URGE
Unlearning Racism in Geoscience

Susquehanna
UNIVERSITY

○ _____

URGE Resource Map for Susquehanna University

Susquehanna University does not provide graduate programs in STEM, so this Resource Map addresses the experiences of **new hires and current employees** who identify as BIPOC. The document intends to provide guidelines and information for making their experiences at Susquehanna more inclusive, equitable and welcoming.

Employees are evaluated by their immediate supervisors within the guidelines established for either an academic department or administrative unit.

Core work resources

The Faculty Handbook serves as the guide for expectations and behavior of faculty members (internal web link) https://mysu.susqu.edu/PROV/Documents/Faculty%20Handbook_2020-2021_BOOKMARKS_v2.pdf

- General: - Faculty meetings – one per month, dates included in Provost's Opening Letter
- Participation in convocation (Fall) and commencement (Spring)
- Teaching, Research, Service/University Citizenship Teaching: - Load: Usual load is 3-3. Some faculty also teach in Summer and Winter sessions. NOTE: "regular" courses at SU are 4 credits or semester-hours.
- Required Office hours: ¼ of total semester-hours per week (so 3 courses or 12SH = 3 hours of office hours per week).
- Syllabi must include specific information about course logistics and policies, including listing the learning goals of any Central Curriculum areas the course fulfils (see Central Curriculum Handbook for language). For the complete list of required information see Faculty Handbook 3.1.3.
- Academic Assistants will collect digital copies of syllabi for all classes every semester. Syllabi for all classes from the last three years are available on the Provost's mySU site to view. Older syllabi, back to 2011, can be found in the archives.
- Communications with Students: Faculty are expected to return student emails reasonably promptly and accommodate relevant requests for meetings outside class and office hours, but are NOT expected to be immediately available outside "business" hours.
    - However, the current advising survey, in conflict with this policy, asks advisees to state whether their advisor responds promptly, and uses 24 hours as the

standard. Faculty are encouraged to tell students their email and other communication preferences clearly, early, often, and in several different places.

- Final exams are scheduled for the week after classes end, and the Registrar provides the times for classes' final exam periods.
- Faculty and staff who are teaching courses for credit are expected to do some kind of final assignment, but it does not have to be an exam (papers, presentations, take-home essays, etc. are fine). In those cases, you do not have to use the scheduled exam time if you don't want to. Final papers, etc. must be due during the scheduled final exam period, but may be assigned in advance.
- Faculty are also strongly discouraged from giving any other major tests or assignments in the final week of class. If an exam is given during the last week of class, the faculty member must also give a final exam during the scheduled final exam period.
- Learning Disabilities: Faculty must accommodate students with documented learning disabilities, but the faculty may decide with the student how best to meet their needs. Most often, this will mean 50% or 100% extra time on timed assignments. Occasionally, Disability Services will pay to have a classmate take notes for a student, and will ask you to advertise the position, and then relay the notes between the students. May also include use of assistive technologies in class.
- Submitting Grades: For a regular-semester course, faculty submit midterm grades and final grades, as letter grades only (i.e. they do not submit a numeric grade). The Registrar sends out reminder emails about deadlines for each of these, and faculty submit grades online NOTE: Midterm grades are non-binding and only for reporting progress to students and their academic advisors. NOTE: Once submitted, final grades are final. Faculty may not change final grades after the deadline except in cases of calculation errors, and then only by submitting a form to the Dean of their School.
- Course evaluations: SU uses the IDEA Center's diagnostic instrument for student course evaluations, administered online via a web interface. All instructors are required to administer these evaluations near the end of the semester by providing the link to students and setting aside at least 20 minutes of class time to complete the evaluation. NOTE: During new faculty orientation faculty are told that these course evaluations are one tool among many to improve their courses, and only one factor in how you their teaching performance will be evaluated by their department head and dean.
- Faculty are strongly encouraged to solicit student feedback earlier in the course, as well. The Center for Teaching and Learning has more information on mid-semester feedback tools.
- Student Privacy and Academic Information: The Federal Educational Records Privacy Act (FERPA) requires that institutions that receive federal aid (i.e. federal student loans—so, basically every university in the US) maintain confidentiality of all distinguishing educational information. This includes any grades, registration and schedules, GPA, and any individual student information beyond what you would find in a public directory. You will hear more about this from the Registrar at the opening Faculty Meeting, and you should direct any questions to her (arichard@susqu.edu). o This means you may not post lists of students' grades where multiple students can see them (including having students look through a stack of graded work for their papers). Your

course rosters have a column for "Alert," which will read "Warning" when a student has NOT approved discussion of her or his grades with family. In these cases, you may not discuss that student's academic records with her or his family without written consent.

- Title IX and Mandatory Reporting: Like most other colleges and universities, SU requires faculty to report any incidents of sexual misconduct or gender-based violence disclosed by students to the Title IX Response office. This means that conversations between faculty and students on this topic should not be treated as confidential, and students should be made aware of this if it comes up. o Please see the HR Title IX page for more information, and the form for submitting reports of all forms of sexual misconduct or gender-based violence.
- Specific policy information relating to both academic and non-academic issues can be found at https://mysu.susqu.edu/Pages/Policies.aspx
- In addition Human Resources maintains a Policy Repository https://mysu.susqu.edu/Pages/Policies.aspx
- The Center for Diversity Inclusion https://mysu.susqu.edu/CDSJ/Pages/default.aspx website includes information and forms for reporting Bias and Hate incidents as well as Title IX
- Financial support as well as approved time away from campus to attend conferences is handled by individual department heads and chairs. Additional monies to support conference attendance may also be available through administrative offices such as the Provost, the Deans of individual schools and administrative offices. Expectations for faculty research and creative activity vary by department and discipline, and SU does not have a set schedule or quota for annual evaluations or progress toward tenure and promotion. You should have conversations early and often with your department head, mentors, and others about what kinds of scholarly and creative work are valued most highly for your position.
- Be open to considering proposed workshops/conferences, especially for groups like SACNAS, NABG, AISES, GeoLatinas. Monies for these conferences and those to similar organizations would find support from the Provost, Dean of the appropriate school, The Center for Teaching and Learning and after the second year the faculty PDA account.
- Community support and mental health resources
    - Assistance finding accommodations, moving expenses/assistance are handled through Human Resources.
    - Mental Health Services are available through employee benefits. The Susquehanna University Counseling Center is a resource only for students.
    - Outline services at organization/university: diversity officer, counseling and psychological services, ombudsperson, affinity groups, etc.
    - **We would like to propose a program that is part of the interview process which would help acquaint interviewees with the resources available in the area as part of the interview process. However, these conversations would not be included or shared with the search committee. Candidates invited to campus to interview would be given the opportunity to talk with volunteers from the community regarding life in the community and any concerns they**

may be experiencing regarding their adjustment to life in the Central Susquehanna Valley.

Professional development resources

- Teaching/pedagogy: The Center for Teaching and Learning provides additional professional training as well as connection to other faculty members through their Microsoft Teams site. In addition, specific programming is provided throughout the year to improve skills and learn new platforms and systems.
- Resources for funding professional scholarship and travel
- Resources for scholarly and creative work. There are four main sources of funding available for this kind of activity:
    - The deans of the School of Arts and Science and the Sigmund Weis School of Business provide a funding pool for travel to academic conferences if you are presenting a paper. Contact SAS dean Valerie Martin (vmartin@susqu.edu) or SWSB dean Matt Rousu (rousu@susqu.edu) for more information. Individual departments may also provide similar funding.
    - The Committee on Faculty Scholarship provides a funding pool for various levels of scholarly activity for members of the faculty of Arts and Sciences, which can be used for travel, purchasing equipment, and more. See their grant guidelines on the CFS page under the Provost's page on mySU for more information.
    - After the first year, faculty usually have access to a Professional Development Account that can be used for expenses related to various aspects of one's professional work. In the absence of this, departments often provide supplemental funding to first-year faculty, so ask your department head for more information.
    - The Provost's office can provide support for applying to external funding sources. Contact Malcolm Derk, Director of Grants and Foundation Relations (derk@susqu.edu) for more information. NOTE: CTL also offers mini-grants up to $500 for pedagogical development work, including travel to pedagogy conferences, or relevant books and materials. Contact Matt Duperon (duperon@susqu.edu) for more information.
- Media training: IT Helpdesk (for all technology-related issues, including one-on-one support for setting up or troubleshooting technology for hybrid/online teaching) helpdesk@susqu.edu or x4502
- Proposal writing: Contact Malcolm Derk, Director of Grants and Foundation Relations (derk@susqu.edu) for more information.
- Getting involved in professional societies: Professional Development Accounts may be used to pay membership dues and support travel to professional societies

Outreach resources

- BIPOC faculty and staff may experience additional requests for mentoring and advising outside of their duties as academic advisors. These additional roles are acknowledged

within the Faculty handbook as accepted service. SU faculty passed a resolution to acknowledge this work with minoritized students as part of the Service requirement in the annual evaluation process. (SU Faculty Handbook 4.12.3 Annual Evaluations).

- Part of what shared governance means at a small liberal arts college like Susquehanna is faculty serving in various ways to contribute to the operations of the University. NOTE: As a first-year faculty member, the only "University service" you are expected to contribute is participating in 1) the CTL New Faculty Mentoring Program, and 2) any departmental tasks assigned by your department head. The New Faculty Mentoring Program matches you and a few new colleagues with two experienced SU faculty to give you an immediate support network. Groups meet for topical sessions several times throughout the year, always on Monday afternoons at 4:15pm.