Teaching Resources
Instructor Handbook

College of Liberal Arts
Fall 2015
The purpose of this handbook is to provide a resource/guide for new faculty in the College of Liberal Arts. It is a work in progress and will be revised periodically. It was created by the Liberal Arts Dean’s Office staff. Please contact your unit chair or director and the unit office staff for specific departmental procedures.

Special thanks go to the Department of Psychology Undergraduate Program Committee for providing a sample of the handbook used in their unit and to the Department of Anthropology for sharing material from a similar handbook used in their unit.
Overview of the contents of the Teaching Resources Handbook

CLASSROOM PROCEDURES
1. Required Syllabus
2. Teaching Assistant Utilization
3. Textbooks
4. Class Web Pages
5. Supplementary Readings
6. Student Attendance
7. Tutoring
8. Students with Disabilities
9. Classroom Issues
10. Evaluation of Learning
11. Final Exams
12. Standards of Student Conduct
13. Student Evaluation of Teaching

GRADING
1. Grading System
2. Posting of Grades

CURRICULUM AND COURSE DEVELOPMENT
1. Creating a New Course
2. Revising a Current Course
3. Policy on Low Enrollment Courses
4. Teaching in Summer Session

STUDENT RETENTION

MISCELLANEOUS ACTIVITIES

SOME HELPFUL SIUC WEBSITES AND CONTACT INFORMATION

HINTS FROM A ONE-YEAR “VETERAN” TEACHER

APPENDIX
a) Retroactive Academic Action Petition
b) Grade Change Card
c) Certification Form (Dean’s Letter)
CLASSROOM PROCEDURES

1) Required syllabus

“Syllabus: The course syllabus is a document that must be provided to all students at the beginning of each semester (if possible at the first class meeting). Its contents must include, at minimum, course goals and topics, types of assignments (e.g., readings, types of oral and written exercises, term papers, etc.), and the means to be used in the evaluation of students. Additionally, the instructor is to provide his/her office hours, office location, and office telephone number as well as, if available, a University e-mail address” (FA Collective Bargaining Agreement, 10.02.a.3, see also NTT CBA 11.04.a.3).

i) Turning in a copy

A course syllabus is required for each course and a copy must be submitted to the department office at the beginning of each new semester. An electronic copy must be submitted to the appropriate designee in your department by the specified date (announced each semester). The electronic copy must be in pdf format (do not scan it) and named in all lowercase/NO SPACES. For example:
(a) anth101-001
(b) mus102-002
(c) (If multiple sections) engl20-001-004
(d) Each syllabus should be saved in its own name.

ii) Helpful information about syllabi

Check out the Provost webpage for a suggested syllabus attachment: http://pvcaa.siu.edu/links/index.html

The syllabus represents a contract between the instructor and the student. It is understood that lectures may not perfectly synchronize with the syllabus due to unforeseeable events, but the structure, content, and evaluation procedures should be accurately captured in the syllabus. While the mandatory information for a syllabus is stated in the Collective Bargaining Agreement (FA CBA 10.02.3), the following SUGGESTIONS will make a syllabus more useful to students.

Structure. It is suggested that the information include the name of the instructor, contact information, office hours and location, title of textbook and readings, along with any policy statements regarding attendance, make-up exams, and tardiness. NOTE regarding Office Hours: “Faculty members shall hold regular office hours at times convenient to their students. These office hours are to be listed on the syllabus, obtainable upon request in the unit office, and posted outside the Faculty member’s office. In addition, Faculty members are expected to be reasonably accessible to students via electronic media” (FA CBA, 10.02.a.4). Faculty members must maintain at least six office hours per week, during parts of at least two days (FA CBA 8.01.a and 10.02.a.4 see also NTT CBA 11.04.a.3).

Content. It is suggested that at a minimum, a syllabus should include the following: course number and title; instructor’s name, office, e-mail/phone number; Teaching Assistant information; meeting time and place; office hours; course objectives; course
schedule (some indication of what will be covered during a given lecture or week); reading schedule; dates or deadlines for exams, papers, or project; requirements (clearly detailed); and grading procedures.

It is suggested that the material to be covered in the course should be delimited by lecture or week. Assigned readings for each section should be indicated. Small deviations from the content schedule are understandable (delays are usually well tolerated by students), but significant deviations will create problems. If you’re not sure how long material will take to cover or what exactly you’ll cover, be vague – everyone understands that someone teaching a course for the first time (or two!) will not know how much time every topic will require.

The Student Conduct Code contains all information on plagiarism, including its definition and procedures when plagiarism is suspected. The code is found at srr.siu.edu. It would be wise to include a statement on plagiarism in the syllabus including a definition of plagiarism and repercussions for students who have been accused of plagiarism.

Evaluation. Including dates of exams and due dates for papers or projects will allow students to plan their semester’s activities. If you choose to include pop-quizzes, random attendance, or similarly unpredictable evaluation components, it should be stated in the syllabus. The syllabus must include a delineation of what percentage of a student’s grade is based on the various evaluation components (including attendance). Penalties for late assignments should be clearly specified.

It is suggested that information on requirements and grading should be such that a student knows “how he/she is doing” after each graded activity. There should be information on how separate graded activities will be weighted and combined, and there should be information on how scores will be translated into grades. That is, students should be able to translate a particular score into a grade. This information could involve explicit cutoffs for each grade (e.g., the traditional “90/80/70/60”) or a target grade distribution (e.g., “the top 20% of students will receive an A, the next 30% a B, etc.”).

2) Teaching assistant utilization

gradschool.siu.edu

While the official title "Graduate Assistant" (GA) is used in all university documents to describe the various types of assistantships, for record keeping purposes Graduate Assistants are referred to as Teaching Assistants, Research Assistants, and Administrative Graduate Assistants. The FA, NTT, and GAUnited, CBAs are available on the CoLA website: http://cola.siu.edu/infofor/faculty-staff/collective-bargaining-agreements.html

Teaching Assistant
The teaching assistant is expected to participate directly in the teaching of a course or be assigned to specific teaching support or related activities. It is expected that the assistantship will be a learning experience that contributes to completion of degree requirements and helps the student prepare for a professional academic career.
Research Assistant
The research assistant is expected to participate in research as directed by the principal investigator of a research project. It is expected that the appointment is primarily a learning experience in how to conduct research and helps the student prepare for an academic or non-academic career.

Administrative Graduate Assistant
The administrative graduate assistant is expected to participate in the administration or service activities of the appointing unit. It is expected that the appointment is primarily a learning experience and helps the student prepare for a professional career. The administrative graduate assistant should be given the opportunity to learn the functions of the office, as well as educational management procedures. It is not expected that such an appointment be made solely to provide routine student clerical support.

GAs are expected to work an average of 10 hours per week for a 25% appointment and 20 hours per week for a 50% appointment. If you cannot fully utilize a GA for the allotted time, you should consider either doing without a GA, requesting one for a limited (e.g., 25%) appointment, or using the GA more fully to enhance your class (e.g., by adding writing or other projects).

3) Textbooks
   i) Choosing
   Choice of the textbook is entirely up to you. Publishers are more than happy to provide evaluation copies (usually for free). You can often request evaluation copies from the publisher’s web page (you may have to poke around to find the right place) – they will usually request information on course title, how frequently it will be offered, and how many students are expected to enroll (refer to department enrollment data). You can also contact a local publisher representative (they’re usually more responsive) – the department office or your colleagues are likely to have business cards from a number of representatives.

   Please keep in mind that our students must pay for these books. Avoid frequent changes to new texts or new additions. Try to use a text for a minimum of two to three years to provide the students the opportunity to sell their texts and to purchase used ones. However, if a text really is not working well, then please change texts – you should not feel compelled to keep using an inferior text.

   ii) Ordering
   Once you have chosen a text, the publisher will provide a free copy to you and your teaching assistants (these are called desk copies). You need to request them, either using the publisher’s web site or by contacting the local rep (reps are usually faster if you’re short on time).

   Book orders are placed through departmental offices during the previous semester. A form is provided to you by the department office. You need to supply title, author, edition, press, and ISBN number, as well as cost. The State of Illinois now requires that this information be made available by departments to students prior to registration. Make sure you return these forms in a timely manner! There is no reason for you to contact the bookstores yourself. It is in your best interest, however, to check the university bookstore (in the Student Center) a couple of weeks before the semester
begins to insure that the text on their shelves is correct and that sufficient copies appear available.

4) Class web pages

i) Personal web pages
Some departments maintain basic web pages for each faculty member. You should check with your department on the availability and procedure for faculty web pages.

ii) Using Desire2Learn
D2L is a web-based classroom aid that is managed by the Center for Teaching Excellence who has its office in the library. D2L includes the following functionality:

- Posting of information
  (i) Syllabus
  (ii) Homework assignments*
  (iii) Handouts*
  (iv) Slides and lecture notes*
  (v) Supplemental readings*
  (vi) Links to sources of course content-related information
  (vii) Sample exam questions
  (viii) Student homepages and presentations
  (ix) Student progress and grades: Personalized for each student; each student has access to only information regarding her or his own course progress.

* Post these items on D2L at your own risk. Some students may be less motivated to attend class if they can get all of the information on the web.

- Discussion groups and chat rooms
- Online testing (Practice/self tests, quizzes, exams)
- Tracking student activity: You can track how many times students logged on to and how much time they spent on the course webpage.

You can use Desire 2 Learn (D2L) to create content for a course website. Training in D2L is available through the Center for Teaching Excellence found at cte.siu.edu or 453-2258. Information at the CTE Training and Events tab will lead to many resources including seminars and webinars for using D2L.

5) Supplementary readings: articles and chapters

i) Course packets
Contact University Printing/Duplicating Service [453-2268] for preparing copies of a course packet containing assigned readings for your class that students can purchase from the University Bookstore. Faculty who want a course packet may deliver a copy to the Campus Bookstore, who submits it for copyright review. Once the packet has been created for copyrighted material, it is sent to Printing and Duplicating on campus. Once copied and bound, the packet is returned to and shelved in the Bookstore with other texts for the course. Faculty who would like an estimate on the cost of a course packet may contact Rich Bauer in Printing and Duplicating.
Getting permission for articles that are copyright protected can take from five minutes to a month depending on the publishers of the material. Sometimes one phone call yields the answer and sometimes it could take several mailings back and forth. Faculty members are encouraged to turn in the course packet at least one month in advance, especially if it contains articles that are copyright protected. Copyrighted material may entail a royalty fee charged by the publisher that would add to the price of the packet. These charges may be relatively low (e.g., ten to twelve cents a page) or quite substantial (especially in the case of book chapters). You should ask the copy shop about the royalty fee charged for each item – you may want to choose a different item if one proves to be very expensive for the student.

ii) Reserve Materials in Morris Library

Materials may be placed on reserve in Morris Library. Information on these services can be found at lib.siu.edu. In the left hand column under SERVICES, click on For Faculty and Instructors, then on Reserve for Instructors. All necessary information and forms are located there. The library will scan in materials you provide or retrieve them electronically from journals (if available) and set up a secure site for your students/class.

iii) Web downloads

Some articles are available for download directly from the Internet. You may wish to include information on your syllabus or class web site on how to locate and download them.

Due to copyright laws, you have to be very careful about providing scanned-in articles by uploading them yourself. If the articles are only available to your students (e.g., they are password protected), that is acceptable.

6) Student attendance

i) Is it required?

Requiring attendance is optional. If attendance plays a role in final grade evaluations, attendance requirements must be included in the syllabus. Instructors have different philosophies – some prefer to reward attendance (or punish non-attendance) as a way to produce a behavior that benefits the students whereas others believe that students should be able to decide whether to attend and will suffer the natural consequences of non-attendance.

Whatever you decide, your method will likely depend on your enrollment. Taking regular attendance in a course with 50 or more students will consume valuable course time. With larger classes, you may wish to opt for passing around an attendance sheet, take attendance at random (to minimize the disruptions), or use occasional in-class assignments that are turned in during class as a record of attendance.

ii) How much is it worth?

The degree to which attendance plays a role in final grades is up to the instructor. Generally speaking, attendance in 100-300 level courses does not constitute more than 10% of the grade. Because 400-level courses may use a seminar format, attendance may play a larger role for these courses, but it is usually called “class participation” in the syllabus to reflect more than simple attendance.
iii) Excused absences

Excused or unexcused absences are defined by the instructor and dealt with by the instructor. The policies for the class should be clearly stated in the syllabus. Instructors must be consistent in applying the policies and keeping documentation is not only wise, but necessary if there is a dispute. Student Health Services will only provide verification of a student’s appointment with Health Services.

7) Tutoring

The Center for Learning Support Services ([tutoring.siu.edu](http://tutoring.siu.edu)) provides tutoring for primarily 100 and 200 level, core curriculum courses through various methods. The Center uses various methods:

1. One to One Tutoring - by appointment only, to work with a tutor on a specific course (free of charge up to twice a week)
2. Academic Coaching - by appointment only, to work with a coach on organizing all your coursework (free of charge, once a week)
3. Group Study Sessions - drop-in visits for these structured group study sessions, available only to students enrolled in the targeted course (free of charge)
4. Study Tables - drop-in visits for students who are advised through the University College (free of charge)
5. TAP test prep - free online modules on D2L, or fee-for-service private tutoring, fee-for-service small group workshops
6. GRE test prep - fee-for-service private tutoring, fee-for-service small group workshops

8) Students with disabilities

The University takes special care to accommodate students with disabilities. However, students must meet certain eligibility requirements to use university services. Disability Support Services (DSS) provides federally mandated academic and programmatic support services to students with permanent disabilities. Disability services are located throughout the University in integrated settings. DSS provides centralized coordination and referral services.

The University’s Disability Support Service ([disabilityservices.siu.edu](http://disabilityservices.siu.edu)) determines the eligibility of students who receive their services and special classroom privileges. Students who would like to use the DSS services must come to the disability office to open cases. These transactions involve interviews, reviews of student-supplied documentation, and making Disability Accommodations Agreements. DSS and students then make special arrangements for testing, class preparation and classroom accommodations that are suitable for students’ specific needs. Students who claim to have certain disabilities, but do not document it and do not have files with the University DSS office are not guaranteed the same privileges and services as those who do. Therefore, encourage students who have disabilities that need special accommodations to register with DSS. Also, instructors should consider including a small disclaimer about the availability of DSS services in their courses syllabus. To obtain more information about the University DSS, you may call (618) 453-5738, visit Woody Hall B-150, or consult their web page at [disabilityservices.siu.edu](http://disabilityservices.siu.edu).

The Achieve Program ([achieve.siu.edu](http://achieve.siu.edu)) is an academic support program for college students with learning disabilities who are enrolled at Southern Illinois University at
Carbondale. The Program is self-supportive and participation is voluntary and confidential. Students in the Achieve Program are included in the regular college curricula and campus life. The academic support provided by the Achieve Program is fourfold—tutorial, compensatory, remedial, and supervisory.

Students enrolled in these programs typically approach faculty/TAs during the first few weeks of school and give them a paper indicating their enrollment in either one of these programs. They are likely to request some accommodations for their special needs. These accommodations may include:

- Taking tests at the centers where these programs are located.
- Extra time
- Request a reader
- Request to take a test home (note this permission in writing)

Achieve has a courier service that picks up a test and returns it. With DSS, you will need to arrange for the test to be delivered and picked up through the main office in the department. While DSS may suggest that you fax the exam, this may not be effective as the fax copy is usually not very clear and does not help the student who already has a disability.

9) Classroom issues

i) Scheduling rooms

Your academic unit may have scheduling control over some rooms. Other rooms are scheduled through Classroom Scheduling in the Registrar’s Office. Requests for large lecture rooms are made by the Chair about 9 months before the relevant semester. In general, it is easier to keep a room than to get one: this is one of the many reasons why changing the time of a class can cause numerous unforeseen problems. Note that it is difficult to schedule rooms outside the standard 50 minute periods on Monday, Wednesday, and Friday, or 1 hour and 15 minutes sessions on Tuesday and Thursday. It is easier if the request is for a nonpeak time, say after 2:00 or 3:00 in the afternoon. Inform the Chair and the department secretary about any room preferences. Request room changes through the Chair or secretary.

ii) Equipment availability

Large lecture rooms are usually equipped with adequate technology for presenting slides, power points, etc. Training for using smart classrooms is available through the Center for Teaching Excellence.

Additional equipment may be borrowed from Morris Library. Information can be found at lib.siu.edu. Under SERVICES, click For Faculty and Instructors, then Equipment.

iii) Problems with equipment

- Sherri Des Jardins: Classroom Technology Support: sdesjard@siu.edu or 453-1017.
10) Evaluation of Student Learning

The university requires that each program conduct an annual “assessment” of student learning and program goals. Each academic unit within CoLA will have methods designed for their discipline. Talk to other faculty or your chair/director regarding assessment. Suggestions can also be found at the University Core Curriculum site at: corecurriculum.siu.edu

i) Producing exams

Testbanks are often available with your textbook. Use them with caution. They are invariably targeted to the text and not necessarily your lectures. Some testbanks can be overly picky about insignificant details.

Some publishers provide software for creating tests (using their testbank, of course). Find one you like and use it! The software can save you a lot of time by allowing you to pick questions, randomly ordering questions for different versions, printing out answer keys, and allowing you to record item difficulty or other information. The software invariably allows you to edit questions or add your own so you are not confined to the questions that the publisher provides.

ii) Evaluation procedures

Exam format. Multiple choice, short answer, and/or essay? This question has been actively debated for decades, and there is a significant body of research indicating that essay exams produce better learning, but they are also more time consuming to evaluate and more likely to produce systematic biases and uncertainties in grading (e.g., knowing the name of the student will bias the assigned grade, and the first few exams that are graded tend to be graded differently than the last few exams). Use your best judgment. You must balance many factors: maximizing student learning, maximizing fairness, and minimizing time to grade (especially if you do not have a TA). How you choose to evaluate will invariably depend on the content of the material and the size of the class.

Papers/presentations. Encouraging writing is an effective way to improve learning. The traditional term paper is only one method of doing so. Short thought papers, journaling, and other alternatives can be used to encourage more engagement with class material. Be sure to consider the time involved in grading papers and take steps to establish a consistent grading scheme to avoid bias.

Class participation. Some instructors incorporate class participation as part of the grade, especially in small discussion-oriented classes. It is important to recognize, however, that some students are shy and others speak without saying anything of substance. It is probably better to grade “forced” participation – class presentations, leading discussion – to avoid systematic bias based on personality. Use your best judgment.

Extra credit. One of the most frequently asked questions by students is “Can I do extra credit?” If you plan to allow extra credit, this must be indicated in the syllabus and made available to all students, not just those who ask for it. Students in danger of missing a grade cutoff at the end of the semester will sometimes approach you about extra credit (“Can I write an extra paper?”). Unless you are willing to announce to the entire class that this option is available to everyone, your answer should be “no.” Selective use of extra credit is unethical behavior.
Extra credit is often used by instructors to boost the class average. If grades are too low (e.g., no-one gets above a 90% on a 90/80/70/60 scale), extra credit can boost nearly everyone’s grade. However, a similar outcome can be produced by merely adding points to everyone’s grade (i.e., curving the exam).

Testing services. If you use multiple choice tests, you probably should use scantrons available from the department office. When you submit a request to the office to copy an exam, you can simultaneously request that they stuff the bubble sheets in the exams. (Do not use student worker time if there is no special reason to “stuff” exams).

Once the exam has been given, you need to fill out one or more scantrons as answer keys (one for each version of the exam) – just indicate that it’s a key where the name is normally filled out. You or the TA must then take the scantrons to Evaluation Services in the basement of Morris Library. They have a form (on a clipboard) that must be filled out that will indicate the course name/number, how to deliver results (pick up or via campus mail), any dropped questions or questions with multiple answers, etc. You can also ask to have the total scores emailed to you (an excellent idea because they’ll come to you very quickly).

If you ask for item statistics (Anlith analysis), you should examine them when they are returned. They will indicate the percentage of students who got each question correct, the overall reliability of the exam (split half reliability should be greater than .70), and the item-total correlations for each question (ideally greater than .30 unless the question is very easy). You can use this feedback to improve future exams.

11) Final exams
   i) The university has a final exam week during which finals should be scheduled. To determine the scheduled time for your class and to review the regulations regarding final exams, see: http://registrar.siu.edu/records/exam.htm. It is a policy of the University that no final exam be given prior to the scheduled final exam period, and that students be given their exams at the designated times listed on the Final Exam Schedule grid. Any deviation from this policy must be approved by the Dean of the College or the Dean’s designee.

   One credit hour courses and classes that meet for less than the full semester should hold their examinations during the last regularly scheduled class period prior to the formal final examination week.

   Do not schedule final exams during the last week of class. Doing so is unfair to our students who often have final projects and papers due that week, plus they will not have had time to dedicate to studying for the final because they are attending other classes.

   Students who have more than three examinations on one day and students who have two examinations scheduled at one time should petition the Associate Dean for Students and Curricular Affairs for approval to take an examination during an alternative time.

12) Standards of Student Conduct

   Academic Misconduct
      1. Plagiarism
      2. Presenting other’s work as one’s own
3. Sharing or disseminating tests, notes, slides, etc.
4. Knowingly falsifying data
5. Violating restrictions on collaborations
6. Attempting to obtain a grade through improper means
7. Soliciting, aiding, abetting, concealing or attempting any act of academic misconduct.

The Student Conduct Code is found at www.srr.siu.edu. The code clearly delineates definitions of academic misconduct and the processes for dealing with it. Students should be notified in writing of the allegation referencing the specific violations in the Code, copied to the Associate Dean for Students and Curricular Affairs and the Director of Student Rights and Responsibilities. If the student admits to the violation, sanctions are devised by the instructor. If the student denies the violation, a hearing will be held with the Dean or the Dean’s designee, usually the Associate Dean for Students and Curricular Affairs. All procedures are time sensitive, so refer to the Student Conduct Code regularly.

The Student Rights and Responsibilities website (srr.siu.edu) contains additional valuable information for Faculty. At the Home page in the right hand column, click on FACULTY RESOURCES, the Academic Misconduct.

Social Misconduct

1. Offenses related to Sexual Misconduct
2. Offenses related to Persons
3. Threatening Behaviors
4. Harassment
5. Fighting
6. Reckless Disregard
7. Offenses Related to Property
8. Theft
9. Offenses related to Health, Welfare, or Safety
10. Threats to the Safety of Others
11. Controlled Substances
12. Alcohol
13. Offenses Related to the Operation of the University
14. Offenses Related to Information Technology
15. Acts Against the Administration of the Code
16. Other Acts of Misconduct

Again, the Student Conduct Code clearly defines offenses and spells out procedures for dealing with students in these cases. The responsibilities of both the faculty and students are clearly stated and the procedures should be followed closely. All questions can be referred to the Director for Student Rights and Responsibilities Chad Trisler (ctrisler@siu.edu or 536-2338).

If there is an incidence of serious social misconduct (threats, violent behavior, drunkenness, etc.), please do not hesitate to contact campus police at 453-2381 or 453-3771. For immediate emergencies, dial 911. Less serious acts of social misconduct (e.g., smoking in class, mildly disruptive class behavior) should be handled informally by you and/or the chair of the department.
13) Student Evaluation of Teaching

Departments strongly encourage faculty to obtain student evaluations of their teaching and courses: both as a means to enhance the quality of instruction through feedback and as a way to document teaching quality. It is a good habit to “process” evaluations each semester (i.e. summarize, look for strengths and areas for improvement, compare to prior evaluations and norms, etc.) For their tenure dossier, untenured faculty, especially, need to develop a record of teaching evaluation. Some reference to teaching effectiveness will be an important part of the Chair’s required annual written assessment of untenured faculty. Student evaluations routinely have been reported as part of the dossiers of candidates for promotion, especially tenure and promotion to Associate Professor. Moreover, the College of Liberal Arts has emphasized peer evaluation of teaching, encouraging annual evaluations and expecting at least one letter of evaluation by a peer in the dossier. While faculty may present a variety of kinds of information, some evidence of effective teaching is extremely important.

Several options for teaching evaluation are available. Faculty teaching large classes typically use the Center for Teaching Excellence (CTE) standard form, since CTE will process the scantron data sheets. Faculty teaching smaller classes can use the CTE scantron forms but often use a short department evaluation form (available from the main office) that requires processing by the instructor. Your department may have several versions of a short teaching evaluation form, which could include items related to the Department’s “Program Assessment” goals. Teaching evaluations can be high-stakes data. Data collection and processing should be conducted professionally to maintain reliability and validity and to avoid errors that may constrain student feedback or bias the outcome. Students should feel free to provide ratings anonymously. Students should complete the evaluations after the instructor has left the room (arrangements should be made for a student to bring the evaluations to the main office). In some departments, the Instructor is responsible for summarizing the data (on an honor system). All evaluations should be included in summaries, unusual data collection or processing methods should be clearly described, and so forth.

GRADING

1) Grading system
   i) A-F

   There is no universal policy for converting a particular percentage grade to a letter grade. Although some instructors opt for the traditional 90/80/70/60 scale, many use a different scale or assign grades on a curve in which a targeted percentage for each grade (see grade distributions below) determines the cutoffs.

   Although instructors often use their own judgment in deciding whether to lower the cutoff to reward a particular student who has shown great effort or improvement, caution is recommended. If this results in cutoffs like 90/79/70/58, students may rightfully complain of favoritism. You should never assign a higher (or lower) grade to a student unless all other students with a higher (or lower) score than this student also receives the same grade.

2) Mid-term Grades

   While mid-term grades are not required, faculty are strongly encouraged to submit mid-term grades on D2L. Significant efforts are being made by the University to
address student retention, one of which is an early-warning system alerting students if they are in danger of doing poorly in a course. This effort is dependent in large part to information gathered from mid-term grades.

3) Grade disputes
Instructors are expected to evaluate student work according to sound academic standards. Equal demands should be required of all students in a class, and grades should be assigned without departing substantially from announced procedures. Grounds for appeal include: 1) the application of non-academic criteria in the grading process as listed in the University’s nondiscrimination and affirmative action statements; 2) the assignment of a course grade by criteria not directly reflective of performance relative to course requirements; and 3) the assignment of a course grade by standards different from those which were applied by the instructor to other students in the course.

Before a student files a grievance, the student should first contact the instructor to seek an informal solution. If the dispute is not resolved there, the student should contact the instructor’s unit chair/director, who will attempt to resolve the dispute. If the dispute is not resolved at this stage, the student may request a hearing at the unit level. If a further hearing is required, specific details for filing a grievance at the Dean level are detailed in the COLA Academic Grievance Policy found at cola.siu.edu (Admissions, Academic Advising, Grievance Policy). If a final grade has been assigned, the grade must be changed to an INC until the dispute is settled.

i) Incompletes
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken for Undergraduates and one year for Graduate students, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F. (Grading and Scholastic Regulations - Grading System Explanation, SIUC Undergraduate Catalog)

On the faculty member’s Salukinet page in the right hand column are Faculty and Advisor Policy and Procedures. An INC Agreement Form is there for both the faculty member and student to sign, clearly indicating the work necessary to complete the course and the date that the work should be completed. The INC Agreement Form must be filled out for ALL Incomplete grades.

Grade change cards for INC’s should be submitted to Dean’s office prior to the last day of the semester by a faculty member or office personnel. No cards should be submitted by students. All cards should have both the faculty member’s and Chair’s signatures. INC grades will be changed to F’s immediately at the end of each semester. Delays in submitting the cards will cause significant problems for the students.
Some students will request an incomplete to avoid failing a course and then offer to retake it the following semester – this violates university policy. The policy, however, is not clear as to what constitutes “passing” performance. A “D” is passing for these purposes.

iii) P/F (U/S for Graduate Students)
For some courses, undergraduate students receive a Pass/Fail (P/F) grade or graduate students receive an U/S. This is usually reserved for practicum courses, internships, some independent study courses, or those designated as P/F or U/S. If the student completes the course in a satisfactory manner, the student receives the P or S grade. Obviously, it is helpful for you to consider - in advance - what constitutes passing or failing performance, and to communicate this to the student.

iv) W, WF, NS, WU
Students who formally withdraw will appear on your grade sheet as a W. Some students, however, may stop attending and never formally withdraw from your class. These students should be assigned a “WF” (withdraw failing) grade (or “WU” for Graduate students.) A WF/WU grade must be accompanied by the date of last attendance (if you haven’t taken attendance, use the last date that they completed something that was graded). If there is no record of their ever having attended, indicate so on the form. WF/WU information is listed in the WF-DATE column of your grade sheet. Information from Records & Registration on the WF Grade Policy/Last date of attendance: Federal regulations require SIUC to document the last date of attendance for all students who discontinue their classes and/or withdraw from the University. For students who stop attending a course and do not officially drop, you should assign a grade of WF noting the last date of class attendance. Students who never attend a class but appear on your roster can be assigned the NS or No Show grade.

v) Withdrawing from the University
In order for an undergraduate student to completely withdraw from the university, the student must contact the Office of Transitional Programs (453-7041, Student Services Building 0251)

vi) Change of Grades (Copy of Grade Change Card in Appendix)
According to University Policy, “Grades given at the end of a course are final and may not be changed by additional work or submitting additional materials. When work is completed for a course in which an INC grade has been given, instructors notify the Registrar’s Office of that fact, along with the final grade to be given, by processing a Grade Change Card through the academic dean’s office.” (page 33, Undergraduate Catalog, 2015-2016). NOTE: “Reason for Change” on the Grade Change Card cannot include statements such as, “Student submitted extra work to raise grade” and the like. Similarly, if the original grade that was submitted was done in error, a Grade Change Card should be processed.

vii) Certification Form (Copy of form in Appendix)
In the event that an error was made and the dean’s office sends you the certification form to be filled out for a student dropping or adding a class late, your signature as the instructor of record is required. The certification form also needs to indicate the earned grade for the course being added and/or the last date of class attendance for a
course being dropped. The **last date of class attendance would be the last day you recorded the student in your classroom or received work from that student.** The instructor of record is the name that appears on screen 129 on SIS, which was based on departmental paperwork sent for course setup. When sending a letter to the student’s dean’s office, please use official letterhead, including student’s given name and ID number. This will make it easier to find the student in the SIS system and give us someone to contact if we have a question. **NOTE:** For some courses (e.g. multi-section courses with one main lecture, other multi-section courses) there is only one instructor of record. If you are teaching one of the sections of this type of course, the certification form/dean’s letter information would need to be signed by the instructor of record as listed on SIS.

viii) Non-Enrolled Students

Students are **not allowed to be in the classroom unless they are enrolled in the course section** (exception: University listeners permit). If there are students in your class that are not on your class list, they need to be sent to their advisement unit to get registered for your course before they are allowed to attend. Allowing them to attend without being enrolled is against University policy as referenced in the University catalog. It also creates problems at the end of the semester whereas a dean’s letter will have to be generated by the student’s dean’s office if they approve of the course add and the letter will also require your involvement as the student’s instructor. Beginning Fall 2004, students adding a course week 14 or after will be required to pay 100% of tuition and fees before their registration will be processed.
4) Posting of grades

i) FERPA Guidelines
   According to the FERPA (Family Education Rights & Privacy Act) Guide: “The public posting of grades either by the student’s name, institutional student identification number, or social security number without the student’s written permission is a violation of FERPA.” This includes the posting of grades to a class/institutional website and applies to any public posting of grades for students taking distance education courses.

   Even with names obscured, numeric student identifier numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

   Instructors and others who insist on posting grades should use a system that ensures that FERPA requirements are met. This can be accomplished either by obtaining the student’s uncoerced written permission or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of the posting should not be alphabetic.

   Since all grades are entered into Banner, the Student Information System, students should obtain final grades there.

CURRICULUM AND COURSE DEVELOPMENT

a) Creating a new course
   i) Approving
      New course ideas usually come either from individual faculty or from the program. Faculty interest often can be accommodated through seminars. Indeed, seminars were developed to allow for expression of faculty interest and to enrich the curriculum, without the proliferation of new courses that do not get taught routinely or ever again if a faculty member leaves (cluttering up the curriculum). That said, faculty are encouraged to pitch ideas for new courses to the department Chair or UG Program Director. Courses that fill program needs (UG or grad) are more likely to warrant formal approval. To formally exist, new courses must be approved by the University. Ideally, courses should be approved by the full faculty: certainly, they should have the approval of the relevant Program Director and program faculty (graduate program faculty or UG Program Committee). This would involve presenting a rationale for the course and a proposed syllabus.

   ii) Form 90 guidelines
      University approval requires completion of a Form 90 [Request to Add, Drop or Modify a Course]. Materials are submitted to the UG Program secretary or other departmental designee, who will complete the form and get relevant signatures. Form 90 guidelines and form can be found at: pvcaa.si.edu, right hand column click on Frequently Used Forms.

b) Revising a current course
   What changes need approval?
Formal approval is required for changing the name of a course, its description in the catalog, or other significant features (e.g., # credits, pre-requisites). Periodic updates are often helpful to bring a course title or description in line with contemporary thinking on the topic, or with a different approach taken by a new instructor. Such changes should be approved by relevant program faculty, as well as the Program Director and/or Chair. A Form 90 must be submitted.

c) Policy on low enrollment courses
The University operates an *unofficial* “15, 10, 5” rule, indicating the minimum enrollment for lower division (100-200 level), upper division (300-400 level), and graduate courses (500-600 level), respectively. Some semesters the Provost’s office sends out a list of courses falling below these minima and requires an explanation. NOTE: Courses may be cancelled due to low enrollments.

d) Teaching in summer session
Summer session is limited. Unlike other semesters, it is the result of faculty interest, program need, and *University budget*. Generally, in late August, departments solicit faculty interest in teaching the next summer (withdrawing is easier than getting into the plan after this stage). Most departments give separate priority to classes (enrollment, program need) and to faculty ( untenured, near retirement, some Administrative roles). Regular courses may be taught over 8 weeks (twice the usual pace), over the 1st or 2nd 4-weeks of summer session (quadruple the usual pace), or during the inter-session (the 4 weeks immediately after Spring semester). Regardless, compensation is typically 1 month salary per course. A tentative plan with budget is submitted to the Dean of CoLA. Depending on budget allocations (under the Provost’s control), the plan may be approved or sent back for cuts. Usually in Spring, faculty are asked to make commitments to Summer teaching.

**STUDENT RETENTION**

Student retention is the responsibility of *every faculty member*, indeed, every employee on campus. Specific retention efforts should include:

a) Ease of availability to students (expected of every faculty member)
   Office Hours: Faculty members shall hold regular office hours at times convenient to their students. These office hours are to be listed on the syllabus, obtainable upon request in the unit office, and posted outside the Faculty member’s office. In addition, Faculty members are expected to be reasonably accessible to students via electronic media. (Collective Bargaining agreement, 2014)

b) Assist with recruiting efforts
   Open Houses are held several times throughout the year. Faculty members attend these to answer questions from prospective students and their parents. Specific dates are on the Admissions website. Notify either your Chair/Director or Undergraduate Program Director of your willingness to participate.

c) Participate in departmental events
   Most departments hold events for prospective students. It is important that faculty members be visible at these events so prospective students meet their future teachers. This one-on-one contact is very important in recruiting students to SIU.
Helpful ideas to help retain students:

   Extra help sessions offered to students who are having difficulties.
   Attend special convocations, workshops, meetings, designed to create a greater awareness of services available to students on this campus.
   Development of new materials which assist students such as computer-assisted instruction and/or web pages which provide supplementary information and timely updates to course materials.
   Some faculty may wish to serve as mentors or supervise advanced students who serve as mentors and/or tutors.

MISCELLANEOUS ACTIVITIES

Departmental, College, and University-wide activities are a vital aspect of the life of the professor. These include such things as:

   a) Faculty Meetings
   b) Departmental orientation for new students: These usually are in the form of informational meetings, picnics, informal sessions, etc.
   c) Honors Day: This event occurs each April to honor the outstanding achievements of our students. It is university-wide, but college specific. The College of Liberal Arts normally holds the event at McLeod Theater in the Communications Building.
   d) Commencement: SIUC holds commencement ceremonies in December and May. December commencement is university-wide while the May ceremony is college specific. The May commencement for the College of Liberal Arts is on Saturday following finals week (times may vary from year to year) in the Arena. Faculty are encouraged to participate in the ceremony as: readers, ushers, or as a member of the processional.

SOME HELPFUL SIUC WEBSITES AND CONTACT INFORMATION

Master index of SIU policies: http://policies.siu.edu/masterindex.html#s

Center for Teaching Excellence
   Morris Library, First Floor, South Entrance
   453-2258

Disability Support Services (DSS): www.disabilityservices.siu.edu
   Woody B150
   453-5738

SIUC Counseling Center
   Student Health Center, 374 East Grand Avenue
   453-5371
   Evening/Weekend Emergency Number: 549-3351

Faculty Senate:  www.facultysenate.siu.edu

SIUC Employees Handbook: www.policies.siu.edu/employee_handbook/
HELPFUL HINTS FROM A ONE-YEAR “VETERAN” TEACHER

- Go to all your department faculty meetings. They may take up a lot of time, but they are helpful.
- Check in with your chair/director about the tenure process. Know what is expected. Also, talk with faculty who recently completed the process.
- Don’t be afraid to tell students you don’t know something, or say “I’m sorry” when you are wrong—they respect that.
- Get some sleep!
- Get away from campus and enjoy the various activities here in southern Illinois or go to St. Louis. Join the REC Center. Don’t do too much….you can say no!
Appendix A

The Retroactive Academic Action Petition form can be obtained by going to http://registrar.siu.edu/pdf/RetroactiveAcademicActionPetition.pdf or by getting the form from and submitting it to the Student Services Building, Room 0251, 1263 Lincoln Drive MC 4701, Carbondale, Illinois 62901

The form will require the following information:

Name                      Dawg Tag
Major                     Academic College
Mailing Address           Phone Number
Email Address             

Please print legibly

Briefly state the nature of your appeal (must also complete the petition and provide supporting documentation)

Student’s Signature       Date
Semester & Year           Credit Hours (Check One) Add/Drop
Course(s)                 

Include: Department, Course Number, & Section Number

Instructor’s Comments

Instructor Approval: Yes/No ____________________________

(for individual course adds only) Grade

Instructor’s Signature    Date

NOTE: The following steps must be completed before your appeal will be brought to the Retroactive Actions Appeals Committee:
Submit both pages of the retroactive academic action petition and appropriate documentation to Retroactive Academic Actions Appeals Committee, Transitional Programs, Student Services Building, Room 0251, 1263 Lincoln Drive MC 4701, Carbondale, Illinois 62901

It is the student’s responsibility to provide appropriate documentation for review (please review the retroactive academic action general information sheet). If you received financial aid, you must contact the Financial Aid Office and meet with a representative to review the impact of any retroactive action on your financial aid.

This form must be completed by the Financial Aid representative before review by the Registrar. Students completing adds only are exempt from the requirement of the Financial Aid representative signature.

All appeals are final and will not be reconsidered by the committee.

Financial Aid Representative’s Signature
Date
Grade Change Card

<table>
<thead>
<tr>
<th>Please Print</th>
<th>ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Name</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>Semester &amp; Year Taken</td>
<td>Sem.</td>
</tr>
<tr>
<td>Hrs.</td>
<td></td>
</tr>
<tr>
<td>Reason for change</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Instructor's Signature</td>
<td></td>
</tr>
<tr>
<td>Dept. Chairman's Signature</td>
<td></td>
</tr>
<tr>
<td>Dean's Signature</td>
<td></td>
</tr>
<tr>
<td>Both Dean's Signatures are required for graduate students.</td>
<td></td>
</tr>
<tr>
<td>Graduate Dean's Signature</td>
<td></td>
</tr>
</tbody>
</table>

Note: Completed grades submitted at the end of a semester are final and may not be changed at a later date. Exceptions to grading policies must have the approval of the department chair and the dean of the academic unit. If an exception seems justified, the instructor should explain the circumstances of the request for the change to the chair and dean and obtain their signatures.
DEANS LETTER

This form is used to certify past semester performance and attendance for backdated registrations and drops. The information is necessary so that we remain in compliance with federal and state regulations, and SIUC policy.

TO: Instructor of

FROM:

College of

DATE:

RE:

Student Name and ID Number

Student Address

Student Phone Number

ACTION REQUIRED (Check one):

☐ ENROLLMENT: This is to certify that the above-referenced student formally began class work for the above course section within the calendar dates for the given semester and is to be awarded the grade listed below.

Grade to be recorded

☐ DROP: The "last date of attendance" for the course being dropped is determined to be:

I approve _____ do not approve _____ a drop for the above-listed course and section.

If a letter grade was previously submitted, permission is granted to replace that grade with a W if to be determined by the Office of Records and Registration.

Instructor of Record

Instructor Signature

Type or Print Clearly

Date

TO: Office of Records and Registration

FROM:

Dean

Academic Unit

The above noted changes to the student's record are

☐ Approved ☐ Denied

Authorized Signature

Date

(After processing by Academic Unit, send original to Office of Records and Registration, Mailcode 4701)