr. J. Alan Alewine, Associate Provost

Dr. Melissa Meeker, Dean of Worldwide Programs

Tammy Uchello, Academic Affairs Office Manager

Policies and information stated in this guide are subject to change. If you find information that needs to be changed, clarified, or added, please contact the Associate Provost. Information related to faculty governance and contract renewal, promotion, and tenure may be found in the Faculty Manual.

General Policies and Information

Academic Ceremonies

- *Opening Convocation*
In August the campus officially welcomes all new students at the opening convocation. The ceremony features a speaker and the signing of the matricula. This event is the cornerstone event to each student's time at the university.
- **Commencement**
In May, the campus holds commencement. Separate commencements are held for undergraduate and graduate students.

Ad-Hoc Committees

Some committees are assembled to accomplish specific tasks and are not part of the list of standing committees found in the Faculty Manual. These committees may meet for a short amount of time or longer to complete their projects. Some examples of ad-hoc committees include:

- Brown Bag Committee
- Academic Excellence Celebration Committee
- Intellectual Climate Committee
- Social Justice and Equity Committee
- Fall Faculty Showcase Committee
- Strategic Planning Committee
- Search committees

Intellectual Climate Committee

Mission Statement

The Intellectual Climate Committee fosters a passion for intellectual challenge and celebrates the open exchange of ideas and beliefs at McKendree University. By identifying, promoting, and developing opportunities for intellectual engagement within the campus community and beyond, the committee sustains the institution's historical connection to the liberal arts as the foundation of ethical citizenship. Because the Intellectual Climate Committee encourages a spirit of inquiry and innovation, it also supports McKendree's larger mission of preparing students for the unique challenges of the modern world. Finally, the Intellectual Climate Committee affirms the transformative potential of an educational environment that values intellectual curiosity, diverse perspectives, imagination, and a commitment to lifelong learning.

Brown Bag Committee

Mission Statement

The Brown Bag enriches McKendree's intellectual climate by fostering the open dialogue and commitment to responsible citizenship that the university defines in its Mission Statement. It encourages critical thinking by providing diverse perspectives on complex issues that face McKendree's community and the culture at large. Because it celebrates both the spirit of inquiry and a passion for knowledge, the Brown Bag promotes the development of lifelong learning.

Objectives

Foster greater intellectual and practical exchange among campus divisions, college, and schools, making effort to program presentations based on academic study/research in a variety of disciplines

Promote intellectual curiosity and openness, by presenting topics that challenge audiences with new or alternative content and perspectives

Encourage presentations that foster timely dialogue and response to topics and news of controversy or immediate social concern

Broaden McKendree's intellectual climate and strengthen its ties to the wider region by soliciting speakers from outside the immediate local community (e.g., from St. Louis and East St. Louis)

When possible and as accommodated by the space, promote a variety of presentation styles in various disciplines and media (e.g., brief theater, speech, or musical performance, poetry or fiction readings, short films)

Promote multicultural perspectives on campus, both through selection of speakers and topics

Through selective curation, encourage development of intellectually stimulating and performance-based Brown Bags, lessening reliance on presentations that are strictly informational or repeated annually

Fall Faculty Showcase Committee

Purpose: This committee has been established as a forum for faculty to present their research to colleagues, staff, students, and the general public.

Meeting frequency and time: There will be one showcase in the fall semester.

Presenters: The presenters will be determined by the colloquium committee, who solicits proposals from the campus. Priority will be given to faculty members who have been awarded sabbaticals and who are encouraged to share their research with the campus community. All faculty members, tenured and non-tenured, full-time and part-time can apply for these presentations.

Selection: A colloquium committee consisting of three members appointed by the Office of Academic Affairs who will solicit proposals and coordinate the time, place, and number of presentations.

Sample Proposal Form:

What is the title of your presentation?

Has this work been published/presented, or is it in process?

Please state your main argument or the nature of your creative presentation.

How does this work connect with other research you have done?

Did you receive some form of special financial support from McKendree to carry out your research?

Please summarize your presentation in a brief paragraph.

Awards and Honors

- Each year, faculty awards are given to part-time faculty. Divisions and schools may nominate an undergraduate part-time instructor and a graduate part-time instructor early in the spring semester. The Undergraduate and Graduate Councils evaluate the nominations based on excellence in the classroom, responsible citizenship, engagement, and lifelong learning, and make a recommendation to the Provost and President.

- The Emerson Excellence in Teaching Award is awarded in November. A committee of past Emerson winners meets with the Associate Provost to make a recommendation to the Provost and President.
- The United Methodist Exemplary Teaching Award is awarded in the spring. A committee of past winners meets with the Associate Provost to make a recommendation to the Provost and President.
- The William Norman Grandy Teaching Award is presented at the Undergraduate Commencement in May. The Office of Alumni affairs makes a recommendation to the President based on nominations from the faculty and graduating seniors.
- Technos International Week is an opportunity for one faculty member and two students to participate in an intercultural exchange in Japan. Full-time faculty send self-nominations to a committee of past Technos faculty who meet with the Associate Provost to make a recommendation to the Provost and President. Faculty can also nominate students, and students must write an essay and complete an interview. The committee submits its student recommendations to the Provost and the President. The President makes the final decision on the faculty and student representatives.
- The Dr. Martin Luther King, Jr., Humanitarian Award is presented at the MLK, Jr., celebration service held each January. A campus-wide committee solicits nominations, and the award is bestowed upon a student, faculty, staff, or friend of the university.

Check-Out Procedures for Laptops, etc.

Faculty wishing to check out laptops, projectors, wireless presenters, or Swivl robot platforms should contact Information Technology. Several days notice is required to reserve any of these items. All faculty must sign a release form indicating the items that they have received and the expected date of return.

Faculty must show a faculty ID at the Holman Library Circulation Desk to check out materials, including a limited number of laptops available for overnight use.

Copying and Photocopies

Lebanon campus faculty can make copies for class distribution (syllabi, exams, handouts, etc.) at the copy center located in the mailroom on the first floor of Eisenmeyer. For limited numbers of copies, there are also photocopiers located in Carnegie, Piper, and Voigt available to faculty whose offices are located in those buildings.

Classroom Disturbances

If a student becomes disruptive in class and you feel it necessary for the student to be removed, please contact Public Safety at 618-537-6911. If the situation is not serious enough for the student to be removed, but you wish to report the student's behavior, please complete a Faculty Alert via My Mck.

On-campus Dining Facilities

Employees may secure meals at Ames Dining Hall for a nominal charge or may use the 1828 café. 1828 serves sandwiches, salads, baked goods, gourmet coffee, beverages, and specialty drinks and is a great place to socialize in a café atmosphere. Snack and drink machines are located in several buildings on campus.

Emergency Response Plan

The McKendree University Emergency Response Plan can be found on the McKendree website. Type "Emergency Response Plan" in the search bar.

In an ongoing effort to better disseminate campus alerts, McKendree has implemented an emergency alert system. The alert system will send information to your cell regarding emergency conditions, including weather cancellations and delays. To receive emergency messages, you must register at [Emergency Response Alerts | McKendree University](#).

Facilities and Classroom Reservations

Some McKendree facilities may be reserved for meetings, dinners, etc. Please note that there is a facility charge for organizations outside of the institution to utilize these spaces. For more information about facilities reservation, please contact the Vice President for Operations.

Classrooms may also be reserved for educational activities. To reserve a classroom for student activities (such as a student club) or a guest speaker, go to My Mck and navigate to Reserve a campus space tile.

Event registration forms may be obtained via e-forms.

Grants

McKendree faculty members are encouraged to apply for external grants. Faculty members interested in applying for grants should contact the Provost. Prior to applying for a grant, faculty members should notify their division/school chair and the Provost of their plans. A copy of the submitted proposal should be emailed to the Provost. Internal grants may also be available for research and travel.

Identification Cards

All employees, other than temporary employees, must possess an identification card (at no charge), available from the Office of Information Technology. The identification card should be carried when on campus. The identification card must be rendered once employment has ended.

Institutional Review Board

For faculty members (and students) conducting research with human participants, the policies and procedures of McKendree University's Institutional Review Board (IRB) are available online. The IRB review forms are also available online and are submitted via the web.

Locked Classrooms

If you arrive and a building/classroom/lab is locked, please contact Public Safety at 618-537-6911.

Mailboxes

Each full-time faculty member has a mailbox located in PAC 209 or Carnegie 105.

Mileage Reimbursement

Reimbursement to the employee who uses their own personal car on university business will be at a rate set by administration. If a faculty member is teaching at a location other than their home teaching facility, the mileage from the individual faculty member's home to the primary teaching location should be deducted from the actual miles traveled if the travel occurs when the faculty member would have traveled to teach at the Lebanon campus were the class offered there. In situations where the mileage from one's home to the teaching location is less, the lesser amount will be reimbursed. In situations in which the faculty member travels during evening or weekend hours to evaluate student presentations at different community settings, the faculty member will be reimbursed for the entire amount of travel.

Parking Areas and Permits

Employees are to use parking designated by the Office of Public Safety. Parking permits are available at no cost and are issued by the Office of Public Safety.

Payday

Direct deposit of pay is mandatory. Pay statements/advices for each employee may be obtained online through Self-Service.

Professional Development Opportunities

There are many opportunities to learn and dialogue with colleagues at McKendree University. Brown Bag presentations/discussions are held on Wednesdays at noon, and a wide range of topics is presented. Each May, August, and January, Teaching for Excellence (T4E) workshops are held. Each spring a faculty book study is organized by the Office of Academic Affairs. The Fall Faculty Showcase is held each fall.

Temporary and/or Emergency University Closedowns

This policy sets forth the compensation practice for certain university closedowns. Such closedowns shall be only as declared by the Board of Trustees and/or President of the university and shall include declared days of mourning and days set aside to honor a specified person or event. The policy applies to unique one-time closedowns, which are generally not more than one day.

Instructors teaching courses at locations other than the Lebanon campus should check their email and contact the director of their program for additional information. For severe weather schedules at off-campus sites, if the site is open, then classes will be held.

Vehicle Insurance

Do not select additional insurance when renting vans or other vehicles. The university is fully covered through its insurance and any additional insurance would be duplicate coverage, resulting in unnecessary expenses. If the rental agency indicates a requirement for additional insurance, sign for the insurance and report the requirement to the Director of Human Resources.

Canceling a Class

If missing a Lebanon class is unavoidable, please send an email to ClassCancellation@mckendree.edu

If you plan to attend a conference or will miss class for personal reasons, you must complete the Faculty Request to be Absent Form.

Class Attendance

Students voluntarily absenting themselves from class meetings assume responsibility for sanctions imposed by the instructor. Each instructor has the responsibility of making clear to students in writing what the attendance policy will be in each course. Unless otherwise stated, three hours of unapproved absences are the maximum allowable without academic penalty. University-sanctioned events are considered excused.

Course Minimums/Maximums

The minimum required class size for undergraduate and graduate courses is 7 students. Courses with fewer than 7 students will be canceled unless an exemption is made by the Provost in consult with the school/division chair. Faculty compensation for courses that are approved to run with fewer than 7 students will be prorated using 7 as the minimum number. Example: 4 students enrolled = 4/7 of the standard pay to faculty member. The prorated amount will be calculated in the middle of the first full month of the course.

To support effective pedagogy, equity among faculty, and stewardship of institutional resources, school/division chairs and graduate program directors will apply the following course cap guidelines when scheduling classes. These caps may be lowered by the university registrar to accommodate room scheduling. They may be raised by school/division chairs or graduate program directors to accommodate enrollment needs.

Courses	Enrollment Cap per Section
UG 100-200 level	36
UG 300-400 level	25
UG ENG 109	15
UG ENG 111, 112, Poetry, Writing Intensive (W)	20
UG LRC and UNI	20
UG DAN, SPA, COM, and THE performance-based classes	20
UG Online	24
UG and PB Cross-listed	20
UG Honors	16
UG CSI, BIO, CHE, PHY, ES, and MUS Labs	Size of lab
UG RD Radcliff	Size of classroom or lab
UG SC Scott	Size of classroom or lab
UG External Locations	Size of classroom or lab
PB 500-600 level	20
PB RD Radcliff	20
PB External Locations	20
PM 600-700 level	20
PM External Locations	20

Credit Hour Policy

McKendree University conforms to commonly accepted practices in higher education for assigning credit hours to courses. While courses at the Lebanon, Illinois, campus typically meet face-to-face for 16 weeks (15 weeks plus a week for final exams), we also offer courses in other time frames (e.g., one-month and eight-week) and instructional methods (blended and online) both at the Lebanon campus and at external locations.

Regardless of the location, time frame, or instructional method, learning outcomes and student expectations are the same for all courses that carry the same catalog number.

The Undergraduate Council, Graduate Council, and faculty consider the learning outcomes and course requirements when determining appropriate credit hours for new courses. The Registrar and Provost ensure that course scheduling conforms to the policies outlined in this document. Class hours are understood to be 50-minute hours per recorded hour in keeping with the standard Carnegie definition.

Face-to-Face Courses

In face-to-face courses that meet for 16 weeks, students meet one hour per week for each credit hour and spend at least two hours per week doing related coursework outside of class. For example, for a 3-credit-hour course, there are approximately 45 hours of classroom contact with an expectation of at least 90 hours of additional outside work (e.g., reading, problem sets, assignments, research papers) over the course of the semester. For courses that meet in a shorter time frame, hours spent in class and expectations for completion of related work outside of class are adjusted accordingly. For example, for a 3-credit-hour course that meets for 8 weeks, students meet six hours per week in class and spend at least 12 hours per week doing related coursework outside of class.

Lab Courses

For most courses with a lab component, lab hours are included with the course (e.g., BIO-101 Introductory Biology is a four-credit-hour course, and meets for three hours of lecture each week plus an additional three-hour lab each week).

Blended Courses

In blended courses, students meet face-to-face for half or more of the class sessions and complete online assignments for half or fewer of the other sessions. Each online session includes appropriate instructional activities.

Online Courses

In 100% online courses, students spend the same amount of time doing coursework as they would in face-to-face courses. For example, in 3-credit-hour courses, students are expected to spend 135 hours on online tasks and additional outside work for the course (e.g., reading, discussion boards, group projects, problem sets, assignments, research, papers).

Independent Studies/Directed Studies

Students enrolled in independent study or directed study courses spend an equivalent amount of time for these types of courses as those enrolled in face-to-face, blended, or online courses.

Internships

Students enrolled in internships work at least 45 hours per credit hour and complete required assignments for each credit hour earned.

Student Teaching/Clinicals/Practica/Field Experiences

These classes require students to demonstrate academic performance based on their specific subject area outside of the face-to-face classroom. All experiences are supervised by qualified and credentialed individuals within the subject area.

Faculty Qualifications: McKendree University Procedures for Hiring and Assigning Qualified and Competent Faculty

The Office of Academic Affairs strives to ensure that all faculty who teach undergraduate and graduate courses are qualified and competent to teach the classes to which they are assigned.

Full-time faculty (tenured, tenure track, and annual renewable) and part-time (associate) faculty teaching at the undergraduate level must hold at least a master's degree in the discipline they will teach or a master's degree in a different discipline with at least 18 graduate credit hours in the discipline or subfield they will teach. Persons whose highest degree is a bachelor's degree may not teach at McKendree except in extraordinary circumstances and with approval of the Provost (e.g., a musician with a BA in Music who is a member of the St. Louis Symphony teaching music lessons for a particular instrument).

To teach at the graduate level, full-time and part-time faculty should hold a terminal degree (e.g., PhD, EdD.). However, the Faculty Manual allows faculty to teach at the graduate level if they hold a master's degree and have significant years of relevant professional experience in the discipline they will teach (as evidenced by work experience, scholarly record, consulting work, special training, etc.).

The school/division chair or graduate program director must secure approval of the Provost for any exceptions to this policy prior to assigning faculty to teach.

Determining Qualifications for Full-time Faculty

McKendree University hires qualified full-time faculty through an extensive search and interview process (see the Faculty Manual). Full-time faculty applicants are required to submit a vita, transcripts, and reference letters. In general, full-time faculty must hold a terminal degree or be pursuing a terminal degree at the time of hire.

The relevant school/division chair or graduate program director communicates with the full-time faculty to determine the courses they are qualified to teach within the discipline for which they were hired. If a full-time faculty member does not have a terminal degree (as defined by the McKendree University Faculty Manual) or is needed to teach outside of the area in which the terminal degree was earned (e.g., a psychology PhD teaching in the Ed. program), the school/division chair or graduate program director must document the faculty member's subject matter competence on a Qualified and Competent Faculty (QF) eform. The Provost reviews and approves QF eforms for full-time faculty and makes final decisions determining faculty qualifications and competence.

Upon employment, full-time faculty continue to update their academic and scholarly achievements annually via completion of an electronic, faculty activity report and submission of a current vita.

Determining Qualifications for Part-time Faculty

School/division chairs and graduate program directors are responsible for hiring part-time faculty through a search and interview process. Part-time faculty are required to submit a vita/resume, transcripts, and professional references. Prior to hiring, the school/division chair or graduate program director reviews the candidate's credentials to determine qualifications and competence and completes a QF eform. The Provost reviews and approves QF eforms for part-time faculty and makes final decisions determining faculty qualifications and competence.

For part-time faculty who are not academically qualified by means of education or degree, qualifications and competence may be determined by professional experience. Each school/division chair or graduate program director is responsible for documenting this professional experience on a QF eform. The Provost reviews and approves QF eforms for part-time faculty and makes final decisions determining faculty qualifications and competence.

Record-Keeping

Prior to January 1, 2011, the school/division chair or graduate program director determined part-time faculty qualifications by reviewing information in the personnel file in the Office of Academic Affairs.

From January 011, to August 2013, the school/division chair or graduate program director determined faculty qualifications by reviewing information in the personnel file in the Office of Academic Affairs. The chair or director then submitted a QF Word document to the Provost for approval. A hard copy of this document was placed in the personnel file.

From August 2013, to the present, the school/division chair or graduate program director determines faculty qualifications by reviewing information in the personnel file. The chair or director then submits a QF eform to the Provost for approval. The QF eform is maintained electronically. The QF eform also includes the vita/resume and transcripts as attachments.

If a part-time faculty member is also a full-time staff member at McKendree, the personnel file remains in HR.

Field Trip Approvals

Students may be excused from classes to participate in field trips that are approved by the Associate Provost. If you wish to take your students on a field trip, please do the following:

1. Send the Associate Provost a request for the field trip. Include the students' names along with the field trip destination, date, and departure and return times.
2. Please send the request at least one week prior to the date of the field trip.
3. Please do not schedule any field trips for the last week of classes and final exam week. It is difficult for students to miss classes during the last two weeks of the semester. In addition, please try to limit field trips to one trip per course.
4. If there are fewer than 7 students who will miss classes for a field trip, please send the Associate Provost the names of the faculty whose classes will be affected. He will send her approval message only to those faculty and not to all 250+ (in the interest of reducing email for everyone).

If approved, the Associate Provost will send an email message to the faculty requesting that students be excused from their other classes. Students will still be responsible for making up missed work in those classes.

All students participating in field trips away from the McKendree University campus must complete the field trip form entitled "Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement" (see Appendix R) prior to leaving the campus. The instructor should take copies of all completed emergency contact forms with him/her to the field trip site.

Students may drive themselves to field trip sites or the faculty member can arrange transportation for the entire class. If you plan to use campus vehicles, the instructor should get approval from the division/school chair for funding and complete the required training for use of campus vehicles. Note that it is generally easier to have students drive themselves. It's best not to assign students to ride with each other but rather have the students work out rides among themselves. Some students will not have their own transportation and may not feel comfortable asking their classmates for rides. It's good to offer an alternative assignment for students who can't get to the field trip site location because of a lack of transportation. (Instructors are welcome to take a few students in their cars.)

It's best practice to include information about field trips in the course syllabus.

Final Exam Week Guidelines

All class periods will be assigned a final examination time by the Office of Academic Records, with a scheduled time and room number. Faculty may choose to use that time for an in-class final or a final assessment pedagogically appropriate to the discipline (take-home final, end-of-term project, oral examination, portfolio assessment, etc.) either in their assigned classroom or using their office. Final papers or projects given in lieu of an exam will be treated the same as take-home exams and should not be due

earlier than the date of the scheduled final exam. Exam expectations should be communicated to students on the first day of class in the syllabus.

Laboratory, Performance, or Studio Courses

Examinations are normally not required in these courses or their equivalent. At its option, the department may require a final examination in these courses, which should be announced in the syllabus on the first day of classes.

FERPA – Student Right to Privacy

Please see the Employee Handbook and academic catalogs for more details about FERPA.

When in doubt, err on the side of caution and do not release student educational information. Contact the Office of Academic Records if you are contacted by someone other than the student to make sure the student has waived their FERPA rights.

Syllabi

A syllabus is required for each class. A syllabus template is available at www.mckendree.edu.

Changes in a syllabus after the course has begun should not be made except when justified by unexpected circumstances. In that case, changes should be made only with sufficient notice to the class and without prejudice to the standing of any student. In addition to providing copies of the syllabus to each student, the instructor must **upload syllabi via the course assessment online system**. To upload syllabi, access <http://assessment.mckendree.edu>, enter username and password, and follow instructions. For assistance, contact the appropriate division/school chair.

Office of Academic Records

The Office of Academic Records is responsible for maintaining and reporting the academic record of students. This includes assisting students in registering themselves online for classes and collecting grades from instructors when classes end. This section is an overview of what is expected of instructors regarding important functions of the office. Please take time to carefully read these materials. Call 537-6819 if you have any questions.

McKendree Email

Each faculty member is assigned an email account, and all instructors are expected to use that account to conduct McKendree business and should check their email regularly. Important reminders and other informational items will be sent to that email address.

Classroom Assignments

Classrooms are assigned by the Office of Academic Records. Instructors who wish to permanently change a classroom once a course has begun should contact the office.

If an instructor changes seating arrangements in a room, the instructor should return the arrangement to the original at the end of the class session.

Chairs and desks should not be moved from one room to another.

Class Rosters

Class rosters are available in Self-Service and Brightspace. If there are students on your roster who are not attending class, please submit an Incident Report found via My MCK.

Students Attending Class Who Do Not Appear on the Class Roster

If a student is attending class and is not on the roster, send that student to the advisor or Student Success and Advising Center to register for the course.

Drops

Students are required to formally add and drop courses with the Office of Academic Records. Add/Drop eforms may be obtained on the Academic Records web page (<http://www.mckendree.edu/offices/academic-records/forms/index.php>). If students tell you that they are dropping your class, please instruct them to do so via eforms. You will not be permitted to drop classes for students; simply informing an instructor does NOT constitute an official drop. If students do not complete the process, they will still be liable for all tuition and fees and will receive a grade of F or WW at the end of the term.

Grades

Students must receive a grade for every course in which they are enrolled, including all labs. Students in lab courses receive either credit (CR) or no credit (NC).

Grade Entry

Grades are entered by the instructor via Self-Service.

- Do **NOT** leave a grade blank. Give each student a letter grade, a WW (for students who did not attend but did not officially drop the course), or an "I" for an incomplete grade. A blank grade will be recorded as a "WW."
- Please note that the grades "A+," "D+," and "D-" are not accepted in Self-Service.

Grades must be entered by the due date and time.

Grade due dates will be sent via email by the Office of Academic Records.

Mid-Term Grades

Faculty are required to enter mid-term grades for all 16-week classes courses.

Grade Changes

The policy for changing a grade other than an Incomplete is explained on the Grade Change eform and in the university catalogs. The forms may be obtained on the Records Office web page (<http://www.mckendree.edu/offices/academic-records/forms/index.php>).

Incomplete Grades

A student who will not complete course requirements by the end of the semester may request a grade of Incomplete from the instructor before the final examination. Instructors are not required to approve any incomplete grade request, but may do so based on the following criteria:

1. The student has completed at least 75% of the coursework for the class.
2. The student must be able to complete the course without re-attending the class; he/she may not sit in the class the following semester to complete the work.

A student receiving an incomplete has until the end of the next semester (spring or fall), or until an earlier date specified by the instructor to the student in writing, to finish the required work and to have a grade assigned. If no grade is assigned at the end of the next semester, the incomplete will revert to a grade of F. Any student with an incomplete who

has applied for graduation will have one month from the date of graduation to complete the course requirements and receive a grade. If an extension is required, the date of graduation will be changed to the next date of graduation. The final decision to grant an incomplete grade rests with the instructor.

Please note: When you submit a grade of Incomplete (an I) in Self-Service, you will be required to enter the date the grade will revert to an F if no other grade has been entered prior.

In-Progress Grades

Students enrolled in master's level research classes who do not complete by the end of the term should be assigned a grade of In Progress (an IP). If the work is completed in the following semester the grade will be changed to the grade earned (a Grade Change eform should be used). If the work is not completed in the next semester a grade of No Credit (an NC) will be assigned. Students receiving a grade of NC must register for that phase of their studies again and pay full fees.

Students who receive an IP in the term in which they plan to graduate will have their graduation date moved forward to the next date (e.g., a grade of IP in the spring term will cause their graduation date to be moved to July).

Not Submitted Grades

If an instructor does not submit grades when they are due, the Office of Academic Records will assign a grade of Not Submitted (NS) to each student in the class. Students will be notified by email that grades were not submitted in a timely manner by the instructor, and they will be advised to contact the instructor with questions. The instructor will be required to complete a paper grade roster to change the grades from NS to a letter grade.

Academic Support Services

Student Success and Advising Center

The Student Success and Advising Center supports students' academic and personal growth. The center offers disability services, academic tutoring, class scheduling, development of time management and study skills, testing services, and assistance navigating campus policies and procedures. Faculty can refer students to the center using the Faculty Alert form via My Mck.

Faculty Alerts

Faculty Alerts help identify and assist students who might be experiencing academic problems. Faculty members initiate a Faculty Alert by reporting incidents using the Faculty Alert form via My Mck.

Writing Center

The Writing Center offers students assistance with all aspects of writing, including research and documentation. The Center also offers in-class seminars for instructors and supports faculty who are teaching courses designated as Writing Intensive (W). Faculty can refer students using the Faculty Alert form via My Mck.

Counseling Services

Free psychological counseling services are available to students. Students may contact Counseling Services at 618-537-6590 to make an appointment with a counselor. Faculty can refer students using the Faculty Alert form via My Mck.

Career Services

The Office of Career Services, located in Clark Hall, provides a variety of services to acquaint students with career options. Individual career counseling, interest and career assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. The staff also offers assistance with resume preparation, job search correspondence, and interview skills. Information regarding graduate school admission is also available. The Director of Career Services may be contacted at 618-537-6806.

Holman Library

The facilities of Holman Library are available to all employees with the understanding that guidelines and procedures established by the library for such use are followed. Employees must show their McKendree ID in order to check out materials. The library, which is part of the CARLI Consortium in Illinois, provides access to books, periodicals, DVDs, Blu-rays, and electronic resources through the I-Share catalog. To request new materials for the library, please contact the Director of the Library. Group study rooms

and a MAC Lab are available to be reserved for use, but please call the circulation desk at (618) 537-6950 or visit the library website to confirm the schedule.

Instructional Media Services

All classrooms are equipped with computers and projectors. If the room you are assigned is not properly equipped for your instructional media needs, or if you have special needs in this area, contact the HelpDesk at helpdesk@mckendree.edu or 618-537-6445.

Assessment of Courses/Instructors

Tenure track and tenured faculty are evaluated for teaching effectiveness by means of student evaluations and other procedures. (Please see the Faculty Manual for more details.)

Associate faculty are evaluated for teaching effectiveness by means of student and colleague evaluations and review of course evaluations by the relevant chairperson. These evaluations are reviewed by the appropriate school or division chairperson. A summary is available 14 days after the class ends via <http://assessment.mckendree.edu>.

We use the assessment.mckendree.edu system to provide valuable information about our teaching endeavors. There are three primary parts of assessment.mckendree.edu:

1. We ask that all faculty upload their syllabi into the system.
2. Faculty should encourage their students to complete their course evaluations BEFORE the last day of the class. Faculty can see the results 14 days after the class ends.
3. After the class has ended, faculty should complete a brief teaching inventory about each class.

Troubleshooting—Common issues for faculty and students include:

- Placing a “www” in the webpage address. (There is no “www” prefix.)
- Trying to complete the assessments after the class has ended. (Encourage students to complete all course evaluations BEFORE the last day of class.)
- Some businesses, schools, etc., have security settings that may prevent a person from accessing the forms.

If you have any questions about the course evaluation system, please contact Dr. Tami Eggleston, Provost, at 618-537-6926 or tegglest@mckendree.edu.

If you have trouble logging in or other IT problems associated with the assessment page, please contact the IT HelpDesk via email or at 618-537-6445.

A Few Words About University Teaching

The McKendree University mission statement begins with, “The mission of McKendree is to provide a high-quality educational experience to outstanding students.” One of the purposes under the mission is, “To offer undergraduate, graduate, and professional programs to develop our students’ knowledge, analytical abilities, research capabilities, creativity, and sense of identity.”

For those beginning to teach at the university level or who have been away from the classroom for a while, a few tips about university teaching may be helpful.

1. **Follow the basic rules of good speech while making your presentations in class.** Organize your thoughts into an outline. Speak clearly and not too rapidly. Use the board appropriately. Maintain good eye contact with the class. Use appropriate humor. Summarize.
2. **Vary your classroom activities and mode of presentation.** This is especially important with one-month courses, where individual sessions are long and the course is intensive. Use guest speakers if you have the opportunity. Call on students to make presentations. Alternate between lecture and discussion within the same class hour. Vary the seating arrangement to suit different modes of presentation. Introduce simulation exercises and other high-involvement activities at every opportunity.
3. **Respect your students.** This is essential for effective teaching and may be demonstrated in many ways.
 - a. **Show interest in their experiences.** Research has shown that the most successful teachers are those who are genuinely interested in students as people. You will find that many have work obligations and experiences in addition to their classes. These experiences affect their understanding of what you are trying to teach and can sometimes serve as examples to illustrate points and as a means to bring lessons home with greater impact.
 - b. **Let students know that you expect their best effort.** Research suggests that, in general, students are more strongly motivated by higher expectations. At the same time, avoid overestimating students’ abilities.
 - c. **Don’t assume that students know the basics of your discipline.** This is especially important regarding terminology. Stress key terms and explain how they are used.
 - d. **Take time with students’ questions and written work.** Give quizzes, exams, and assignments that invite comment when you grade them. Include words of encouragement wherever you can. When criticism is required, be objective. When a student does a particularly good paper or assignment exercise, use it

(with the author's permission, of course) as an example for other students in the class.

- e. **Encourage students to ask questions during class.** Questions give some indication of how well the class comprehends the material and provides an opportunity for clarification and elaboration. When students ask questions, reward them with a smile, a thoughtful expression, a "good question" comment, and an invitation to other students to add their own questions and comments. Involving students in the class can contribute significantly to the overall effectiveness of your presentation.
 - f. **Make your expectations clear.** Discuss your syllabus at the first class meeting to ensure that each student is aware of and understands course policies and procedures. It is especially important to emphasize your criteria for grading.
 - g. **Keep your promises, implicit and explicit.** Do not change your expectations once you have made them known to students. In the rare case that a syllabus revision is necessary, present it in writing to each student. Meet each class for the scheduled time. Avoid major digressions from course objectives. Evaluate students' work objectively and return graded materials in a timely manner.
 - h. **Be sensitive to students' tender spots.** If there are subjects that may make students uncomfortable, be certain those subjects are essential parts of your course before you bring them up. Remember, too, that some students are offended by what they regard as bad language; many may have chosen to attend a church-related university such as McKendree partly because they expect, at such a university, not to be offended in this way. Try to respect these preferences of students with only such exceptions as are required in order to convey the material you are teaching.
 - i. **At all costs, avoid humiliating students.** It is never acceptable practice to insult or humiliate a student, either in private or in front of other students. Remember that students often have a lofty perception of your expertise and authority, that even the gentlest criticism, if delivered in public, may be experienced as a deep personal embarrassment. Tread carefully with students' feelings.
 - j. **Take time to prepare for your classes.** Never "wing it". Do not make the mistake of assuming that anecdotes from your professional experience can substitute for the teaching of important concepts. Your students will see through that every time.
4. **Do not hesitate to seek help if problems arise related to your teaching.** This guide is largely devoted to letting you know the resources that are available. Full-time faculty colleagues are often willing to make suggestions or visit your classes as observers. Contact your division/school chair or the Associate Provost.

Associate Faculty Information

Employment Process

A person seeking employment as an associate faculty member in a particular discipline must submit a detailed resume to the chairperson of the appropriate academic school or division. The candidate must possess at least a master's degree in the field with at least 18 hours of coursework in the discipline to be taught; the university will seek persons with doctorates whenever possible. After the chairperson, colleagues, and the Provost have reviewed a resume, they may invite the candidate for an interview. If the university hires the candidate, the following must be submitted to the Office of Academic Affairs:

1. A current resume, including phone numbers where the faculty member may be reached.
2. Official transcript of undergraduate (where appropriate) and graduate degrees.
3. Personnel papers identified by the university.

These materials will be placed in the employee's personnel file and retained as part of a permanent personnel record.

Employment Verification

It is the responsibility of the instructor to fill out and return an Employment Eligibility Verification (I-9) form, Illinois withholding form, W-2, and W-4 forms as required by law. These forms are available in the Office of Human Resources.

Part-Time Employee Definition

Part-time work is defined as being employed for less than a normal work week and work year. Any employee who works less than 20 hours a work week is defined as part-time. All associate faculty, i.e., all faculty whose services are contracted for on a course-by-course basis, are considered part-time employees regardless of teaching load carried. Part-time employees are eligible only for the fringe benefits of certain holidays, Social Security Workman's Compensation, and Unemployment Insurance Compensation.

Part-time faculty at McKendree can teach a maximum of 11 credit hours in the fall, 11 credit hours in the spring, and six hours in the summer.

McKendree University Part-time Associate Faculty Activity Checklist

Activity	Details	Time Frame	Contact Person
Agree to teach a course		Before semester begins	Division/School Chair or Program Director
Complete necessary paperwork	HR forms; Sign IT user agreement	Before semester begins	Division/School Chair or Program Director, HR
Turn in materials	Transcripts, three letters of reference, and current vita	Before semester begins	Provost
Verify and obtain textbook	In some cases, the book may already be selected; in other cases may have to order book	Before semester begins	Division/School Chair or Program Director, Bookstore
Upload syllabus	Go to assessment.mckendree.edu	Early in the semester	Provost
Check course roster	Found in Self-Service	After first week of class	Academic Records
Provide student referrals	For missing class, needing extra academic help, needing counseling, complete Faculty Alert via My MCK	Throughout the semester—the earlier the better	Student Affairs Writing Center Academic Support Center Student Health Services
Submit midterm grades (for 16 week courses)	Self-Service	Midterm	Academic Records
Submit final grades	Self-Service	End of course	Academic Records
Encourage students to complete their course evaluations	Link in Brightspace or go to assessment.mckendree.edu	Before the last day of class	Assessment Provost Fellow
Complete the teaching inventory for your course	Go to assessment.mckendree.edu	Up to 7 days after the last class	Assessment Provost Fellow
View your course evaluations	Go to assessment.mckendree.edu	14 days after the course has ended	Assessment Provost Fellow

Attend Teaching for Excellence (T4E) workshops and other training opportunities	T4E workshops are held each August, January, and May. Other professional development activities will be announced throughout the year	August, January, May, and others during the year	Teaching Provost Fellow
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Full-time Faculty Information

Business Cards

Faculty members who need to order business cards or name tags should fill out the order request eform called “Name Badge/Business Card Request.” A link to the eform is available on the University Communications and Marketing webpage at www.mckendree.edu/marketing.

Purchasing

To purchase office and educational supplies, please consult your school/division chair to determine established purchasing procedures. As an educational institution, the university is considered a non-profit organization and is exempt from paying federal excise and state sales taxes. Purchasing for private use is not permitted. Purchases may be made from the university bookstore by all employees at a discount.

Travel and Faculty Development Reimbursement

The Office of Academic Affairs seeks input from the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee to administer available faculty development funds to full-time faculty. The Office of Academic Affairs administers these funds and will send out details about the availability and procedures during the fall semester.

Following is the McKendree University policy on reimbursements: “All employees requesting payment for reimbursable expenses incurred for travel on behalf of McKendree must submit a travel and expense voucher with original detailed receipts attached. All account numbers, names, dates, reasons for the travel, recruit names, and/or detailed explanation must be included with the request. When using a personal vehicle for McKendree travel, the university will reimburse mileage at the current rate per mile. Gasoline is only reimbursable when using rental cars or college vehicles.” Due to auditing and accounting procedures, McKendree cannot reimburse a non-itemized receipt.

School/Division Chair and Program Director Information

As a chair or program director, it is your responsibility to inform full-time and part-time faculty about the following:

- Hiring
- Absences (class cancellation email)
- Assessment (e.g., uploading syllabi, course evaluations)
- Faculty development (e.g., workshops)
- Security and emergency
- Syllabi templates and expectations

Catalog Changes

Substantive changes to the catalog must be approved through the appropriate procedures. Deadline for changes to the Undergraduate Catalog and Graduate Catalog is the November council meetings.

Minor corrections to the Undergraduate Catalog or Graduate Catalog may be submitted to the Associate Provost by the school/division chair.

CSI Forms

If there are any changes to the course schedule (e.g., time, instructor) after it has been published, a CSI eform must be filled out electronically by the school/ division chair and/or program director and submitted to the Provost's office for approval. Please complete the entire CSI eform accurately.

Evaluations

Chairs must evaluate full-time faculty members for purposes of FEC/CRPT committee review. Additional information can be found in the Faculty Manual.

Chairs must also formally evaluate associate faculty in their first year of employment and then every five years thereafter.

Chairs should also informally review part-time faculty evaluations each semester and may choose to conduct formal evaluations more frequently than required.

Faculty Searches

Associate Faculty

When it is necessary to hire associate faculty, ads should be sent to the Director of Human Resources. All materials submitted for the position should go through that

office. Usually, application materials are then sent to the chair unless another arrangement has been made. The chair, in cooperation with the appropriate school/division faculty, handles the hire. Once an associate faculty member is hired, that person must meet with the Director of Human Resources to complete the employment process. All supporting materials, including resume, official transcripts, three letters of recommendation, and a CSI form (only needed if a change in the schedule is needed) should be filed with the Office of Academic Affairs.

Below is the hiring process for associate faculty.

Step	Person Responsible	Notes
Write ad for part-time faculty position and send to Human Resources (HR) director	Chair or program director	
Select candidates to interview, and send names to the Provost <u>BEFORE</u> scheduling interviews	Chair or program director	
Approve candidates for interviews	Provost	
Conduct face-to-face interviews	Chair or program director; may invite others to assist	
Select candidate for hire, but <u>DO NOT</u> notify candidate yet	Chair or program director	
Complete QF eform	Chair or program director	
Approve QF eform	Provost	
Contact candidate, offer position, and discuss details of the job, but tell candidate that hiring is contingent upon result of background check	Chair or program director	
Send candidate name to HR director who will contact candidate about background check and MVP orientation	Chair or program director	
Complete background check; notify program director or division chair when complete	HR director	
Notify faculty member that background check is	Chair or program director	

completed and hiring is official		
Schedule faculty member to attend MVP orientation	HR director	
Complete a CSI form, if necessary, for any schedule/instructor changes	Chair or program director	
Create faculty record	HR director	
Issue a contract	Provost's office	Contracts are issued approximately 1 month before classes start

Full-time Faculty:

The Provost's office determines which new full-time faculty will be hired each year. Information regarding the designation of the search committee and how a search should be conducted can be found in the Faculty Manual. Step-by-step guidelines can be found in the Provost Office Share with Employees folder under FT Faculty Search Process.

For all new hires, a QF eform should be completed and sent to the Provost for full-time faculty or to the Provost for part-time faculty.

Organizational Structure and Approval Process

The university's organizational structure consists of the following academic units:

- ☐ College of Arts and Sciences (5 divisions and the library)
- ☐ School of Business
- ☐ School of Education
- ☐ School of Nursing and Health Professions (2 divisions)

Each academic unit has college/school-level curriculum committees that oversee all academic changes.

All changes approved by the Undergraduate or Graduate Council are recommended for approval to the full faculty, the Provost, the President, and finally the Board of Trustees.

Some changes also require approval of the Illinois Board of Higher Education (IBHE) and/or the Higher Learning Commission.

Purchasing

Please see the Employee Handbook for complete details on the purchasing policy.

Records (Registrar's) Office

Chairs will be asked to assist the Office of Academic Records. Duties include:

- Determining which specific course at McKendree is the equivalent of a course from another institution.
- Signing various forms, including Grade Change forms, Waiver forms, etc.
- Submitting course schedules.

School/Division Chair Meetings

School/division chairs attend a monthly meeting chaired by the Provost. The Provost also asks that chairs schedule individual monthly meetings.

School/Division Meetings

Each chair should set a time each semester for meetings (suggested: a minimum of one per month) and it should be set at a time when all faculty can attend. Agendas should be set at least two days in advance of the meeting.

Other Miscellaneous Information for Chairs

- Chairs are sometimes asked to meet with students touring campus.
- Chairs assist with advising and attend advisor meetings.
- Chairs approve advisor assignments from the Office of Academic Records.
- Chairs represent their School/Division as the first line of response regarding student issues.
- Chairs assist with dispute resolution within the school/division.
- Chairs typically attend T4E events.
- Chairs typically attend the Academic Planning Retreat.
- Chairs may find it useful to find a mentor.
- In addition to this Faculty Guide, chairs should be familiar with the Undergraduate and Graduate Catalogs, Faculty Manual, and Employee Handbook.
- Chairs should understand proper disposition of materials (e.g., student exams, search committee documents, etc.). See Disposition of Materials appendix.
- Some chairs supervise staff and conduct annual performance appraisals for staff members.

Appendix A: Faculty Awards

Award	Committee	Nominations/ Selection
Outstanding Associate Faculty Award (undergraduate and graduate)	Undergraduate Council/Graduate Council to Associate Provost to Provost to President	Divisions and Schools nominate
Emerson Excellence in Teaching Award	Committee of past winners to Associate Provost to Provost to President	Faculty nominate
United Methodist Exemplary Teacher of the Year Award	Committee of past winners to Associate Provost to Provost to President	Faculty nominate

The William Norman Grandy Faculty Award	Office of Alumni Affairs to President	Faculty and senior undergraduates, faculty, and staff with supervisory roles vote
Technos International Week	Committee of past Technos faculty to Associate Provost to Provost to President	Faculty self-nominate in December or January
The MLK, Jr., Humanitarian Award	Campus-wide committee to Chaplain to President	Entire campus nominates

Appendix B: Student Awards

Award	Committee	Nomination/ Selection
Lincoln Laureate	Student Affairs Committee to Associate Provost to Provost to President	Divisions and Schools nominate
Technos International Week in Japan	Committee of past Technos faculty (plus new faculty) to Associate Provost to Provost to President	Students apply with faculty recommendation
Technos Internship Program	Associate Provost to Provost to President	Students apply with faculty recommendation
Technos International Prize	Committee of past Technos faculty (plus new faculty) to Associate Provost to Provost to President	Faculty nominate

Appendix C: Chairperson and Program Director Important Information

1. Course Master Schedules

Course master schedules submitted to the Office of Academic Records should be correct at the time of submission. Do NOT simply copy the schedule from last semester and assume you will just “correct” it after the fact with CSI forms. CSI forms should be used sparingly in the case of last-minute course additions, deletions, or the necessity to hire new instructors. Our goal should be to have an accurate and complete course master at the time it goes live in Self-Service.

2. Faculty Assignments

When you hire faculty, especially part-time faculty, make sure to contact them via phone, email, or in person BEFORE you put them on the course master. Faculty should only be placed on the schedule after you have their consent. The course master is used to generate the contracts, so if the course master is incorrect, then the contracts will also be incorrect. In addition, faculty should NOT receive contracts if they have not already agreed to teach a section of an upcoming course. Contracts are not meant to be used as the request to teach a class. The contract is the final commitment after one has verbally accepted the offer of teaching. Please complete a QF eform, which will serve as a formal request to move forward with hiring.

3. Contracts

Contracts are usually sent out 3-4 weeks before the start of a class. Contracts are not sent out for any classes that are at risk of being deleted because of low enrollment. Please let faculty in your area know that they will not receive the contracts until close to the start of the class. Certain education and music classes, because of their enrollments and/or late assignments, won't have contracts completed until after the start of the term.

4. Payroll

Payroll is submitted on the 15th of each month. If a class starts in June and ends in July, faculty will receive 2 payments (end of June and end of July). If a class starts in August and ends in December, the payroll will not start until September and go to December (4 pays). For some classes that are paid by the number of students, pay is withheld until the end of the term (e.g., internship, directed studies, portfolio reviews).

5. Changes to the Course Master

After the course master has been published in Self-Service, any changes (except for increases in class size) must be submitted using a CSI form. If you plan to increase the class size, please email the Office of Academic Affairs and ask to raise the cap. Complete

the CSI form accurately and completely. Make sure the dates, course number, course title, and course section are correct.

6. **CSI Forms**

All CSI forms should be turned in no later than 2 weeks before the start of the class. CSI forms that are turned in just days before the start of the class create confusion for faculty and students.

7. **One Month Before a Term**

One month before the start of a new term, chairs and directors should start to assess the enrollment numbers of the classes. Chairs and directors should submit a CSI form to delete sections with low enrollments or "0" enrollments. If courses need to be conducted with prorated pay, seek approval from the Provost and then contact the faculty member to ensure willingness to teach for the prorated pay. Please discuss the courses that must run with low enrollments with the Provost as early as possible as this allows us to complete the contracts in a timely manner.

8. **One week Before a Term**

At least one week before the start of a new term, chairs and directors should go through the entire course master for their areas and ensure that all classes have adequate enrollment, have been canceled, or have been approved to run with low enrollment. Also, check that there are no unassigned instructors in your area.

Appendix D: Curricular Approval Process

	Division	College or School Curr. Comm.	UG or Grad Cncl	Full Faculty	Dean of WW Programs	Provost	Pr es.	BOT	IBHE	HLC
Add or delete course	A	A	A	A		A	A	N		
Add or delete program	A	A	A	A		A	A	A	N – update program inventory	AIDU
Revise course	A	A	N	N		N	N	N		
Revise program	A	A	N	N		N	N	N		
Add or change location for already approved course or program	P				A	A	A	N	A – if outside home region	N – use Location & Campuses Update System
New delivery format for already approved course	P	A	N	N	A	A	A	N		
New delivery format for already approved program	P	A	A	A	A	A	A	N		AIDU

Key

P = Propose

N = Notify

A = Approve

BOT = Board of Trustees (McKendree University)

IBHE = Illinois Board of Higher Education

HLC = Higher Learning Commission

AIDU = Annual Institutional Data Update (HLC)

Appendix E: Approval Process for Faculty-Led Study Abroad Courses

The Student Affairs Committee will recommend, in rank order, faculty-led study abroad course proposals to the Undergraduate Council. The Undergraduate Council will recommend, in rank order, faculty-led study abroad course proposals to the Provost and report to the full faculty the courses that the administration endorses.

Appendix F: Disposition of Materials

Student Materials

A Lebanon-campus student can challenge academic decisions up to 14 calendar days after the first class day of the next semester. The process is outlined in the catalogs.

Retention of Graded Materials

Faculty are required to retain all graded materials not returned for at least 21 days after the first day of the following full semester.”

After the 21 days, faculty should properly dispose of unreturned student work.

Hiring

The chair of each search committee should keep files on full-time interviewees for one year.

Faculty Files

The Office of Academic Affairs maintains files for all full-time and all part-time faculty. Part-time faculty who no longer work at McKendree University have their contracts, resumes, recommendation letters, and transcripts kept on file for 10 years. Full-time faculty files are held indefinitely.

Appendix G: Faculty Mentor Suggested Activities

Activity	Details	Time Frame
Share academic resources	Explain resources such as the library, Writing Center, Student Success and Advising Center, etc.	Early in the semester
Check course roster on Self-Service	Any students on the roster who haven't attended class for the entire first week should be reported via the Faculty Alert form through My McK.	After first week of class
Explain Faculty Alert	Used for students who are missing class regularly, need writing or tutorial help, counseling, etc. Accessed through My McK.	The earlier the better for the student
Explain Incident Report	Used to report students for cheating and plagiarism as well as other misbehaviors. Accessed through My McK.	As needed
Encourage campus engagement	*Consider asking faculty member to lunch, a Hett performance, an athletic event, a fine arts activity, or a Brown Bag. Urge attendance at Town Hall meetings.	Ongoing
Remind faculty member about final grades	Provide final grades via Self-Service.	Finals
Explain importance of course evaluations	Encourage students to go to assessment.mckendree.edu to complete evaluations.	Before class ends
View course evaluations	Go to assessment.mckendree.edu .	10 days after the class has ended
Review course evaluations	Review faculty member's course evaluations with faculty, providing perspective as needed.	Beginning of second semester
Encourage recruiting activities	Encourage participation in recruiting events.	Ongoing
Explain FEC/CRPT	Assist with any questions about FEC/CRPT (timelines, what is submitted, teaching, research, and service). Explain the similarities and differences between FEC and CRPT.	November – February
Provide guidance for evaluation portfolio	Help faculty member with preparation and/or review of evaluation portfolio documents (e.g., Professional Growth Plan, vita).	November – February
Encourage attendance at professional development events	T4E workshops are held each August, January, and May. The book study occurs in the spring, and the boot camp in late May.	Ongoing

*It is key for each new faculty member to understand the importance of being a supportive and active member of the McKendree community.

Appendix H: Field Trip Form

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

I, _____ ("Participant"), hereby acknowledge that I have voluntarily elected to participate in the following activity/trip _____ ("Activity"), to be held in and around _____ (insert location) from _____ (insert date(s)). In consideration for being permitted by McKendree University to participate in the Activity, I hereby acknowledge and agree to the following:

ELECTIVE PARTICIPATION: I acknowledge that my participation is elective and voluntary.

RULES AND REQUIREMENTS: I agree to conduct myself in accordance with MCKENDREE UNIVERSITY policies and procedures and to abide by all the rules and requirements of the Activity. I acknowledge that MCKENDREE UNIVERSITY has the right to terminate my participation in the Activity if it is determined that my conduct is detrimental to the best interests of the group or university.

RELEASE AND WAIVER OF LIABILITY: I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, **HEREBY RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE** MCKENDREE UNIVERSITY, its governing board, directors, officers, employees, agents, volunteers and any students (hereinafter referred to as "Releasees") for any and all liability. I further agree that the Releasees are not in any way responsible for any injury or damage that I sustain as a result of my own negligent acts.

PERSONAL MEDICAL CONSIDERATIONS: I acknowledge that I am responsible for the cost of any and all medical and health services I may require as a result of participating in the Activity. I further acknowledge and understand that Releasees may not have medical personnel available at the location of the Activity. In the event of any medical emergency, I (initial one) do ___ do not ___ authorize and consent to any x-ray examination, anesthetic, medical, dental or surgical diagnosis or treatment, and hospital care that MCKENDREE UNIVERSITY's personnel deem necessary for my safety and protection.

I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS. BY MY SIGNATURE I REPRESENT THAT I AM OF A LEGAL AGE CAPABLE OF CONSENT OR, IF NOT, THAT I HAVE SECURED BELOW THE SIGNATURE OF MY PARENT OR GUARDIAN AS WELL AS MY OWN.

Date: _____

(Signature of Participant)

(Printed Name of Participant)

Signature of Parent/Guardian for Participants Who Are Minors:

I CERTIFY THAT I HAVE CUSTODY OF PARTICIPANT OR AM THE LEGAL GUARDIAN OF PARTICIPANT BY COURT ORDER. I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND AND AGREE TO ITS TERMS.

Date: _____

(Signature of Parent or Guardian)

(Printed Name of Parent or Guardian)

Received by:

Date: _____

(Signature)

(Printed Name of McKendree University Official)

EMERGENCY CONTACT INFORMATION:

Name of Emergency Contact: _____

Emergency Contact Phone Number: _____

Emergency Contact Alternate Phone Number: _____

Physician Contact Name: _____

Physician Phone Number: _____

Insurance Company Name: _____

Policy #: _____

Appendix I: LGBTQ+ Community Terminology

All terms and definitions taken directly from or modified from the *Southwestern Illinois College Safe Zone Allies for Sexual and Gender Diversity Member Handbook*.

1. Sex—biological traits (which includes external and internal reproductive anatomy/genitals, chromosomes, hormones)
 - Categories include male, female, and intersex

2. Gender/gender identity—one’s actual internal sense of being man, woman, neither, both, etc.
 - Cisgender—individuals who have a gender identity that is aligned with their birth sex, and therefore have a self-perception and gender expression that matches behaviors and roles considered appropriate with their birth sex
 - Transgender/trans—an all-encompassing term for people whose gender identity differs from the sex and gender they were assigned at birth, and for those whose gender differs from what is culturally expected of them
 - Trans man (FTM)—someone who was assigned female at birth and identifies as a man
 - Trans woman (MTF)—someone who was assigned male at birth and identifies as a woman
 - Genderqueer/nonbinary—general terms used for those whose gender does not coincide with the binary of man or woman; can be used as an umbrella term and/or a personal identity
 - Preferred pronouns—trans individuals generally have a gender pronoun they wish to be referred to that reflects their gender identity rather than their assigned-birth sex (examples include: she/her/hers, he/him/his, they/them/theirs)

3. Sexual orientation—a person’s enduring emotional, physical, romantic, sexual, and/or spiritual attraction to others based on gender
 - Heterosexual—a sexual orientation that denotes attraction towards persons of the opposite gender
 - Homosexual (gay/lesbian)—a sexual orientation that denotes attraction towards persons of the same gender
 - Bisexual—a sexual orientation that denotes attraction towards two genders (usually those of the binary genders: women and men)
 - Pansexual—a sexual orientation that denotes attraction towards any/all genders (“pan” meaning “all”); note: Pansexual people are not attracted to everyone they meet, they simply express no gender preference
 - Asexual—a sexual orientation that denotes no sexual attraction towards others, regardless of gender; asexual individuals may still experience romantic attraction towards others and still pursue relationships, and some may also still engage in sexual actions despite the lack of attraction for a variety of reasons (e.g., desire to please their partners in consensual settings or to have children)

4. Queer—general term for identities, presentations, sexual orientations, and genders that reject conventions and expectations; although this word has been used as a slur, many individuals in the LGBTQ+ community have reclaimed it as an umbrella term and/or personal identity

Appendix J: Diversity Advocate Responsibilities

Search Committee Diversity Advocate Responsibilities

Diversity Perspective: McKendree University is committed to nurturing a diverse and inclusive environment. We bring together faculty, staff, students, and community members from a variety of backgrounds and perspectives to **engage** in a mutual exchange of ideas and experiences, **encourage** respect and understanding of human and cultural differences, and **embrace** many viewpoints.

All members of a search committee are considered advocates for the university's commitment to creating a diverse and inclusive community. The Diversity Advocate, a full, voting member of the search committee, advances this commitment by promoting the most effective and inclusive search possible and monitoring the process during all phases.

Responsibilities:

1. Be a vocal and responsible advocate for diversity and inclusion.
 - a. Actively monitor each stage of the search process to ensure an equitable and open search.
 - b. Facilitate thoughtful exchanges about how diversity can benefit the department and the university to provide a high-quality educational experience for our outstanding students.
2. Complete the university-approved training for the diversity advocate.
3. Share lessons learned from the university-approved training with search committee members.
4. Bring process gaps to the attention of the search committee and/or the chairperson for immediate action. Process gaps may include the following:
 - a. Bias, prejudice, or stereotyping in verbal or written communications, such as meetings, written correspondence, and interview questions;
 - b. Inadequate representation of underutilized groups in applicant pool or shortlist of candidates;
 - c. Bias, prejudice, or stereotyping of candidates during evaluation period;
 - d. Failure to follow good faith efforts to attract diverse candidates.
5. The Diversity Advocate should monitor the interviewing process:
 - a. Assist in developing interview questions for both phone and campus interviews that relate to the position description and selection criteria.
 - b. Encourage the use of evaluation instruments throughout the selection process to promote job-related feedback, consistency, and fairness.
 - c. Ensure the search committee understands and treats the campus visit as one, continuous interview, including individual interview sessions, teaching

demonstrations, meals, informal conversations, etc. Thus, topics regarding religion, sexual orientation, personal life, etc. should not be addressed during the informal portions.

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