

Combining the Faculty Handbook and Survival Guide

A Colleagues' Survival Guide: Advice and SFA Faculty Handbook

History of the Project:

In April of 2006, the Teaching Excellence Center (TEC) was asked to undertake the effort of combining the current Faculty Survival Guide: A Colleague's Guide to Success (6th Ed.) with the largely outdated, (and no longer currently available) SFA Faculty Handbook.

The directors of the Teaching Excellence Center (Lauren Scharff and John Moore) met with the provost, associate provost, and a representative from the Faculty Senate to discuss the process of combining the two documents. The planned process included the following steps: first, utilize the TEC directors, the TEC Associates, and the Faculty Senate representative to create the first draft of the combined document; second, have that document reviewed by the associate provost, provost and general council; third, make the combined document available to the Faculty Senate for review; fourth, input any recommended changes from these individuals; fifth, make the final document available online for the campus community at large.

During the fall 2006 semester, each of the TEC individuals was assigned a portion of the survival guide and asked to revise it by updating it and adding relevant information from the handbook in a style that was professional but friendly (similar to the current style of the guide). All sections were completed by late spring 2007. In early June, Lauren Scharff then edited and revised the combined sections so that the document was more unified and relevant links to policies were added.

Draft1 was electronically delivered to the Provost, Associate Provost, and General Counsel on June 16. Lauren Scharff incorporated all suggested changes at the end of June. **Draft2** was delivered to the Faculty Senate chair (Marc Guidry) in July, 2007. The final draft version was delivered to the University Webmaster in May, 2008.

The Faculty Government and Involvement Committee of the Faculty Senate will update the Survival Guide and Faculty Handbook annually in accordance with the Faculty Senate's mission of promoting the general welfare of the faculty and opening avenues of communication between the faculty and the rest of the University community.

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A Colleague's Guide to Success: Advice and SFA Faculty Handbook

Welcome!

The original "SFA Survival Guide: A Colleague's Guide to Success" was written in 2000 for faculty by faculty. In part, it was a result of our university's 1995-2000 participation in the ACE / Kellogg project to investigate institutional transformation in higher education. It was closely modeled after a similar guide produced at Knox College, one of the other institutions also involved in the ACE / Kellogg project.

Some of the authors had worked at SFA for several decades, some of us had been here for fewer than 10 years, and some fell in between. We remained here because we found this to be a good place to work and live, and we knew that things we had learned during our time here had made life easier for us later. This guide represented our efforts to share with our colleagues our "insider's perspective" - facts, ideas, and information gathered from colleagues across campus - that might make your transition to this campus and community more successful.

In 2006, the Teaching Excellence Center (TEC) was asked to rework the Faculty Handbook, which had not been updated in many years, and to combine it with the SFA Survival Guide. This process began with the TEC directors and associates revising each section of the guide so that the related information from the handbook was inserted. Following that, members of the campus community were given the opportunity to share their input. The project was completed in 2007.

More specifically, this guide will:

- give new faculty some pointers to help you get oriented (and stay sane) as a faculty member at SFA;
- list some practical ideas to improve teaching and handle other faculty duties;
- share some fundamental, must-know items about responsibilities, money, and faculty benefits;

and, finally,

- share some information about our community and things to do in this part of Deep East Texas.

Please keep in mind that the following "advice" in no way replaces the university's policies and procedures that can be found at <http://www.sfasu.edu/upp/>. The policies and procedures mentioned within this guide are subject to change by appropriate action of the faculty and/or administration of the University. Such changes become effective on the very date the said policies and procedures are approved by the Board of Regents. Therefore, this guide and handbook do not constitute a contract and the guidance offered shall not be binding on the University.

We plan to update this guide regularly because we recognize that as our university adapts to new societal pressures, new technology, and other general changes, we too must change. So, if you have any advice on items that should be updated or added, please contact one of your colleagues serving on the Faculty Senate and share your ideas. The Faculty Government and Involvement Committee of the Faculty Senate will update the Survival Guide and Faculty Handbook annually in accordance with the Faculty Senate's mission of promoting the general welfare of the faculty and opening avenues of communication between the faculty and the rest of the University community.

First Edition (2000):

Jim Magruder (now happily retired)

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Lauren Scharff

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Craig Varnell

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2001-2005 Edition updates by Lauren Scharff,
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May, 2008: Clint Richardson, Tomy Matthys, Al Gruele

SFA Community

A Brief History of SFA

Stephen F. Austin State University opened for classes in September of 1923 as a teachers college, with an enrollment of 270. Enrollment steadily increased and then hovered around 2,000 for several decades. Starting in the 1960s, enrollment boomed and reached 11,000 by the mid 1970s. Since the mid 1980s, enrollment has been approximately 12,000, with some minor ups and downs in the past few years. It was in 1969 that SFA officially became a "university." For an excellent brief history of SFA, please read the piece by Jere Jackson in the SFA 101 Handbook. Also, there is a wonderful piece on SFA Folklore by Francis Edward Abernethy, also in the SFA 101 Handbook. (Contact the SFA 101 office if you would like a copy of the handbook.) Finally, the [East Texas Research Center](#), which houses the University's archives, can be an incredible source of information about the university.

Currently, there are six colleges within the university - Business, Education, Fine Arts, Forestry and Agriculture, Liberal and Applied Arts, and Sciences and Mathematics. Although the major focus is undergraduate teaching, we also have 60 master's degrees and two doctoral programs. Despite the typically heavy teaching load, we have many faculty who are active and recognized in their research fields or for other creative endeavors.

SFA Governance Structure

Stephen F. Austin's governance structure is different from that of most other public universities in the state. We are one of only four institutions in the state with its own Board of Regents, and we have a president appointed by the Board. That position was filled by Dr. Baker Pattillo in July, 2006. In the spring of 2003 the Board of Regents replaced the VPAA position with two new positions: Provost & VPAA and Associate Provost & VPAA. The current Interim Provost is Dr. Ric Berry, and the current Interim Assistant Provost is Dr. Mary Nelle Brunson. The other "independent" universities are Texas Southern University, Texas Women's University, and Midwestern State University. All other public universities in Texas belong to one of six systems: the University of Texas System (flagship institution UT-Austin), the Texas A&M University System (flagship institution Texas A&M in College Station), the Texas State University System, the Texas Tech University System, the University of North Texas System, or the University of Houston System.

Each of the following administrative groups / offices has more detailed information on their [web sites](#). A set of organizational structure charts for each major division of the university can also be accessed [online](#).

Board of Regents: Ultimate authority over Stephen F. Austin State University rests with the people of Texas who are represented by the Legislature and Governor of Texas. The legislature and governor have vested legal control of SFA in a nine-member Board of Regents which is the final authority in all University affairs except for certain matters, specified by law, for which the Board of Regents must accept supervision by the Texas Higher Education Coordinating Board. Each regent serves a six-year term, with three new appointments made biennially. Upon recommendation by the President of the University, the Board elects all members of the administration, faculty, and other professional staff of the University. The General Counsel and Internal Auditor are directly accountable to the Board of Regents.

President: The chief administrative officer of the University is the President, who is responsible to the Board of Regents. Under his/her leadership, administrative affairs are conducted in keeping with policy established or approved by the Board of Regents. Under the leadership of the President, the University is divided into four divisions: Academic Affairs, Business Affairs, University Advancement, and University Affairs. Each division is headed by a vice president who is responsible to the President for the operation of his/her division. The Directors of Institutional Research, Public Information, and the Alumni Association are also directly accountable to the President.

Provost / Vice President for Academic Affairs and Associate Provost: The Provost / Vice President for Academic Affairs is the chief officer, under the President, responsible for guidance and supervision of the academic affairs of the University. The Associate Provost, the Deans of the six Colleges, the Dean of Graduate Studies and Research, the Director of the Library, the Admissions Director, the Registrar, and the Director for Instructional Technology are directly accountable to the Provost.

Associate Vice President for Alumni Affairs: The Vice President for Alumni Affairs is responsible for overseeing Alumni events and the Alumni Association.

Vice President for Finance and Administration: The Vice President for Finance and Administration is the chief officer, under the President, responsible for guidance and supervision of the fiscal affairs of the University. The Controller, the Director of Financial Services, the Director of Purchasing and Inventory, the Director of Information Technology Services, the Director of the Physical Plant, the Safety Office and Architects and Contractors are directly accountable to the Vice President for Finance and Administration.

Vice President for University Affairs: The Vice President for University Affairs is the chief officer, under the President, responsible for the guidance and supervision of student co-curricular activity programs and other services. Directly responsible to him/her are the Dean of Student Development; the Directors of Auxiliary Services, Disability Services, Counseling and Career Services, Health Clinic, Housing, Intercollegiate Athletics, Intramural Athletics, Student Activities, and Student Publications; the Coordinator of the Multicultural Center; and the Chief of the University Police Department.

Vice President for Development: The Vice President for University Advancement is responsible for articulating the current condition of the University and its needs and desires to private individuals, corporations, and foundations, and is responsible for the coordination of the University's private fund raising activities. He/she is also responsible for providing information to members of the legislative and executive branches of state government.

Associate Vice President for Graduate Studies and Research: The Vice President for Graduate Studies and Research is responsible for overseeing the graduate programs and the membership of the graduate faculty across the university. The University Research Council and the Graduate Council advise the Vice President for Graduate Studies and Research.

Deans of Colleges: The Deans of the Colleges are responsible to the Provost for the academic operation of the departments under their supervision. The Dean of the College is advised on academic policy by Departmental/Divisional Chair/Directors and by the College Advisory Council. The Council is composed of elected or appointed faculty members. The Dean may appoint members to the Advisory Council, but the majority of the Council must be elected by the faculty of the college. Colleges are organized as follows:

- College of Business - Departments of Accounting, Computer Science, Economics and Finance, General Business, and Management/Marketing/International Business.
- College of Education - Departments of Agriculture, Elementary Education, Human Sciences, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership.
- College of Fine Arts - Schools of Art, Music, and Theatre.
- College of Forestry and Agriculture - Departments of Agriculture and Forestry, and Division of Environmental Science
- College of Liberal and Applied Arts - Departments of Communication, Criminal Justice, English and Philosophy, History, Military Science, Modern Languages, Political Science and Geography and Public Administration, Psychology, and Sociology, the School of Social Work, the Continuing Education Division and extension programs.
- College of Sciences and Mathematics - Departments of Biology, Chemistry, Geology, Mathematics and Statistics, and Physics and Astronomy; and the Division of Nursing.

Director of the Steen Library: The Director of the Library is responsible for the administration of Steen Library and the Academic Assistance and Resource Center (AARC). He/she functions as the chief librarian and is accountable to the Provost.

Academic Affairs Council: The Academic Affairs Council is chaired by the Provost and is composed of (1) the Associate Provost, the deans of the six Colleges, the Associate Vice President for Graduate Programs and Research, the Director of the Library, and the Director of Instructional Technology, the Admissions Director, and the Registrar all as regular members; and (2) the Chairs of the Faculty Senate and the Chairs Forum, and the President of the Student Government Association, all as ex officio members. The Council's function is to advise the Provost and the President on any matters of policy or procedure affecting the academic programs of the University.

Teaching and Working with students

As a faculty member, one has responsibilities regarding teaching, research or scholarly activities, and service. Each department may have specific guidelines regarding the relative importance of these for merit, tenure, and promotion; it is, therefore, recommended that a faculty member discusses this with his/her chair and with other faculty members in that department. That being said, across the university, teaching is usually given the greatest weight of the three traditional categories of responsibilities. Thus, we hope to share some pointers that will help increase your success in the realm of teaching.

Additionally, however, realize that some departments have a collection of departmental policies that supplement those of the University. It is the responsibility of a faculty member to familiarize him/herself with the policies in this handbook and that of individual's department. Some examples of departmental policies that might influence your teaching procedures are departmental limits on the amount of extra credit, departmental attendance policy statements, and departmental guidelines regarding the use of graduate assistants to grade assignments.

Inside the classroom

Students with Special Needs

Many students at SFASU have documented disabilities that allow them to receive accommodations for testing or other class-related information exchange (e.g. enlarged print syllabi and handouts, a note-taker in class). To receive special accommodations a student must go through Disability Services to receive a triplicate form outlining the possible, reasonable accommodations as determined by a committee that reviewed the student's documentation. The student signs the form, keeps a copy and returns the other copies to the Office of Disability Services. If a professor has questions or does not agree with the suggested accommodations, the professor **MUST** contact the Office of Disability Services. Because these accommodations are based on a thorough review of the documentation, in most (essentially all) cases a student is well advised to follow the recommendations. Some students will occasionally have obvious disabilities that will not require the Office of Disability Services documentation because such disabilities are of short-term duration (e.g. a broken hand may warrant extended testing time; you may want to have some sort of documentation from a doctor to verify this and kept in the student's records). Other than such special exceptions, in order to be fair to ALL students, no faculty member should give special accommodations to any student or students who have not gone through the Office of Disability Services. It is not the responsibility of a faculty member to suggest that a student should receive special accommodations.

Students who have gone through the Office of Disability Services should not be openly identified in class. They should self-identify themselves and discuss with their professors which of the recommended accommodations will be necessary for that particular course. The paperwork from the Office of Disability Services should list all possible and reasonable recommendations, but often all of them may not be relevant to a student's course in question. Also, in some cases, a student may opt not to take advantage of the accommodations because he/she may want to try to "make it" without those special accommodations. In such a case, the student may begin taking the accommodations at any time that he/she communicates a desire to do so. Sometimes a student may never identify him/herself to a professor or take advantage of the accommodations available. It is **STRONGLY** recommended that professors include statements in their syllabi explaining the accommodations the University provides regarding students with disabilities. The Appendix of this guide contains an example statement that has been approved by the Office of Disability Services.

Dealing with Student Academic Difficulties

Many potential problems with students can be avoided by making clear statements of policy in a course syllabus and by explaining such policies on the first day of class. Such issues should

include policies on make-up exams, attendance, participation, and late papers. Generally, if a student has a documented, academic excuse (including university sports) for an absence, that student should be given the opportunity to make up any missed work within a reasonable amount of time, without any penalties. How a professor handles other excuses will be up to that professor. However, there must be a clear consequences provided in the course syllabus in case a student fails to comply.

If a faculty member is clear about class policies, then when dealing with a student demanding unreasonable special treatment, he or she can fall back on the policy to explain his or her decision. It should be noted that students are not accustomed to hearing their requests denied, but most will accept the logic that a professor must be fair to ALL students and, thus, cannot give them (the students involved) special treatment. It helps to say that a PROFESSOR might get in trouble with his/her chair or dean if ALL students are not treated fairly. Of course, there will be unique, extreme cases about which a professor will have to make decisions as problems arise. In such cases, it might be good for a professor to discuss the situation with his/her chair. This protects both the professor and the student if a problem develops beyond the classroom.

Some academic problems are due to students' (especially freshmen) inability to master the pile of materials to be learned within short time period. Poor student performance can be frustrating for both the student and the professor. Sometimes students get by with last-minute memorization before a test. If a professor's class is one for which such an approach will not work, the professor should discuss appropriate study / learning strategies in class and also encourage students who are having problems to make use of the class office hours to get additional help from the professor. All students must be encouraged to approach a professor without fear of psychological intimidation. It is very rewarding to see a student learn how to learn and bring his/her grades up over the course of a semester. In many cases where students are struggling academically, it is also appropriate to suggest the student go to the Academic Assistance and Resource Center (AARC) in the Library.

Students Displaying Behavioral or Psychological Problems

Many other student problems (e.g. emotional problems, roommate problems, school problems) can best be handled by listening attentively and long enough to determine the source of the problem, and then referring the student to the appropriate student service (e.g. counseling services, an RA in the residence halls, an academic advisor). A summary of the student resources is in the SFA101 Handbook.

In some cases, you might suspect that a student has a more severe psychological problem. Especially in light of recent events at Virginia Tech, please note such behavior and take appropriate actions. SFA has a policy ([Students Displaying Serious Psychological Problems \(D-35\)](#)) that clearly outlines what is meant by a serious psychological problem, an emergency versus non-emergency situation, and all the related procedures for handling such situations, the hearing process, and the suspension process.

However, not all behavioral problems are due to severe psychological problems. Students at SFA are expected to behave appropriately (see the [Student Conduct Code \(D-34.1\)](#)), and there are specific consequences when they do not (see the [Student Discipline \(D-34\)](#) policy).

Academic Integrity Issues

It is not easy to deal with, but occasionally a professor might catch a student cheating or plagiarizing. How does a professor deal with a cheating/plagiarizing student? The short answer is: Please follow the procedure outlined in the [Academic Integrity \(A9.1\)](#) policy located on the SFASU web site. This procedure will include you taking the time to collect evidence, determine the consequence, meet with the student, complete a form, and send it to the dean's office to be filed. A student's "cheating" file will remain in the dean's office until the student graduates. If there are no further offenses, it will simply be destroyed upon the student's graduation. However, if multiple offenses are reported, a review will be made and further actions will be taken. Although there is a formal procedure with respect to the form, the consequence for the student within the realm of the course is largely up to the professor.

At this point, we would like to explain why it is so important that a professor takes the time to complete this extra paperwork. It would be a lot easier to simply give a grade of zero for the exam or paper in question and skip the form (although it has always been wise to save documentation of the offense). Before the current policy there was no form, and thus, there was no permanent record of a student's unethical behavior. Further, many students simply dropped a course after getting caught cheating, and therefore, there was no consequence with respect to their grades. They would retake the course another time with another professor. The logic behind the current procedure and the form is that chronic cheaters will be caught and more severe penalties given. Professors are encouraged to review this procedure with students on the first day of class. Many students, unfortunately, are unaware of the procedure. We believe that by informing students of the long-term consequences, it may deter some cheating and plagiarism incidents and make students more likely to study hard and do their own work.

Outside the Classroom

Advising Students

One of the things that most of us do is advise students. Advising can refer to the overseeing of semester course schedules, within-course advice about studying, paper topics, etc., preparation of the degree plan or more long-term advice about career options. Occasionally students find college work more difficult than they had expected, and an advisor may need to suggest they make appointments at the Academic Assistance and Resource Center (AARC). Sometimes it can involve more personal matters, although in such cases it is probably best to recommend that the student see a student service professional. At SFA, we have Counseling and Career Services which offers individual client and group therapy. Medical services are available for students at the University Health Center. For a more complete description of these services and others, please look on the SFA web page, or for a nice summary, look in the SFA 101 Handbook.

Regarding advising for course schedules, we recommend that you quickly become familiar with the possible degree plan options for your majors. The first step is to acquire a *University Bulletin* and review the relevant sections. The *Bulletin* contains the university and college requirements for specific degrees. These sections will list all the options that a student has regarding these requirements. The rest of the bulletin consists of the degree requirements in different areas, by major. Note that the degree requirements sometimes change through the years, and students generally follow the requirements that were in effect the year they enrolled. Students can choose to move to a more current degree plan, but if so, they must accept all changes in the degree plan if there are more than one change.

Most departments offer at least one route to acquiring a major and a route for a second major and/or a minor. Some also have specific requirements if a student will be choosing that area as a teaching field. All areas include a list of courses taught, along with short descriptions and any prerequisites. So, even if you're advising students about a course in another area, you can make sure that it is a reasonable course for them to take. If you're not sure, call the secretary or a colleague in that department and ask. The deans' offices are also good sources of information if you have specific questions as you advise a student. Often, the best way to learn about advising is to sit in with a colleague who is going through a degree plan with a student.

Some departments have a few members who handle all of the student advising for semester schedules and degree plans. In that case, you may be "off the hook" for much advising, but we still recommend that you become familiar with the possible degree plan options for your majors.

All students with fewer than 60 hours earned are required to go through advising. However, some departments have placed additional registration blocks on their majors requiring them to be advised every semester. All first-time students and probation / suspension students must be advised prior to registering. If you are advising a probation student, one strategy is to have them retake any courses in which they received low grades (D's or F's). Starting Fall 2000, the policy at SFA has been that a student may retake a course once, and have only the highest grade calculated into the GPA. If a student retakes the course more than once, then ALL the

grades the student received for that course will be averaged into the GPA (for all of the details, see the policy on [Semester Grades \(A-54\)](#)). Prior to clearing a student for registration, an advisor or the person in the department who is in charge of removing the advising hold should enter advising notes as a comment on the sfaadmin SCREEN 148. (Not all faculty are given access to this screen; it depends on the department.)

When you advise students, it is a good idea to walk through the degree plan with them the first time. Some departments have available printed information on specific degree requirements for that area. By reviewing the plan with students, they will have a better grasp on more than just the upcoming semester, and if they don't come back for advising, they'll be less likely to make mistakes. Also, when the same person comes back, your advising should go more quickly because that person will more likely be prepared with good suggestions for possible courses. Another suggestion is to give students a list that includes a couple of extra course possibilities. That way, if one course is full when they are registering, they will have an alternate ready without having to come back to you for additional advising. Finally, you might consider keeping notes or copies yourself; this will also save time by avoiding repeating everything at the next visit, and it may prove to a student at some later time that you did advise them correctly.

Another thing to keep in mind while advising is that you should interact with the students so you can get an idea of their scholastic ability and other demands on their time. One way to do this is to review their transcript online through the SIP database. (Most students won't bring a copy with them). (You will need a PIN number to access the information; contact the Registrar's Office if you have any questions). This will show you not only the courses that they have taken but also the grades that they have made. Also ask them if they are working, and if they are involved in any extra-curricular activities. This information will help you make recommendations about the total number of hours to take, how many lab courses to take at once (not more than two except in extreme cases and strong student ability), the choice of electives, and the number of courses which may require intensive reading and/or writing. Without permission from the dean, the maximum number of hours a student may take in the long semester is 20, and in one summer session is 7.

If you are advising first-semester freshmen in particular, some informal research has suggested that students with heavier loads do better (i.e. five solid courses rather than four, which is the minimum required for full time). With a heavier load they tend to buckle down and get serious sooner. Additionally, students tend to continue to follow the model set in their first semesters, so if they start out with a light load they will be less likely to increase it later. However, if they do take a heavy load, it is important to make sure that the students know they should seriously evaluate how well they are doing in each course before mid-semester. If they are not doing well in any courses, they should seek advice from the relevant professor(s) or their advisor about whether to drop the course. Very few first-year students drop courses, even when there are obvious signs that dropping would be the best course of action.

Office Hours

SFA policy does not specify a specific number of office hours per week, but states that "standard" office hours for student conferences are an obligation for each faculty member. Many departments have adopted a minimum of ten office hours per week for full time faculty. If necessary, other arrangements may be made with your department chair. When choosing your hours try to include a variety of times, with some in the morning and some in the afternoon, so that you can increase your availability. Try not to schedule hours all at the same time on MWF or TR (e.g. 10-11 MWF), because if a student has a class at that time, he or she wouldn't be able to make any of those times. However, to increase your own productivity, try to leave some larger chunks of time not interrupted by class or office hours so that you can focus on your own work. When it is not possible to keep posted office hours, the department chair or administrative assistant should be notified, and it is considerate to leave a note on your door in case someone stops by when you are not in.

Organizing Class Records

When it comes to keeping class records, you will need to consider what information you need to record, how you will record it, how you will store your records, and how you will inform students about their grades. First, find out what kind of grading information your department wants you to provide at the end of the semester. With that information available, you might consider the following suggestions for keeping class records.

Besides recording grades for assignments and exams, it is helpful to record other information as well. The grade sheet for a class should include an explanation of the terms and abbreviations you use to record information. It should also have an explanation of how you calculated your course grades. You should explain how much weight you gave each assignment and exam, how attendance affected the course grade, and how you used any other factors in calculating grades. Your goal should be to provide enough information so that anyone looking at one of your grade reports would know how you calculated the course grades without having to ask you about it. Providing such information not only helps others understand how you calculated your grades should you no longer be available, but can help you recall or explain how you graded students in courses you taught in the past.

In addition to recording grades, recording comments about individual students can be valuable. If a student has caused problems, it is good to have a written record of it with details you noted while they were still fresh in your mind. Conversely, if a student's work in your class has impressed you, writing down a few comments makes it easier to write a good recommendation for the student. It is not unusual for students you had in class several years ago to ask for recommendations when they are about to graduate. Of course, you need not turn in comments about particular students when you turn in your grade sheets.

Many instructors believe the best way to record grades and other information about your students is to use an electronic spreadsheet. If you are already using one, you are familiar with the advantages they afford. But if you have not learned how to use a spreadsheet program and are reluctant to try, there are resources available. Probably the most convenient resource is a near-by colleague. Additionally, SFA's Office of Instructional Technology regularly offers faculty workshops to help people learn to use various computer programs. One of their workshops is on managing student grades with a spreadsheet. In it, you learn how to enter your students' grades, use functions, develop formulas, calculate weighted averages, throw out a lowest score, sort information by name or by grade, retrieve your class roster from the administration computer system, import Scantron test results, and save your spreadsheet on the Web. The workshop is appropriate for either Macintosh or Windows users. For more information and a current schedule of workshops, visit the [OIT Web site](#).

Now, one last note on using spreadsheets for keeping grades: these days most computers are so reliable that many people trust them not to fail. But, they can and do fail. If yours does, you can lose ALL the records you have saved on your computer's hard drive unless you have backed them up. So you should regularly make backup copies of all your files. Programs are available that will automatically put copies of files you save on your hard disk on a separate, removable disk such as a Zip disk. You should also print any information as important as grade records and keep copies filed in a safe place.

All this may sound a little intimidating if you have never used a spreadsheet program. But most people who use them will tell you that the time they invested learning to create and use spreadsheets has been paid back many times over in the time they have saved. Using a spreadsheet program is like using other programs--it is challenging and confusing at first, but it soon becomes easy. Before long, we cannot imagine how we got along with it.

Posting Grades and Maintaining Records

For a full description of course grades, what they mean, and how they are used, see the policy on [Semester Grades \(A-54\)](#) and [Academic Probation, Suspension and Reinstatement for Undergraduates \(A-3\)](#).

Once you have graded an exam or task, it is time to let your students know their grades. Now that students may find out their course grades by using SFA's web site for student information, we no longer need to post course grades at the end of the semester. But if you still want to post grades for individual exams, assigning your own identifying numbers to

students rather than using their Social Security numbers would be best. Then, before posting grades for a class, reorder the list of students so that it is not alphabetical. You could arrange them from highest to lowest grade, or in numerical order using the numbers you have assigned students for posting grades. You should still get written permission to post grades. Before giving their permission, your students should know which grades you will post and whether they are giving you permission to post their grades all semester or only once. They should also understand that they may withdraw their consent anytime during the semester.

Another convenient way to post individual assignment / exam grades online is through the campus course management system, WebCT. Every course has this online component available to faculty and students. Grades posted in the WebCT gradebook are only accessible to individual students using their ID and PIN, thus assuring privacy and 24-hour convenience. Grades can be uploaded from a word processing table, an Excel spreadsheet, or entered directly online. The gradebook is fully customizable and can include numerical grades, letter grades, totals, averages, and non-grade (informational) columns. OIT offers several training sessions throughout the year if you are interested in using WebCT to post grades or for additional course features.

Finally, we should avoid other practices that may reveal students' grades to others. We should not tell a student's grades to anyone by telephone, not even the student's parents. If we use email, we should be sure the message goes to the student and not to anyone else. When we are going to return exams or assignments in class, we should put grades on an inside page or the back of a page so that others do not see what grade a student made. We should not leave graded work outside our offices for students to come by and pick up. If we do, anyone can find out other people's grades while shuffling through the stack, and worse yet, people could take work that is not theirs. It only takes a little thoughtful planning to let students know their grades in a professionally responsible way that shows them the respect due them and their work.

What is important to remember is that grades are considered a part of a student's educational record and that federal law regulates how we release or post them.

According to the Buckley Amendment we are not to reveal grades (or anything regarding their performance, e.g. whether or not they have been attending class) in any personally identifiable form, including listing by Student Social Security number, unless the student has given us written consent. (This includes parents or other family members.) The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly known as the Buckley Amendment, was passed by Congress in 1974. Careful record-keeping enables us to comply with this Amendment which: (1) grants to students the right of access to their education records, (2) protects students from illegal use of their education records, (3) restricts the disclosure of the social security account number of students. In complying with this regulation, the following information is important.

The university also has a policy specifically pertaining to [Student Records \(D-13\)](#): For the purposes of this policy, the University adopts the following definitions:

- a. Student means any person who attends or who has attended the University.
- b. Education records means any record (in handwriting, print, tapes, film, or other medium) maintained by the University or an agent of the University which is directly related to a student, except:
 - (1) a personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
 - (2) an employment record of an individual whose employment is not contingent on the fact that he/she is a student, provided the record is used only in relation to the individual's employment;
 - (3) records maintained by the University Police Department if the records are maintained solely for law enforcement purposes, are revealed only to law enforcement agencies of the same jurisdiction, and the Department does not have access to education records maintained by the University;

- (4) records maintained by University Health Services if the records are used only for treatment of a student and made available only to those persons providing the treatment; and,
- (5) alumni records which contain information about a student after he/she is no longer in attendance at the University and the records do not relate to the person as a student.

A brief description of the types of records, as well as student and institutional rights is published annually in the Student Handbook and Activities Calendar. Specific information may be obtained by consulting with administrative officials listed in this policy. Each student has the right to be provided with a list of the types of education records maintained by the University. There is also an online guide that gives more information on compliance with the [Buckley Amendment at SFA](#).

You should also be aware of the University's [Record Retention Schedule](#). These guidelines are based on state laws and regulations for the management of records. In most cases these guidelines refer to administrative documents, but sometimes a faculty member might have documents (emails are included) that are linked to administrative decisions. For example, an email documenting a graduate assistant's behavior that supported a termination decision should be maintained according to the guidelines.

Attendance, General Issues, 12th Day Class Lists, the QF policy

Although SFA's [Class Attendance and Excused Absences Policy \(A-10\)](#) does not require students to attend classes, there are several reasons for us to keep accurate class attendance records. First of all, right after the twelfth class day (fourth class day in summer), we must submit accurate class lists that show who is enrolled in our classes and which of them, if any, have never attended class. Second, the new QF policy requires that we differentiate between students who fail, but complete all the course-required assignments (or at least all of them through a specified date late in the semester), from those students who never come to class or quit coming to class early on in the semester. At the very least we recommend that you keep good records of the dates of assignments and office appointments or other correspondence with students. Receiving a QF (Quit-Fail) grade may impact students if they are receiving loans for which they must be enrolled in at least 12 hours of courses to receive funding.

In addition, if attendance is a factor in our course grades, University policy requires that we make our class policies known in writing at the beginning of each term and maintain an accurate record of attendance. If you plan to have this kind of class policy, you should realize the University allows excused absences. It allows students with acceptable excuses to make up work for absences up to a maximum of three weeks of a regular semester or one week of a six-week summer term. When a student is going to be absent because of participation in a university-sponsored event, the student's name will be listed on an official announcement and you should consider the absence as excused. If you need to verify a student's excuse in these cases, a current official list of excused absences is available on an SFA web page at www.sfasu.edu/acadaffairs/absents.html. Beyond these considerations, it is up to you or your department to define your policies on attendance.

Even if attendance is not a factor in your course grades, it is a good idea to have a clearly defined attendance policy included in your course syllabus and to keep accurate attendance records. According to SFA's policy, "Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered." Having a policy emphasizes that expectation. Furthermore, your students should know how you will treat their absences even if attendance does not affect their grades. Students who have missed a lot of classes will often ask you to take time to help them learn what they should have learned in class. If you have a policy that says that if a student has excessive absences, you reserve the right not to give individual tutoring, special consideration regarding make-up work, or other help the student needs because of missing classes, it helps you avoid such problems. We believe having a clear class attendance policy is a good idea.

Independent Studies

In addition to teaching students content material, we want to teach them how to acquire and use information. One of the best ways for anyone to learn is by doing. Thus, each department offers a 475 "Special Problems" course. This is not for students with problems (who came up with that title anyway?), but it is designed to allow one to four hours of credit to students who do some sort of independent project. In departments with graduate programs, there is an analogous 575 course.

A student who is interested in doing some sort of independent project should contact a faculty member with whom they believe it would be beneficial to work -- prior to registration! The faculty member and the student should discuss whether or not it is appropriate for them to work together. For example, the student's interests may be better matched with a different faculty member, or a faculty member simply may not have the time or resources to work with that student that semester. Sometimes students may help a faculty member on an ongoing project rather than having their own independent project. Also, in some cases, a very small number of students may work on a project together.

In any case, if upon discussion, the student and the faculty member agree to work together, they should fill out the Special Problems form, which explicitly asks for the amount of credit that a student will receive for that semester. Both individuals sign the form, which then must be approved by the chair of the department. We would also recommend that the faculty member explicitly write down the expected requirements that were agreed upon with the student. There is no syllabus required for the course, so this way both you and the student will know ahead of time, and in writing, what is expected of the student that semester.

One additional thing to keep in mind is that you will not be paid for doing independent research projects with students (i.e., it will not be counted as part of your workload). Some departments give a faculty member a reduced course load for a semester after a certain number of projects, but that is not university policy. (The same applies to directing graduate theses.) Thus, although working with students can be very beneficial to both you and the student, be careful not to overload yourself.

Theses and Dissertations

The pinnacle of "learning by doing" is the master's thesis or the doctoral dissertation. Just as vast differences exist between disciplines, the details of the thesis procedures likely differ between departments. That being said, speak with your department's graduate program director and/or chairman sooner than later to learn the specific procedural details BEFORE a prospective student enters your office. Nothing is more disconcerting for entering graduate students than an advisor who does not have a clue about the proper forms and procedures they will require during their training. Failure to be knowledgeable about the procedures will lead students to seek the information elsewhere. Typically in that case, students will glean information from more senior graduate students and, as we all know, the stories shared between students are not always entirely accurate.

Rather than reiterate the "Procedure for Thesis Preparation", which can be found in the latest Graduate Bulletin, we wanted to draw your attention to a few of what we consider to be the most often overlooked or misunderstood procedures which occur during a graduate student's time with you. During the first semester of graduate work the student should focus on two goals: completing the proposal; and assembling the thesis advisory committee. The "proposal" will be the written guide for the graduate student as they begin the legwork of their project and should be completed as soon as possible (end of first semester/beginning of second semester of graduate work). The thesis / dissertation advisory committee, consisting of the chair (or director or advisor, depending on what term is used in your department), two additional graduate faculty from within that department and one from outside the department, will review the proposal and either approve the project or redirect the student. The committee is a valuable resource for both the student and the thesis / dissertation chair, and its membership should be thoughtfully considered. If your department requires passing an oral comprehensive examination for advancement to candidacy, this committee will likely serve as that examining committee as well.

As a new faculty member, we can easily remember being confused somewhat by all of the different course numbers, their grading scheme and credits; however, none baffled us more than the thesis courses. Some departments use a single course which is repeated, and others divide thesis into two courses, 589 (thesis research) and 590 (thesis writing). First of all, you will not actually give a grade for any of the thesis courses until AFTER the student has passed his or her thesis defense/final exam. Until that date, you will give each student a WH for their thesis courses. After all the paperwork has been completed for the thesis, the advisor must do a "change of grade" form for the first thesis course grade of WH (or separately for 589 and 590) that is on the transcript. Now, while that seems simple enough, here is another thesis course "curveball". Once students are enrolled in a thesis course, they must continue to register for thesis courses until they have completed their graduate work (with semester credit ranging between 1 and 9 hours each semester). However, only 6 total credit hours of thesis courses will actually count toward their Master's degree requirements (3 each for 589 and 590 or 6 for a single course number if they are combined into one course). The only additional requirement that often gets lost in the thesis course fog is that, the semester the students defend their thesis, they must be registered for a thesis course (specifically 590, if that course is used by your department).

In sum, we encourage you to: 1) read the "procedures for thesis preparation" in the latest graduate [Thesis Guide and Forms](#) that are available online; 2) get specific details from your department's graduate director; 3) review the additional information about the thesis / dissertation procedures available on the [Current Students](#) web page for the Graduate School.

Working with Students: Liability and Integrity

While this may be intuitive to some, others may not give this a second thought, because we are working with young "adults"; however, being careless or thoughtless even on one occasion could be devastating to your career and/or your reputation. Below we have listed a few possible scenarios which merit consideration BEFORE a situation arises. More information on related issues can be found in the policy, [Discrimination Complaints/Sexual Harassment \(E-46\)](#).

Liability Scenario:

After a strenuous semester, you decide to have a congratulations party for your small class of senior students in your home. Although you are not providing alcoholic beverages, some of the students (who are 21 or older) did "bring their own" and have been consuming this throughout the evening. Early the next morning, you receive a call from the police department asking about a few of your students who were arrested for DUI the previous evening and your name was mentioned in the interview.

Are you responsible for the actions of your students? Was the party a school sponsored event? Are you liable for allowing the students to leave your home under the influence? While most of the answers to these questions may be NO, in today's litigious society you must take all measures to protect yourself and your family from any possible irresponsible accusations. Although not serving or allowing alcohol to be consumed at your home may not be a popular choice, it may be the "safest" decision based on what may happen afterward.

Integrity Scenario:

A distraught student enters your office to speak with you. This student says it is rather personal and he/she wishes to keep the conversation confidential. Because there are students lingering in the hallway, the student closes the door for privacy. You counsel with the student, offer your advice and direct the student to individuals who may more adequately be able to assist in the particular matter. Thanking you, the student leaves and you think nothing more of the matter. A few weeks later, the chairman calls you into the office and begins to ask you about circumstances regarding your relationship with the student to whom you had offered counseling. You learn in the meeting that the student has filled a sexual harassment claim against you for improper advances during your closed door meeting.

Although our legal system is based on the foundation of "innocent until proven guilty" our society is geared toward believing "the worst" about most individuals. While your word and reputation may be strong enough to overcome these allegations, the light speed rumor mill may have already destroyed the reputation you have worked your entire life to attain. Setting guidelines for how you interact with students in certain situations BEFORE the occasion arises is essential to the protection of your personal and professional integrity.

A student wishes to have a private conversation with you; how do you resolve this? A closed door session with a student or an after hours meeting alone may not be wise choices. While the student may be reluctant to speak with you while a door is open or when you are not perfectly alone, they must understand when you explain your "rules" on meeting with students that you cannot compromise the appearance of professional behavior.

Two related examples: You see one of your students walking and you offer him or her a ride. While an innocent and kind gesture, this will place you in a situation of "your word versus theirs" and may appear as compromising (or more) than a closed door meeting in your office. The following final example may be more likely due to Nacogdoches being a small town. No matter where you go, whether it be shopping, out to eat, or out to have a drink and listen to music, there is a good chance you will come across students you know. While it is certainly acceptable to be friendly and chat for a few minutes, anything more than that may be observed by other students or university personnel, and be interpreted as you having a special relationship with the student with whom you are conversing. This could be especially problematic in the more social settings such as restaurants or bars. Even if the exchange was totally "above board", the rumor-mill is hard to overcome, so it's best to not let anything get started if at all possible.

These words of "advice" are not here to alarm or frighten you as a new faculty member, but are here for you to consider in advance and empower yourself with protective measures such that any attacks on your career and integrity will be diffused or prevented.

Faculty Resources

Stephen F. Austin State University is a dynamic learning-centered university dedicated to enhancing student success. Teaching is one of the primary emphases of our job at SFA, and in this high calling we all strive for excellence. Today, teaching may be different due to technological advancements and the ever-growing volumes of information. Modern instructional methods which include technology can enhance teaching and learning processes and better prepare graduates for success. This section of the survival guide describes the resources available at SFA to help you reach your instructional goals.

The Steen Library

The Ralph W. Steen Library is committed to offering an array of services to help faculty with both teaching and research needs. Your key to research assistance is your [liaison librarian](#) who can provide specific information on the many services offered as well as referrals to other library staff for specific needs. Steen Library is home to the LINC Lab (Library Information and Networking Center), a 135-seat, open-access, computer laboratory featuring both PC and Mac platforms. Steen Library also is home to the East Texas Research Center (ETRC), an archive featuring cultural materials indigenous to East Texas, and is a designated Federal and State Document Depository. Steen Library now features the Digital Projects Department, which develops and coordinates digital project initiatives within the Library, and assists with digital project requests from the SFA community and beyond.

The Steen Library is home to several centers and departments. The Academic Assistance and Resource Center is located on the first floor of the library. Effective Fall of 2007, the second floor of the Steen Library will house several offices that are not officially part of the library administration: the Office of Instructional Technology, the Teaching Excellence Center, the Advising Center, and the SFA 101 Offices. Similarly, the Web Development Office is located on the first floor.

Materials Reserve and Student Assignments

You may place both library materials and your own personal [materials on reserve](#) for your students. Extra security may be requested for personal materials. Your reserve requests can be entered online. Both conventional and electronic reserve services are available.

Instruction involving library research should go well beyond simply assigning students a topic and sending them to the library. The Texas Higher Education Coordinating Board has identified six intellectual competencies to be addressed in all state core curricula. Included within these competencies are such phrases as "analyze and interpret a variety of printed materials", "how to discover a topic and how to develop and organize it", "critical thinking", "use computer-based technology in...acquiring information", "analyzing the subject matter of individual disciplines." Each of these is highly relevant to library research.

Research and Instructional Services (RIS) librarians and the Academic Assistance and Resource Center (AARC) are committed to developing skill-building tools that will facilitate compliance with the Board's guidelines. These tools focus on critical thinking skills as applied to the research process and to information itself. While the library has an official information literacy program, in collaboration with the English department's composition program, your RIS librarian can help you reinforce that learning by working with you to effectively incorporate library assignments into your courses. The AARC writing tutors can help your students understand how to integrate library materials into their writing.

Ordering Materials

To the extent funds are available, your liaison librarian will order books, journals, videos, and other library materials you would like added to the library collection. Please submit your requests for new purchases to your liaison library. A web form is also available for placing requests for [Materials for Purchase](#). The Library currently has available around 200 databases for use by our academic community. Log in through My SFA for access from anywhere. Steen

Library also offers a comprehensive document delivery service. Through ILLiad, the automated [Interlibrary Loan](#) ordering system, faculty can submit requests for materials that may or may not be available in Steen Library. The ILL staff will find the items and deliver them to faculty on campus, as well as deliver journal articles electronically to the faculty members' desktops via email.

Other Library Services

- The library has two classrooms with Smartboards, in addition to the LINC classroom. These three wired rooms can be reserved for specific class sessions. To reserve these rooms call 1459.
- Audiovisual viewing and listening services are available in an area adjacent to the Circulation Desk. An extensive collection of videos, DVDs, and sound recordings is maintained on closed shelves and listed in the catalog.
- Faculty and students can request a TexShare library card, which gives them borrowing privileges when they visit other Texas state college and university libraries.
- The Digital Projects Department develops and coordinates digital project initiatives within the Library, and assists with digital project requests from the SFA community and beyond.
- A lounge complete with an Einstein Bagels franchise offers gourmet coffee, bagels, omelets, salads, and other snacks in the area adjacent to the library entrance. This can be a convenient place to grab a quick lunch or take a break without leaving campus.

For more information about the library or the campus, you can call the Information Desk, located at the Steen Library Entrance, at 468-INFO (4636)

The Academic Assistance and Resource Center (AARC)

The Academic Assistance and Resource Center (AARC), located on the library's first floor, is dedicated to faculty support through offering peer-tutoring services and supplemental instruction for your students in most core curriculum and high risk courses. The AARC's mission is to improve individual student academic performance and retention by offering a supportive environment for intellectual development, providing educational support services including one-on-one peer tutoring and student-led study groups, and facilitating access to research support for students with disabilities.

The AARC is a multi-disciplinary, peer-facilitated learning center comprised of four programs: Math, Content Studies, Writing, and Supplemental Instruction. It has the unique distinction of being the most accredited learning center in the country, as the only tutoring center in the nation to be awarded Distinguished Certification by the National Association of Developmental Educators (NADE) the only body that certifies Academic Assistance Departments. Several professional staff contribute to the AARC's mission and the success of the four tutoring programs: The AARC employs over 100 student tutors in the four programs.

The professional staff is committed to fostering a dynamic, effective learning atmosphere with a tutor training program that is based on solid research. To this end, we participate in the College Reading and Learning Association's (CRLA) tutor training program, which specifies goals, methods, and experiences that will best prepare peer tutors. The AARC is one of only two universities in the country with Master Level CRLA certification in FOUR tutor training programs.

AARC tutors are trained to help students learn how to prepare for classes and exams, identify learning styles, improve note-taking skills, develop learning strategies, create stronger study habits, learn to manage their time, and master both skills and material. Tutoring is available for more than 140 core and high-risk courses. Students can register for AARC services through their website at <http://libweb.sfasu.edu/proser/aarc/>. For more information, check out the AARC website or call ext. 4108.

The Office of Instructional Technology

The role of the [Office of Instructional Technology](#) (OIT) is to coordinate SFA's distance education initiatives and to support faculty as they integrate technology into the teaching and learning experience both online and in classrooms. OIT can assist through the following means:

- The Faculty Development Center. The center includes an interactive video classroom and a computer lab where faculty attend hands-on workshops.
- Consultation and guidance in planning, developing and delivering distance education programs, with an associated faculty development program leading to the Certified Online Instructor designation.
- Support relating to development, design, and maintenance of Internet-based courses using myCourses (Blackboard Learning Systems).
- Support relating to Web-enhancements for campus-based courses using myCourses (Blackboard Learning Systems).
- Training and assistance in the use of instructional software such as PowerPoint, Acrobat, Respondus test creator, StudyMate interactives, Turnitin, Dreamweaver, and streaming audio and video software for delivery of lectures or instruction over the Internet.
- Training and assistance in the use of the mySFA portal.
- Support for faculty teaching from an interactive video classroom on campus to one or more remote locations.
- Support for students taking distance education courses.

A good place to start is the Technical Support link on the OIT home page at <http://oit.sfasu.edu> or the Workshops link at <http://oit.sfasu.edu/facdev/workshops.html>.

Information Technology Services

Everyone reaches a point where the computer just does not do what we want. Information Technology Services' faculty/staff **Help Desk** will assist with technology issues. The number to call for support is 468-1212 or go to their [web site](#).

The Help Desk offers immediate phone support, referral to the appropriate departmental technician, or creating of a work order to be assigned to a technician for issues with items such as

- Email accounts
- MySFA access and operation
- Wireless connections
- Hardware and software problems
- Telecommunications and voicemail

For best service when you call, be prepared with appropriate information, which might include any or all of the following:

- Personal contact information (name, phone number, office number)
- Model of computer or printer (Dell, HP, Apple, etc.)
- SFA Inventory tag number (red foil tag on machine)
- Whether you are at home or on campus, using dial-up connection or Ethernet connection
- Error messages you are getting on the screen

- Browser URL causing problems (Web address you are trying to access)
- What you were trying to do when the problem occurred

Student Technology Support

As faculty, you will be asked to solve technology problems for students. You can refer them to the **SHACK** (Student Help Assisting Computer Knowledge) at 119 Feazell St. or by phone at 468-4357. The SHACK serves registered students only, providing assistance with their personal computers (SFA-owned computers are serviced through the Help Desk.) Services include

- Phone support and trouble-shooting
- Cleaning of virus and spyware infections
- Installing and updating SFA's free virus-protection software
- Installing and removing software programs (purchased on CD)
- Minor hardware repairs (as work-flow permits)

For support in using mySFA, students may call 468-4357 or 468-1919.

For support in using myCourses (Blackboard Learning Systems), students may call 468-4357, 468-1919 or 468-1452.

The Teaching Excellence Center (TEC)

The [Teaching Excellence Center](#) (TEC) supports the faculty, teaching assistants and instructional units in their efforts to enhance teaching effectiveness and student learning. Through its services and programs, the Teaching Excellence Center works collaboratively to create a campus community that values and recognizes teaching excellence and innovation.

The Teaching Excellence Center coordinates a variety of services that aid in the improvement and enhancement of university teaching:

- Workshops led by faculty and staff experts on campus
- Teaching Circles (faculty from across campus meet once a month to discuss teaching-related topics)
- Individual Consultations
- Peer observations and recording of classroom presentations
- Speaker events
- Special topic gatherings and social events to promote faculty interactions
- The New Faculty Program of events (fall and spring semesters, starting Fall 2007)
- Beginning in the fall 2007 semester, the Teaching Excellence Center will have a fully equipped teaching classroom available so that interested faculty can train and practice using different forms of technology prior to their use with a real class.

The goal of the TEC has always been to strengthen the academic experience of both our faculty and our students by providing resources for instructors interested in improving their classroom teaching with innovative practices. For more information about these services, please visit the web site, or call 468-1831.

Human Resources Technology Support

The [Office of Human Resources](#) provides the New Employee Orientation workshops and the mandated EEO (Equal Employment Opportunity) trainings. If faculty or staff forget or misplace their mySFA PIN (personal identification number), HR can create a new one when the user comes to the HR office with a valid photo ID.

HR also provides staff and faculty with the opportunity to update or learn Microsoft Office programs (Word, Excel, and Access) by offering annual workshops on the programs at no cost to the participants. To attend a scheduled workshop or training session, register online at <http://www2.sfasu.edu/personnel/index.html>. The HR webpage is also home to all personnel and benefits forms for faculty and staff. For more information, call **468-4075**.

Faculty Research

Getting Research Documented

Faculty members employed at SFA are expected to participate in research activities that enhance their knowledge and skills with respect to teaching and scholarly activity. So, as a new employee, you should actively engage in developing a research plan early in your career at SFA. This will be important because demands on your time expand quickly. Thus, research time can be integrated with a schedule that includes classes, committees, family, and personal demands. A balanced approach to these professional obligations tends to work best for most faculty. Teaching institutions abound with scholars who are great teachers, good researchers, and willing to serve the University, college, and department. Beware, though, that faculty members committed to only one activity will face reviews that may not support merit, tenure and promotion without a solid teaching, research and service record.

Each year you will be required to submit an annual performance review of your achievements in research, teaching and service, as well as teaching and research goals for the upcoming year. A good strategy to begin early is to track grant proposal submission, working papers, manuscript submissions (seek out peer-reviewed publications whenever possible), revisions and re-submissions, acceptances, and published journal articles, book chapters or books. Also, document conferences attended, paper presentations, and workshops delivered and attended. Completing this thought, (as further elaborated in the annual report section), keep your teaching evaluations, record your service activities and note of everything you do for the University, such as recruitment activities or directing graduate student theses. If you document your performance as the year progresses, it will be less of an issue to meet evaluation deadlines each fall. There is an on-line survey to document these accomplishments that can be accessed all year long.

Research Strategies

To begin a research agenda in a new position, a faculty member could explore any lingering potential publications from their dissertation. If you are interested in seeking out new research topics consider the following.

- Keep a research journal/notebook or idea file. As you think of ideas, record them for future reference.
- Engage in scholarly conversations with other faculty on a regular basis. If research ideas are discussed, record them in your journal.
- Give up the idea of becoming a perfectionist.
- Consider incorporating research projects into undergraduate and graduate class requirements to enhance their skills and to complement your research agenda.
- Attend at least one research conference per year.
- Browse professional journals in your research area to stay tuned to issues of interest that are being published. Many journals offer free Table of Contents email updates that can make it easy to scan for relevant articles and stay up-to-date.
- Find a window of time dedicated to writingeven if it is far from perfect.
- Find a research mentor who does the same type and level of research as you.
- Submit a paper to a conference

- Submit a research proposal.....even if it is to yourself. Writing a simple proposal helps you formalize your ideas, hypotheses, literature sources, methodology, and allows you to find out if the research is really doable.

Additionally, consider value in the following sayings: (1) "First you have to get it wrote, before you can get it right" (2)"Write before you are ready, or you won't write at all" (3) "If you don't feel that you are in over your head, you aren't making sufficient progress."

Hilsen, Linda, Editor. To Improve the Academy: Resources for Student, Faculty, & Institutional Development. Vol. 9. 1990. Workshops on Writing Blocks Increase Proposal Activity. p. 141.

Loebbecke, James K. "The Auditor: An Instructional Novella." 1999 Prentice-Hall. p. 119

Research Funding

When pursuing research funds be aware that funding from most departments on campus is limited; funds from colleges are modest and generally made available for professional development, field research, and travel. Asking for funding for copies and occasional mail-outs may be within reason for some departments, yet out of the question for others. Scholarly presentations at regional and national conferences may or may not be fully/partially funded, and again, some departments have no travel funds. Keep in mind if the department can not meet expenses for conferences, consider asking your chair to submit your request to other administrative offices on campus that have an interest in faculty development, such as deans' offices, or the graduate school office.

Another source of funding is the University. Such funding normally requires a more formal proposal that includes a well-defined research question, methodology, and literature review. For example, [Research Enhancement Program \(A-39\)](#) and [Research Development Program \(A-65\)](#) describes university funding of research and the related distribution of research enhancement funds. The first policy states that funding for research projects is available from the University through "mini-grants" and Faculty Research Grants. Mini-grants are for relatively small amounts (usually less than \$750) and require only an application letter and the department chair's endorsement. The letter should describe the research project and the outlet where you intend to publish your work. Funding can take place anytime during the year, but remember that the academic year runs from September to August; therefore, the money that you requested must be expended by August 31. Additionally, the budget for mini-grants may be exhausted or close to exhaustion as summer approaches, so get an application in early if possible. However, most meritorious projects are funded.

Faculty Research Grants can cover much larger projects but involve a formal competitive review and long-range plan. After a Faculty Research Grant application is written by a faculty member, it is endorsed by the department chair and reviewed by a college research panel (in some colleges). If your college does not have a college panel, seek out reviews from colleagues. The college panel's function is to provide constructive criticism, thereby enabling the faculty member to enhance the proposal and increase the likelihood of success in the university competition. If approved at the university level, funds are placed in an account from which the faculty member can draw during the subsequent academic year. The original applications for the faculty research grants are due near the end of January. After the college review you may incorporate comments before the final version is submitted around the beginning of March. If you did not meet the first deadline in January, however, you cannot submit anything for the March deadline.

In addition to the above university-supported grants, faculty who have three years' full-time experience can apply for [Faculty Development Leaves \(E-23A\)](#). Developmental leave of absence can be approved for field observation, research, study, writing, or other scholarly/creative activities, and can fund the faculty member at full base salary for one long semester or half-time for two.

Externally funded grant opportunities are also available. The Stephen F. Austin State University Office of Research and Sponsored Programs helps inform faculty of external funding

opportunities. They provide workshops and information seminars to help faculty build and submit competitive grants. It is advisable to meet with staff members of this office to let them know of your interests and research agenda early upon joining the University faculty so they can help identify potential funding sources. Also, you will be better informed on how to comply with University procedures that must be met to submit grants to external funding sources. In addition, the professional staff can provide guidance in managing funds and documentation for approved projects. Although obtaining grants funds is highly competitive in the University environment, it is well worth the efforts to secure the funds as research projects stimulate teaching, more research and gives the faculty member avenues to enhance their own reputation as well as the University's image.

Don't forget, any research grant recipient must make progress on completion of the grant, and the research office or granting agency will demand periodic and final reports concerning such progress; see also the university policy on [Effort Reporting and Certification for Sponsored Activities \(A-68\)](#). Thus, a closing thought, take on only research projects that you can do well.

The Use of Human and Animal Participants and Hazardous Materials

Stephen F. Austin State University requires that any research proposals involving the use of human participants ([Human Research Subjects Protection \(A-62\)](#)), laboratory animals, or hazardous materials ([Health and Safety \(D-17\)](#)) must be accompanied by a memorandum of approval from the chair of the appropriate University committee. These committees are: Institutional Review Board for the Protection of Human Subjects, Institutional Animal Care and Use Committee, Environmental Safety and Health/Radiation Committee, Bio-safety Committee, and Public Health Committee.

Faculty Service and Initiating Change

Faculty Service

In addition to teaching and research, service is also valued here at SFA. Many activities can fall into the service category at the departmental, college, or university level, and membership and activities in professional organizations are also considered service. Obviously, if you hold an office in a professional organization, this will carry more weight than simply being a member. Public service activities are service activities, as long as the service is in the faculty member's discipline or field of expertise. Public service activities may include doing workshops or presentations at local schools, consulting activities, conducting clinics, and so on.

One of the most important parts of service at SFA is committee work. Not only does committee work count on the Faculty Activity Report, it is a good way to learn about SFA and to have input into activities and policies.

SFA has a broad-based system of councils and committees composed of faculty, staff, and students. There are three levels of committees: (1) university, (2) college, and (3) department.

Appointments of faculty and staff members to university committees are normally for terms of three years and are staggered so that approximately one-third of the appointees rotate off the committee each year. After completing a term of service, a faculty or staff member is not eligible for reappointment to the same committee for the following year. The [Council and Committee Handbook](#) contains a listing of university committees.

Faculty members who serve on university committees are usually nominated by the college deans and the executive committee of the Faculty Senate. Appointments are made by the appropriate vice president. Selections are made on the basis of the individual's interests, the needs of the committee, and maintenance of an equitable distribution of faculty and professional staff members on the various committees. The annual period of service is from September 1 to August 31. A quorum of more than 50 percent of the voting members is required to conduct business. Since all committees are advisory, they meet on an "as needed" basis.

Depending on the circumstances, membership on college committees and councils is attained through appointment by the dean, nomination/appointment by the department chair, recommendation/election of the department, or volunteering of the faculty member. College committee/council appointments may be for one, two or three years, depending upon the particular committee/council. In some cases, it is possible to serve more than one term on a college committee.

Membership on department committees is by election or by appointment of the department chair. The committee assignments are frequently changed each year. It is possible to serve on numerous department committees, college committees and one or more university committees during the same period.

Of all the university committees, the Faculty Senate is one of the most important. The Faculty Senate consists of a representative group of elected faculty from all six colleges and the library. It meets once a month during the fall and spring semesters, and reports results of its deliberations to the Board of Regents. The Senate formulates and recommends academic policy for the University, and may also consider matters of general welfare to the University. The term of membership in the Senate is three years, and upon completion of a term, no faculty member is eligible for re-election until the expiration of two academic years.

[CONSTITUTION OF THE FACULTY SENATE](#)

Initiating Change

There are several ways to initiate change in your department or on campus. Faculty members may present ideas for change to members of the Faculty Senate, their colleagues, committee members, and department heads. The key to successful change is to find a sufficient number

of faculty interested in a particular problem. In order to make an institutional change, you must be prepared to work with others. Your networking and committee service provide additional contacts for collaboration or advice on whom else to ask.

The most common way to initiate campus-wide change is through the Faculty Senate. One of the purposes of the Faculty Senate is to generate, discuss, and move along ideas for change. These ideas do not necessarily have to come from the Senators or their Senate committees. If you have an idea for which you believe there is adequate support, figure out the appropriate committee, talk to the chair, and see if your idea can be placed on the agenda. However, committees are sometimes unresponsive to agenda items from the outside. You may need to explain your idea to a member of the committee and ask them to introduce the item. This may or may not be successful.

In addition, you may bring the proposal to the floor of the Faculty Senate. Any faculty member can ask to put an item on the agenda by notifying their representative or the chair of the Faculty Senate. Typically, there will be some discussion and then a motion will be made to refer the item to the appropriate committee, with a date given for the committee to report. Deliberation of matters brought before the Senate proceed in committees and then on the floor of the Senate. Matters are disposed of with either up or down votes, or removal of the issue back to committee for further work. The Senate is the only body of faculty on campus which is provided an opportunity to present reports directly to the Board of Regents at each regular quarterly meeting. Policy changes are not implemented until the Board of Regents agrees.

Alternatively, a request can be sent through a chair to a dean to the appropriate higher-level administrator. At the college level, each of the colleges has a council that can consider ideas and make recommendations to the dean for implementation. At the departmental level, there might be a committee that handles changes in policy, or it might be something that the departmental faculty as a whole develops.

Many examples of positive changes here at SFA were initiated by faculty members who had ideas for new programs. Some examples are the Linked Courses Program, the SFA 101 Program, the Honors Program, Teaching Circles, and the New Faculty Orientation sessions. The reason that we're mentioning these accomplishments is that we hope they will serve as an example to all of us of what we can do here at SFA. The administration is open to ideas on how to improve SFA and that means we can make a difference. That is a powerful thing, and one that is not always apparent at other institutions.

Faculty “Facts” and Responsibilities

As faculty members we are responsible for many different types of activities. Some of these occur almost daily, (e.g. teaching and all the preparation and student assessments that go with it), while others occur once a year (e.g. annual reports); and others even less often (e.g. application for promotion). Some activities specifically pertain to new faculty, while others are relevant for sub-groups of faculty or all faculty. As we go about these activities, there are some practical things (based on our experiences) and required things (i.e. policy) to keep in mind. This section of the Survival Guide and Faculty Handbook will cover:

1. The Newcomer: Getting Started and Faculty Meetings
2. Faculty Appointments, Work Loads, Summer Employment, Continuing Education, and Graduate Faculty Membership, Faculty Leaves
3. Academic Freedom and Responsibility, Ethics
4. Annual Reports, Pre-tenure Review, Tenure, Promotion, Post-tenure Review
5. Issues Related to Travel
6. Librarians

I. The Newcomer: Getting Started and Faculty Meetings

A. Getting Started

Welcome! SFASU has many people who are happy to welcome you and to help make your transition smoother. When you first arrive, you will have many practical things to take care of: locating and moving into your office and obtaining needed office supplies, getting a computer and having it connected to the Internet, getting email, becoming familiar with mySFA (useful for contacting students, advising, faculty services such as pay stubs, etc.), clarifying schedules and duties, finalizing paperwork for payroll and insurance, and more. Whew!

Fortunately, the resources to help with most of the above items are right in your own department. If possible, prior to your arrival in town, contact your chair and arrange a time to meet. At this meeting, your chair should be able to show you your office space, give you keys to your office and the building, show you your mailbox, and help you obtain needed supplies. Remember that in order to receive a paycheck and insurance coverage you will have to complete the necessary paperwork with Human Resources (see above section in the Survival Guide and Faculty Handbook...).

If you are moving into an office with a computer previously used by someone else, it will probably already have Internet connections. If you are getting a new computer, it will have to go through the purchasing office to be tagged with a SFA ID number. Someone from Telecommunications & Networking can come by your office to help set up your computer with the network or install security applications. Information Technology Services will set up your SFA email address. For any computer help questions, a good place to start is the Help Desk at 468-1212.

Your chair will also be able to discuss your teaching schedule and other duties / responsibilities. These duties / responsibilities will include office hours (see above section in the Survival Guide and Faculty Handbook...), possible committee membership, use of departmental resources (such as the copier, fax, classroom space, etc.), and faculty meetings.

Hopefully, as a new faculty member, you will plan to participate in the year-long [New Faculty Development Series](#). Every other week the Teaching Excellence Center will have a scheduled event related to teaching pedagogy, university resources, or building community with a variety of different faculty (e.g. newly tenured faculty, grant award winners, teaching award winners, other faculty cohorts). Between these formal meetings, there will be some electronic discussion. During the off week, you can use the hour for professional development as you see fit.

B. Faculty Meetings

Faculty meetings include the university-wide meeting prior to the start of the fall semester (the SFA President and Provost share their thoughts with us), college-wide meetings prior to each fall and spring semester (each Dean shares their college-specific goals and information), and departmental meetings. Some departments have monthly meetings, while others meet less regularly. Regardless of the level of the meeting, all faculty are required to attend unless they have an acceptable reason to miss (e.g. sickness, travel to a conference, etc.). Always let your chair know as soon as possible if you will not be able to make a meeting.

II. Faculty Appointments, Work Loads, Summer Employment, Continuing Education, Graduate Faculty Membership, Faculty Leaves

A. Faculty Appointments

Following a Faculty Search ([Faculty Search \(E-24A\)](#)), most qualified new faculty are given appointments as assistant professors ([Academic and Professional Preparation \(A-49\)](#)). Additional appointments and their descriptions can be found in [Academic Appointments and Titles \(E-1A\)](#) . Based on their previous experience, some individuals hired as an assistant professor may be granted some years toward tenure, but in most cases faculty will be required to have completed five years at SFA as an assistant professor before being reviewed for promotion to associate professor. Receiving years toward tenure has its pros and cons. It can shorten the time to promotion, but there will also be a shortened time table in which to accomplish the tenure requirements. For example, adjusting to a new location, preparing new courses, establishing a research program, etc. all require time and effort, and scholarly activity in particular may not proceed as quickly as hoped, especially with the relatively heavy teaching load we have at SFA.

B. Work Loads

For most full-time faculty in most departments the expected workload is 24 hours (Teaching Load Credits) across the fall and spring semesters together. [Faculty Workload \(A-18\)](#) gives details of faculty teaching workload and how it is calculated. Exceptions are sometimes made; for example, some first year faculty are given reduced loads and individuals taking on administrative duties are usually given some reduction. Some accreditation units also mandate lower teaching loads. In addition to teaching, faculty are also expected to “be engaged in individual research, scholarship, creative work and professional service activities.” Part-time faculty ([Part-time Faculty \(E-37A\)](#)) generally only have teaching duties, but sometimes may also serve on committees or help with departmental responsibilities such as advising.

Sometimes faculty take on a teaching overload. According to the policy ([Part-time Faculty \(E-37A\)](#)), this should not exceed 18 TLC in a given semester. Teaching overloads may occur due to increased enrollment in a department, or illness of a colleague whose courses must be covered. Overload compensation generally is equal to an amount that is paid adjunct faculty teaching the same course, but sometimes individuals take on the load with no extra compensation. Obviously teaching overloads will make it more difficult to maintain high scholarly activity, and they should be noted and considered on an individual’s annual report. Also of interest in this regard are the policies on [Working Hours and Holidays \(D-40\)](#) and [Salary Supplements, Stipends, and Additional Compensation \(E-9\)](#).

C. Summer Employment

Summer teaching ([Summer Teaching Appointments \(A-18A\)](#)) is not guaranteed at SFA, and it is considered separate from the 9-month faculty workload. Each department has developed its own policy to assign summer courses. Some departments give priority to new faculty, while others give first choice to more senior faculty.

D. Continuing Education

All faculty members are encouraged to continue their educational growth in a variety of ways. One of these is to enroll in courses on the campus. Although the University does not strongly encourage faculty members to take courses on its own campus, it does permit them to do so under circumstances that appear reasonable. No more than one course per semester should

be undertaken by a full-time faculty member. All such faculty enrollments in classes must have prior approval of the Provost.

E. Graduate Faculty Membership

In order to carry out duties such as teaching graduate courses, supervising theses / dissertations, or being a member of a thesis / dissertation committee, a faculty member must first become a member of the Graduate Faculty. Membership can be limited, Associate, or Full. Details about the criteria and the application and review process are given on the [Information for Faculty](#) page of the Graduate School web site.

F. Faculty Leaves

There are several reasons why a faculty member may request a leave of absence. With respect to extended leaves of absence, there are two broad categories: professional development (e.g. continuing education, scholarly activity / sabbatical) and health (e.g. personal sickness, birth or adoption of a child). With respect to FMLA (Family Medical Leave Act), at SFA a faculty member must use his / her accrued sick leave if taking time off following the birth or adoption of a child. If the leave exceeds the accrued sick leave credit hours, then the remaining leave will be unpaid. Fortunately, there is a sick leave pool for those who exhaust their sick leave due to catastrophic illness or injury ([Sick Leave Pool \(E-47.1\)](#)), so in some cases those who need extra sick leave can receive it from the pool. There are also many examples of short-term leave: bereavement leave, parent-teacher conference leave, military leave, jury duty, blood donation, and more). [Leave of Absence \(Faculty\) \(E-29A\)](#) outlines the length of leave and compensation limitations for each type.

III. Academic Freedom and Responsibility, Ethics

As faculty members, we are professionals, and must behave in a professional fashion. We do enjoy free speech choice of scholarly directions. This freedom extends to our classrooms, as long as the topic clearly relates to the subject material being taught. We have to recognize that we inherently have a power differential with the students, so our personal opinions shouldn't supersede our professional obligations. Details regarding these issues are clearly outlined in the following policies ([Academic Freedom and Responsibility \(A-25\)](#) ; [Ethics \(E-56\)](#)).

IV. Annual Reports, Pre-tenure Review, Tenure, Promotion, Post-tenure Review

A. The Annual Report (Faculty Activity Report)

Every year, early in the fall semester, departments ask each of their faculty members to submit an Annual Faculty Activity Report. In these reports, faculty members give an account of their professional activities during the preceding year. When a faculty member is ready to apply for promotion or tenure, that candidate must submit an application and a packet of supporting materials early in the fall semester. This packet must include the annual reports for the years being reviewed. The beginning of fall is a busy time for most people, so putting together an annual report or an application for promotion or tenure can be an unwelcome task. Nevertheless, doing a good job is important. Therefore, preparing annual reports and / or promotion / tenure packets before the start of the fall semester can save time and additional stress. Even in years when faculty members do not apply for promotion or tenure, they are applying for raises, because most faculty raises are based on merit. Therefore, we would like to offer some suggestions on how to put together these reports and applications. We hope you find some of them valuable.

Because people will use your annual reports to evaluate your performance and to recommend you for merit, promotion, and tenure, you need to know what this report is, how it is used, what to put in it, how to prepare it, and what form it should take. A good way to begin is by reading SFA's policy statement on [Faculty Evaluation and Merit Pay \(E-20A\)](#). This policy explains the general procedures the University uses to evaluate faculty members. It will show you how important our annual reports are in these procedures. Department chairs and deans review our annual reports when writing their annual administrative evaluations of our performance. Department chairs, often assisted by advisory committees of faculty members,

use them to decide merit pay. SFA policies on [Tenure \(E-50A\)](#) and [Academic Promotion \(E-3A\)](#) specify that when you apply for these awards, your packet of supporting materials should include your annual reports. These applications are reviewed by faculty members in your department, your department chair, the dean of your college, a panel of faculty members from your college, the vice president for academic affairs, the president, and members of the Board of Regents. So your annual report is an important factor in your career. During your first year here, you will not submit an annual report, but you will submit one the subsequent fall semester for your first year.. Thus, whether you are just starting, or have been here more than a year, the best time to start on your report is the beginning of the year on which you will be reporting. With a little foresight and planning, you can have a good report nearly ready to submit at the beginning of each fall semester.

Let's consider what to put in your annual report. Obviously, you are to say something about your teaching, scholarly or creative activities, and professional service during the previous year. But what specific activities should you document throughout the year? A very good place to start is Appendix III of this Guide and Faculty Handbook. There you will find a list of the many activities faculty members have documented in their reports and applications for tenure / promotion. Also review the standardized Faculty Activity Report form that you will actually complete when submitting your annual report. (*See step-by-step instructions below.) Note that many of the items on the first list won't easily fit into the online form. However, it is still good to gather and organize such information because you may want to include it in your tenure and promotion packets.

After that, you should try to find out what kinds of activities people in your department cite in their annual reports. You may want to talk with your department chair about what to include. Find out whether your department requires specific information. Find out what weight your department places on each of the three main areas and whether evaluators place quantitative values on activities to compare and rank department members. You may want to ask some of your colleagues how they put their reports together. If it is your first semester here, you might even ask to see the annual reports people in your department have submitted that year to get some idea of what they put in their reports. The reports are usually available in October. Also, think about what it would be like to read all the reports in your department. That is what your chair and other evaluators have to do--something worth remembering when you are planning how to prepare your report. It is to your advantage to prepare one that is easy to read. But more on that later.

Once you have an idea of what to put in your report, you should gather information and materials that you want to include. Many of us find the easiest way to do this is to collect information throughout the year rather than wait until it is time to put the report together. Note each event or activity when it occurs. For example, when you find you have been a member of a committee, make a note of what the committee is, what it accomplished, and what role you played. Keep a file of publications, conference programs, and letters of appreciation. Even if your department asks you to submit student evaluations from only one regular semester, get them from both semesters. Summarize, if you can, the results of your student evaluations. You need not put everything you collect into your report, but you probably should collect anything that shows what you have done.

Now that the annual reports are submitted online, everyone uses the same form. However, there are still departmental variations on the inclusion of supplemental materials for the annual report. Most departments will want summaries of student evaluations. They are also now distributed online, but there is currently no way to link the online evaluation summary to the annual report. Only the chair and you can access your evaluations online. Thus, you will probably need to print out a copy to submit for your review, especially if the department has a committee or all faculty members review all the annual reports for merit. Other than evaluations, you may include copies of publications or other items. Some departments want to see copies of syllabi, notes from students, etc., while other departments prefer to keep the supplemental materials to a minimum. Again, even if you don't need all the supporting materials for your annual evaluation, organize and keep them for your applications for tenure and promotion. They can also be useful if you are applying for some sort of teaching or other award.

* Annual reports are now all submitted online and are called Faculty Activity Reports. You can access the form through mySFA. Once you are logged in to mySFA, click on the "myServices" tab, and look for the "Faculty Activity Report" link on the left hand column.

B. Pre-tenure Review, Tenure and Promotion Applications

Pre-tenure review occurs at scheduled times during probationary period, with those coming in with one or no years toward tenure receiving at least two reviews, and those coming in with more years toward tenure receiving at least one review. Pre-tenure review guidelines are given in the middle of the policy [Tenure \(E-50A\)](#). Some departments will have additional reviews. The purpose of these reviews is to provide indications of the faculty member's progress toward tenure. They help prevent someone from "being surprised" in an unpleasant way when they apply for tenure. The materials required for pre-tenure review may vary, but, generally, the annual report will be part of what is considered. Some departments may also include peer-review of teaching or other means by which to assess performance.

When it is time to apply for tenure, promotion, or both, you will need to fill out a Promotion/Tenure Application which is a simple form on which you specify what you are applying for and list the materials you will submit in support of your application. [Academic Appointments and Titles \(E-1A\)](#) lists academic appointments and titles. According to the University policy on [Faculty Evaluation and Merit Pay \(E-20A\)](#), those materials should include your current annual report. The specific policies on [Academic Promotion \(E-3A\)](#) and [Tenure \(E-50A\)](#) require that a candidate include a current vita. In addition, the promotion policy says you must include documentation of your professional activities and accomplishments in teaching, scholarly, or creative activities, service to the university and general community, and contributions to your profession throughout your career. So, for the most part, an application for promotion or tenure is an expanded version of an annual report. The main difference is that you will try to show others all you have done in your professional career rather than just what you have done in the previous year. So, we suggest that you prepare for it the same way you prepare for your annual report.

To repeat the most important suggestions:

- Start early; review University policies on promotion, pre-tenure review, and tenure ([Faculty Evaluation and Merit Pay \(E-20A\)](#), [Academic Promotion \(E-3A\)](#), and [Tenure \(E-50A\)](#)).
- Talk with your colleagues, chair, and dean about what a member of your department is required or expected to submit.
- Ask whether you may review applications other people in your department and college have submitted.
- Make notes about your professional activities at the time you are involved.
- Save copies of materials that document your scholarly or creative work.
- Save all your annual reports.
- Save copies of your administrative evaluations.

The challenge with these applications is to document what you have accomplished while keeping your packet manageable in size and organizing it in a way that makes it easy for readers to review.

We can add a few tips for you to consider. As part of their documentation of teaching effectiveness, applicants are required to include all their student evaluations for the years under consideration. Try to assemble your evaluations so that they remain organized and are easy to review. When including copies of letters, tables of contents showing you have contributed to a volume, or other materials documenting your accomplishments, tell or show your readers what to look for in those pages. For example, if you include a copy of a work's table of contents to point out your contribution to the volume, highlight the title of your contribution. Don't make your readers look through several pages to find your name or a title mentioned. Keep in mind that some of your readers may want to review your application as quickly as possible and that some may want to carry out an in-depth examination of your documentation. With a well-organized packet of supporting materials, both kinds of readers will be satisfied.

Although it is not a pleasant topic, sometimes individuals are not recommended for tenure. [Tenure \(E-50A\)](#) also contains Procedural Guarantees Relating to Termination and Non-Renewal of Contracts.

C. Post-tenure Review

Once you have been awarded tenure, the annual review of your faculty performance will be broadened to include what most people here call a "post-tenure review." What they are referring to is the [Performance Evaluation of Tenured Faculty \(A-37.1\)](#). The result of the evaluation is that our performance for the preceding year is judged satisfactory or unsatisfactory. If our performance is judged satisfactory, we are then eligible for merit, promotion, or tenure awards. But if it is judged unsatisfactory, we will be encouraged to follow a procedure intended to help us gain a satisfactory level of performance. If we fail to do so within three years, we are subject to dismissal. The reason for having "post-tenure reviews" is explained in the policy itself. "This policy increases the available options for addressing the performance measures of tenured faculty. When obtained according to this policy, the results of the evaluation of a tenured faculty member may be used to support personnel decisions relating to commendations, suggestions for improvement, and when required, counseling of a faculty member whose evaluation shows the necessity for a professional development plan designed to address deficits in performance. A faculty member who satisfactorily meets the conditions of the professional development plan ends participation in the plan. If after a specified period of time the faculty member has not fulfilled the goals of the plan, dismissal procedures may be initiated in accord with University policy."

Because departments use the same criteria to assess our performance as tenured faculty as they use for merit pay, promotion, and tenure, we need not add anything to what we normally put together for our annual report. Our only advice would be to look at the policy so that you understand what it is and what happens should you receive an unsatisfactory review.

V. Issues Related to Travel

As a faculty member, you might travel to conferences, meetings, or to student competitions, etc. [Travel \(C-49\)](#) gives all the details, but here is a quick summary. Before traveling, regardless of whether or not you will receive travel cost reimbursement or if it personal rather than professional, you must complete a travel request form and have it approved. The form can be found [online](#). If you hope to get some costs reimbursed, the travel request will cause the money to be encumbered to the designated account. If something should happen to you while traveling, insurance coverage will go smoother if there is a travel request already completed ahead of time.

When completing the travel request and estimating costs, there are specific guidelines for in-state and out-of-state travel. These guidelines are posted online on the [Travel Office web page](#), where there are links to list the maximum costs covered for hotel and per diem and to a mileage calculator. The maximum hotel costs and per diem are consistent across Texas, but otherwise vary depending upon location, so take the time to look them up when you are planning your travel. Note that, because you work at a state institution, you should never pay Texas state hotel tax. You will need to bring with you the [official form](#) to give to the hotel so they don't charge you state tax. If you forget to bring the form and they do charge you tax, you will not be reimbursed for it. You will not need receipts for per diem reimbursement, but you will for all other expenses. Generally speaking, faculty don't receive travel advances, but must pay themselves and they get reimbursed.

After returning to SFA, in order to get reimbursed, you will need to complete a travel voucher. This form is also [online](#). This form is a bit more complicated, so it might be a good idea to ask for help from a colleague who has completed one recently. Basically, you will need to itemize your costs for each day, and also give total costs in another part of the form. Once a voucher is completed and approved, the reimbursement will be direct deposited to your bank account 12-14 days after it is received by the travel office.

There are some additional requirements for traveling to Washington, D.C. and out of the country, which are detailed in the travel policy ([Travel \(C-49\)](#)). If traveling with students, you might suggest that they apply to the Office of Student Activities for travel support. Students

giving presentations or involved in competitions will receive more travel money than those simply attending conferences or events. Unlike faculty members, students receiving travel support through the Office of Student Affairs can get travel advances. They will still need to submit receipts for hotel, etc.

VI. Librarians

SFA librarians ([Library Faculty \(E-31A\)](#)) are M.L.S.-holding professionals with academic rank. They sit and vote on Faculty Senate, participate in university committees and are eligible for faculty development leaves and grants. While librarians hold tenure-track positions, the nature of their work is different from that of the teaching faculty, and their contracts and promotion procedures reflect this.

Librarians work on a 12-month basis, and are promoted through four ranks (Librarian I-IV), rather than three. A special library council oversees promotion and tenure applications and review, ensuring that candidates are rewarded objectively for positive job performance, scholarly or creative activity and service.

Money Issues

Paychecks

Most employees have their paychecks directly deposited. However, you may choose to personally pick up your paycheck at the Business Office, with a picture I.D., after 11:00 a.m. on the first of the month (or the first business day thereafter). Direct deposit paperwork must be received in the Payroll Department by the 20th of the month to be in effect for the next payroll on the 1st. The payroll office strongly encourages you to check your online payroll records (see below) prior to your first paycheck in order to verify method of payment and your account number.

Employees no longer receive a monthly paper copy of their paycheck stub. Instead employees can view their pay stub information online using mySFA. Pay stub information will be ready a few days prior to the first of each month. After logging into mySFA, go to "myServices," click on "Employee Services," click on "Payroll" and then click on "Pay Stub." The Employee Services page will also give you access to many other types of information, such as accrued sick leave hours, benefits information, and other personal information in the system.

There are several payroll items which may require clarification.

- First, regular earnings are a set amount every month. In months containing a holiday, your check stub will indicate holiday pay; however, the total pay will remain the same.
- Second, federal taxable gross wages (those subject to federal income tax) are calculated by subtracting retirement, sheltered health benefits, parking, health care reimbursements, dependent care reimbursements, and tax sheltered annuities from regular monthly pay, plus any imputed income you may have.
- Third, FICA and Medicare tax bases are calculated using the same formula with two exceptions. The base is not reduced by retirement deduction or tax sheltered annuities.

Insurance

SFA offers health and basic life insurance to all benefits-eligible employees. Enrollment in health insurance coverage may be subject to a 90-day waiting period. You may choose to add:

- dependent health,
- dependent life,
- dental,
- optional life,
- voluntary AD&D,
- short-term disability, and/or
- long-term disability.

These coverages will be tax sheltered, with the exception of dependent life, short-term and long-term disability. In addition, there is a prescription drug program. You will need to make arrangements to pay health insurance premiums for dependents in the summer if you are not teaching or did not choose a 12-month distribution.

In order to receive a paycheck and benefits, you must attend an orientation session with Human Resources. Items you need to bring to the orientation session include: social security card, documents for I-9 identification (such as driver's license, birth certificate, or passport), and information on beneficiaries (such as addresses, birth dates, and social security numbers). In addition, you will be asked to select a primary care physician at this initial meeting. Therefore, you should inquire and solicit opinions regarding local physicians prior to the meeting (although you can easily change this later if desired). Human Resources has a directory available which lists eligible physicians.

The health care reimbursement account allows you to set aside tax-free money to cover eligible health care expenses you incur for yourself and your eligible dependents during the

plan year. With a dependent care reimbursement account, you may set aside money, tax free, to cover child care and care of elderly or disabled dependents. In both cases, if you do not use the money set aside during the plan year, you lose it.

Retirement

All employees appointed for at least four and one-half months or a full semester at 50% must contribute to a retirement plan. Faculty and certain administrators are given an option to choose either the Teacher Retirement System of Texas (TRS) or the Optional Retirement Plan (ORP) at the time they are first employed in Texas at 100% for a full semester or 4-1/2 months. ORP eligible employees will receive a packet of information and will have 90 days from date of employment in which to choose ORP in lieu of TRS. Faculty members will be enrolled in TRS until the Benefits Office is notified by the faculty member within 90 days that he/she wishes to enroll in the Optional Retirement Plan. Otherwise, the faculty member will permanently remain a participant in TRS.

If you choose to go with the ORP, you will contribute 6.65% of your gross income through payroll deductions. In addition, SFA contributes 6% of your gross income so that 12.65% of your income goes toward retirement. If you choose to go with TRS, you will contribute 6.4% of your gross income through payroll deductions. In addition, SFA contributes 6% of your gross income so that 12.4% of your income goes toward retirement. With either retirement plan, normal social security contributions will be deducted from your gross income, thus providing you with social security retirement benefits.

It does not matter which company you choose for your ORP as long as it is on SFA's list of authorized ORP companies. This list is available from Human Resources. You may choose to deduct additional money (above your required 6.65%) from your paycheck to put in a supplemental retirement annuity (Tax Sheltered Annuity) and/or deferred compensation plan. There is a limit to these extra deductions which Human Resources calculates, and this additional money will NOT be matched by the state.

Most of these ORP companies offer a variety of funds; you can make choices among all the different funds a company offers. Most have a range of investment options, so you can diversify your portfolio depending on your age, life situation, and investment goals. In addition, if you leave the state of Texas, be aware that not all ORP companies operate in all states. If you think you will not be staying at SFA, this should factor into your decision.

Summer Pay Options

Summer Pay: 9 OR 12 Month Pay

If you have a 9 month contract, you may elect to be paid over 9 months or 12 months. If you have a 10-month, 10.5-month or 11-month contract, you may elect to be paid over the months of the contract or 12 months. You make this election by completing the salary spread form available in the Budget Office or Human Resources. Once elected, the salary spread option will continue unless cancelled in writing. Keep in mind that changes may only be made at the beginning of a fiscal year (by September 15th) and remain in effect for the entire year. The calculation for the salary spread is your gross annual pay divided by 12 months.

Extra Money Options

What options do you have at SFASU if you would like to earn some additional money beyond your salary? While these options might not be available to everyone in every department, they are available to at least some on campus.

- *Teach Online Courses.* Distance courses are increasingly popular for our campus students and those at a distance and online courses are in demand. In order to teach an online course at SFASU, you must be a Certified Online Instructor. You do this by taking an online course offered on campus. Once you pass the course you can design a course under the guidance of the Office of Instructional

Technology. An approved 3-credit-hour course could earn you about \$2500 when it is offered. If you are the person who delivers the course, you earn a fee of \$1000 for a 3-credit-hour (plus an additional \$10 per student per semester credit hour for every student after the first 33 who are enrolled). If someone else has already developed the course, you can still earn a fee for delivering it each time you teach the course. If you personally keep intellectual property rights you will not receive payment for the development of the course, only pay for teaching it. These fees might change so check with the Office of Instructional Technology for all the details about the exciting developments in online instruction.

- *Teach An Overload.* Some departments offer stipends to faculty who are asked to teach overloads to meet demand for specific courses. Check with your Department Chair to see if overloads are a consideration.
- *Teach Summer Classes.* Teaching courses in the summer can be lucrative for tenure track and tenured faculty as the summer salary is figured as a percentage of your regular salary. Summer classes are not always available in all subjects in all departments as the issue of summer enrollment is critical. The courses usually offered are courses required for degrees and electives that attract a large number of students. A faculty member would normally teach two classes (six hours) in either Summer 1 or Summer 2. Some colleges have restrictions that do not allow faculty to teach both terms while others with heavy graduate degree commitments often encourage summer school teaching throughout the summer. Check with your Department Chair about summer school options.
- *Teach SFA101.* This is a one credit hour freshman experience class usually taught in the fall semester. Its goal is to help freshman students adjust to SFA and find their way in college and includes relevant subjects for freshmen. A stipend (around \$1,000) is available to those teaching the course. If you are interested in working with incoming freshmen, contact Dr. Tim Clipson at the SFA101 office.
- *Propose and Teach a Community Service Course.* If you have an idea for a workshop or course that might be of interest to the community, propose it to the Dean of your college. Each college is responsible for its own community service activities. Your proposal would include such things as the audience, dates and times for the activity, facilities and equipment needed, and whatever salary you might wish to list. Approval for such a course is up to the Dean.
- *Help with UIL.* In April each year SFASU serves as the Regional host for the University Interscholastic League (UIL) Competitions which are a series of academic and athletic competitions for Texas high school students. Students who win at the Regional event go on to compete at the State event. Serving as an activity director or judge might be right up your alley. Small stipends are available. Contact the Dean's Office of the College of Liberal and Applied Arts.
- *Apply for a Faculty Research Grant.* The university approves a number of faculty research grants each year if you have a big research project that you need time and money to complete. The money would be similar to that which you might earn for summer school (there are salary limits). Some people choose to do the research during a Summer Term instead of teaching. Others like to teach one term and research the other. You have to apply for a university faculty research grant about a year before you really want to use it, so start early. Contact your Dean or Department Chair for the details.
- *Win an Award.* The university recognizes a number of faculty each year for teaching. In addition, many colleges also recognize exceptional research and/or service. If you win such an award, you might receive a check or you might have funds available to you to purchase items to help you in your research or in professional development and travel. So, get out there and win an award!

- *Write a Grant.* You may write a mini-grant to help support your research efforts which could include such things as postage, salary for a graduate assistant, and supplies related to your research. You can also write a much larger grant. If you have a great idea, the [Research and Sponsored Programs](#) Office, provides instruction and advice on how to apply for a grant and how to turn your request into real dollars.
- *Write a Book, Book Chapter, or Review a Publication.* Book publishers are always looking for faculty to review possible new publications or make suggestions for revisions on existing texts (these tend to be for small stipends). There are also opportunities to write chapters (minimal pay in most cases) or write entire texts (which takes much longer but can be more financially rewarding).
- *Caveat on Funds.* If you decide to take outside employment not related to your professional activities at SFASU, according to policy ([Outside Employment \(E-35\)](#)) you will need to do the following:

"An individual desiring permission to engage in outside employment must complete the "Request for Approval for Outside Employment" form and route it through administrative channels to the appropriate academic dean, director or vice president for approval, prior to beginning outside employment. Each academic dean or director will provide a summary report of individuals approved for outside employment to the vice president by mid-term of the fall semester. Each vice president will provide the President with a summary report from each respective division." Check [Outside Employment \(E-35\)](#) for more details.

Fun Faculty Benefits

Nac-a-nowhere doesn't have to be a synonym for Nacogdoches. The campus is alive and generally has daily events (some are free). The two most obvious and entertaining resources include (1) athletic events and (2) fine arts events.

Athletic events include football, volleyball, soccer, basketball, baseball, rugby, track and field. Faculty members can purchase discounted reserved season tickets for football (approximately \$35 per family member for the season) and basketball (approximately \$50 per family member for the season) at the ticket office located in the University Center. Tickets to volleyball, soccer, rugby, and track and field events (with the exception of play-offs) are free. Faculty and community members regularly attend these events.

Fine arts events are equally as varied and include opera, recitals, symphonies, ballets, art shows, and theatre productions. Each year the College of Fine Arts and various sponsors enrich us with the SFA Children's Performing Arts Series, the University Series, various symphonic and wind productions, student and faculty music recitals, student and faculty art shows, dance company exhibitions and student-performed plays. Tickets to these events are reasonably priced; as a faculty member you can purchase up to two tickets for any fine arts event at half price. Many of the student recitals are free.

Additionally, many attend the new faculty orientation socials, the annual President's Holiday Reception, and various college picnics and graduation celebrations, all of which are free. The Advancement Office also offers holiday entertainment through its annual GALA (which is not free).

Student Activities and departments also sponsor entertaining and intellectual speakers. Musical concerts and other activities help round out the University experience. Fraternities and sororities also delight us with such things as Bog-N-Grog, Fight-Nights, 5-k fun runs, among other things. The Alumni Association has added Lumberjack Alley (a tailgating experience) for the serious and not-so-serious football fans. Events surrounding Homecoming include a downtown parade, a golf tournament, a duck-dash and a bar-b-que.

For those individuals wishing to continue their education or the education of their dependents, SFA does have an Employee Scholarship Program, which will pay up to \$2,000 per year for an employee, spouse or dependent. The actual amount awarded is determined each semester by the 12th class day and is dependent on the resources available. For more information contact Human resources or use the following link:

<http://www2.sfasu.edu/personnel/forms/EduAsst2006.htm>

The Nacogdoches Community

Nacogdoches, the oldest town in Texas, may be smaller than the city where last you lived but few places have as rich a history or as culturally diverse a presence. It may take a little exploring on your part to discover the riches of the city but it will be well worth your effort. In addition to the materials you received about Nacogdoches at the New Faculty Orientation, check out the following web site maintained by the [Center for East Texas Studies](#).

A visit to the [Nacogdoches Convention and Visitors Center](#), located in the downtown square is also worthwhile. Among the many things that can be highlighted about the area, we would like to pass on recommendations in three areas: restaurants, attractions, and a walking tour.

Nacogdoches Restaurants

We asked SFA faculty for their restaurant recommendations in or within driving distance of Nacogdoches. (Keep track of your favorite spots. In a few years we will repeat the poll.) Here are some of their favorites:

- Auntie Pastas; classic Italian; entrees \$6-\$15; 211 Old Tyler Rd.; 569-2171
- Clear Springs; catfish, ribs, and steaks; entrees \$7-\$15; 211 Old Tyler Road; 569-0489
- Cotton Patch Cafe; Southern home cooking; entrees \$6-\$8; 3117 North Street; 569-6926
- Delacroix's Seafood; cajun cooking and fresh fish; entrees \$5-\$15 ; 1302 North Street; 559-1975
- Flashback Cafe; burgers, wraps, sandwiches, and pasta; pool tables and open mic nights; entrees \$6-9; 109 Wettermark; 462-9550
- Java Jacks; coffee and sandwiches; live music occasionally; 1122 North Street; 560-3975
- La Carreta; Tex-Mex; entrees \$6-\$12; 3000 North Street; 569-2800
- Mike's Barbeque House; barbeque; entrees \$4-\$6; 1622 South Street; 560-1676
- Roma's Italian Restaurant and Club; Italian; entrees \$8-\$15; 112 S. First Street, Lufkin; 409-637-7227
- Yakofritz's Sandwich Shoppe; eclectic; entrees \$4-\$6; 205 E. Main Street; 564-3252

Nacogdoches-Area Attractions and Events

We also asked recently arrived faculty what area attractions, events, parks, festivals, or other sites they have enjoyed and would recommend to new faculty. Here are their ten most recommended attractions:

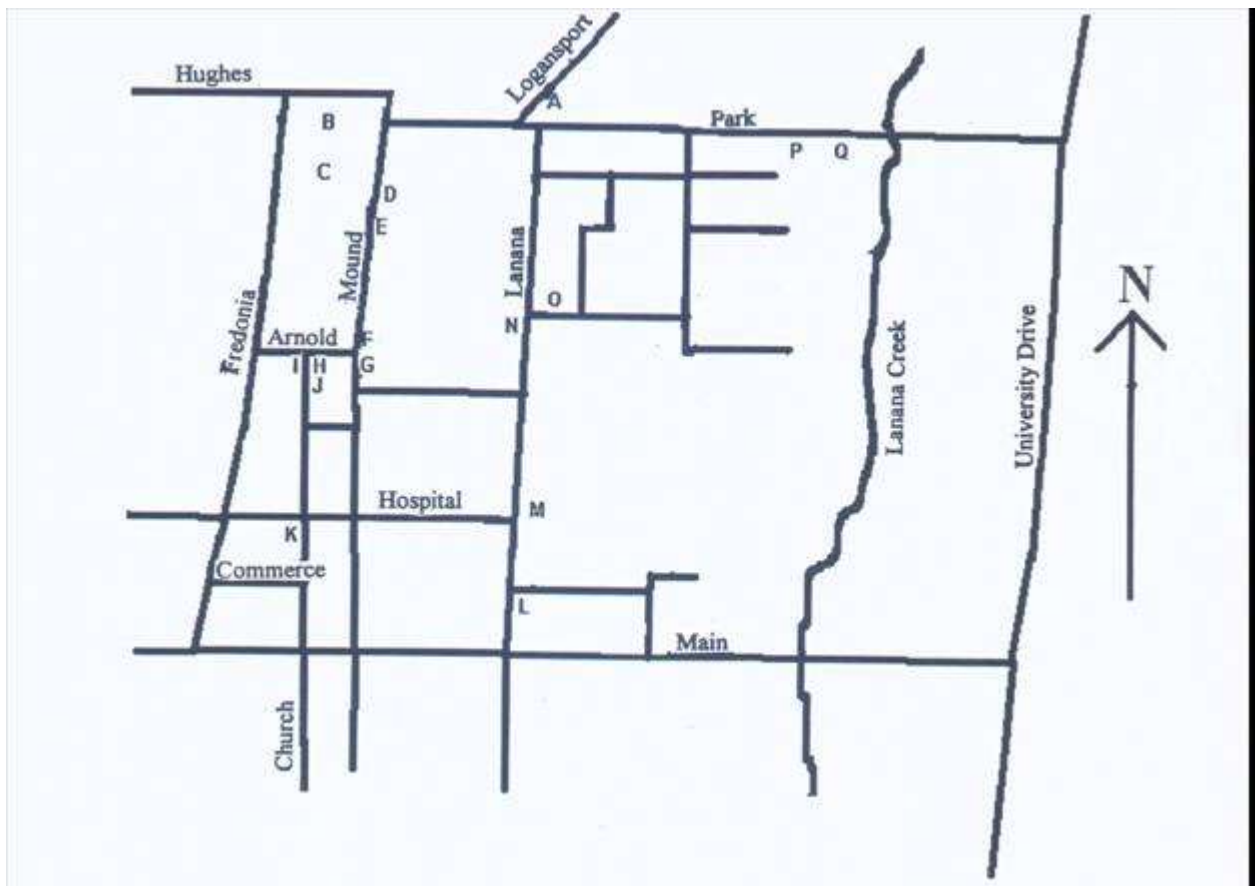
- [Blueberry Festival](#); June; downtown Nacogdoches; free admission; arts and crafts, food, fresh blueberries, musical entertainment, wine tasting
- DoDat Barbeque; September; Nacogdoches Exposition Center; music, barbeque, and beer
- [East Texas Oil Museum](#); open year-round except certain holidays; on Kilgore Junior College campus in Kilgore; an entertaining and informative look at East Texas when they struck oil -- lots of oil
- [Hodges Gardens](#); open year-round except certain holidays; Many, Louisiana; adult admission \$6.50; horticultural park and wildlife refuge
- [Lamp-Lite Theatre](#); a community theatre company founded in 1970; presents a full season of comedy, drama, and musical theatre performances -- six to eight productions with about six performances each. All members of the Deep East Texas community are welcome to join Lamp-Lite -- onstage, backstage, or in the audience.
- [Lanana Creek Trail](#); open year-round; along the west bank of Lanana Creek from Main Street to East Austin; originally an Indian footpath that now takes you through woods, a city park, and the university's arboretum
- [Davy Crockett National Forest - Ratcliff Lake Recreation Area](#); open year-round; on Highway 7 southwest of Nacogdoches; adult admission \$3; picnic, hiking, boat rental, and camping facilities on Lake Ratcliff

- [Tyler Municipal Rose Garden](#); open year-round but best floral displays in early May and mid-October; on Highway 31 in Tyler; free admission; you'll see why Tyler is called the "Rose Capital of the Nation"
- [Ruby Mize Azalea Garden](#); open year-round; SFA campus; an oasis of beauty and quiet
- Taste of Nacogdoches; June; Fredonia Inn Convention Center; adult admission \$10; sample the offerings of over 30 Nacogdoches restaurants
- [Texas Forestry Museum](#); open year-round; 1905 Atkinson Drive, Lufkin; free admission; an interesting and informative glimpse into an East Texas industry

Nacogdoches Historic Neighborhood Tour

Historic buildings abound in Nacogdoches. The buildings which surround the downtown square are the most often noticed and well worth examining. Here, however, is a walk that will take you through two old neighborhoods that offer a glimpse into the varied past of the city. (We are indebted to the Center for East Texas Studies, the Nacogdoches Convention and Visitors Bureau, and the Texas Historical Commission for information about the locations along this walk and recommend you check their web sites and brochures before or after you take this walk.) The walk can be easily done in an hour.

Walking directions and site information given below the map.



Start on Logansport Street just north of Park Street. You'll be walking south.

A. The Clara Hoya Gray House (620 Logansport) and the Jennie Hoya Mast House (610 Logansport). Built in 1914, both homes reflect the influence of Frank Lloyd Wright and are sometimes referred to as twins; however, closer examination reveals numerous differences in

design and style. The homes were designed by Dietrich Rulfs, a German immigrant who is aptly called Nacogdoches' master architect for his work in the city between 1879 and 1926.

Turn west (right) on Park Street. When you reach Mound Street, turn south (left).

B. Old Washington Square is on your right. This area bounded by Mound, Hughes, Fredonia, and Edwards streets was formally deeded to the city in 1855 but was a ceremonial plaza for the Caddo Indians as early as 1250. Thomas J. Rusk Elementary School now occupies most of the square.

C. Old University Building. Located in the middle of Washington Square and now surrounded by the elementary school, the Old University Building was designed by John Cato and built in 1859. Called a university not because the original school offered higher education but because it offered study in a range of subjects, the building has served many roles in its lifetime. Besides a school, it has been used by Confederate troops, Union troops, the Catholic Church, the Masonic Order, and was a temporary home for Stephen F. Austin State University. It now operates as a museum.

D. Charles Perkins House (516 N. Mound). Designed by Dietrich Rulfs and built in 1900. Located in the front of the home near the street is the only remaining intact Caddo Indian mound in the area.

E. Indian Mound. This mortuary mound, originally larger in size, contains numerous artifacts and remains dating back to the 1200's and the Caddo Indian Confederation. Two other large mounds once existed in the Washington Square area. Only this one survives.

F. Tolbert Hardeman House (408 N. Mound). Designed by Dietrich Rulfs and built in 1899. This home now serves as a bed and breakfast inn.

G. Judge Stephen W. Blount House (310 N. Mound). Designed by Dietrich Rulfs and built in 1895 in the Queen Anne style. Besides a residence, the building later served as a funeral home. It is now in the process of restoration.

Turn west (right) on Arnold Street and then south (left) on Church Street.

H. Lee Hardeman House (316 N. Church). Built in 1892 as a large but simple one-story home and redesigned in 1912 by Dietrich Rulfs.

I. Sarah Richardson House (315 N. Church). Built in 1897 as a two-story double house and redesigned as a one-story residence by Dietrich Rulfs in 1920.

J. Tom Summers House (304 N. Church). Built in 1890 as a one-story home, it was redesigned by Dietrich Rulfs in 1912.

K. Roland Jones House (141 N. Church). Designed by Dietrich Rulfs and built in 1895, it is one of the finest examples of Victorian domestic architecture in the state.

If you have crossed Hospital Street to take a closer look at the Roland Jones Home, double back to Hospital and turn east (right) then south (right) on Lanana.

L. Haden Edwards House (106 N. Lanana). Built in 1860 and redesigned in 1890 by Dietrich Rulfs. Be sure to walk far enough to see the southern (main) facade of the building. It now serves as a bed and breakfast inn.

Turn around and start walking north on Lanana.

M. Oak Grove Cemetery (main entrance at Lanana and Hospital). Established in the 1830's, this cemetery contains the graves of many prominent Texas historical figures including four signers of the Texas Declaration of Independence from Mexico.

N. Zion Hill Historic District begins just north of the Oak Grove Cemetery. The wood-frame shotgun houses in this area constituted the most affluent African American neighborhood in Nacogdoches for many years before and after the turn of the century. Many of the residents worked in service occupations in homes you've seen earlier on the walk.

O. Zion Hill Baptist Church (324 N. Lanana). Designed by Dietrich Rulfs and built in 1914. This Victorian / Gothic Revival structure housed the senior African American congregation in Nacogdoches. The congregation has moved to a new location and the building now awaits restoration.

Turn east (right) on Park Street.

P. Black Cemetery (on Park just before Lanana Creek). The Zion Hill Baptist Church was originally located here in the 1870's and church property was used for member burials. At the time, Oak Grove Cemetery was restricted to whites. The cemetery is now maintained by the City of Nacogdoches.

Q. 'Eyes of Father Margil' (Lanana Creek near Park Street). We end our tour with a story of a miracle. During the early 1700's, Father Antonio Margil de Jesus, a Catholic priest, oversaw a string of six missions -- one of which was in Nacogdoches. During a severe drought in the area Father Margil struck a rock along the dry creek bed and much needed water poured out. An historical marker along Park Street identifies the site.

That concludes the walking tour. If you turn around and proceed west on Park, you will return to Park and Logansport where the tour began.

Appendix A: Who's Who at SFA

The following listing is partial! With more than 82,000 alumni as of June 2007, the real Who's Who @ SFA list is too lengthy to print. However, here is an interesting sample including noteworthy physicians, politicians, song-writers, athletes and business owners.

Will Jennings '65 & '67, Songwriter and two-time Academy Award Winner: "Officer and a Gentlemen" & "Titanic."

Dr. Joseph W. Kennedy, '35, Kennedy was the co-discoverer of the element plutonium

Dr. Nancy Dickey '72, Immediate past president of AMA. Dr. Dickey was the 1st female president of the AMA.

O. A. "Bum" Phillips '50, Phillips served as head coach for the New Orleans Saints and Houston Oilers.

Bill Owens '73, Owens is the current Governor of Colorado.

Charles Runnels '48, Runnels is the Chancellor at Pepperdine.

Brad Maule '74, Maule played the role of Dr. Tony Jones on General Hospital.

Don Gaston '54, Gaston is the former Chairman of the Board of the Boston Celtics.

Dee Ann Williams '68, Williams is a 3 star general in the U. S. Army.

Don Henley, '67, Henley was a member of the band The Eagles.

Mark Moseley '70, Moseley is the former kicker for the Washington Redskins and the only kicker ever selected most valuable player in the NFL.

Lt. Gen. O. R. Whiddon, Ret. '55, Whiddon is a 3 star general in the U. S. Army.

Yvonne Gonzalez '78, Gonzalez is an opera singer with the Metropolitan Opera.

James Silas '72, Silas is retired from the San Antonio Spurs.

John Levra '71, Levra is a coach for the Buffalo Bills.

Jill Grove '90, Grove is a mezzo soprano opera singer around the world, including the Metropolitan Opera.

Appendix B:

Syllabus Statement on Plagiarism and Cheating

You might consider including the following statement in all of your course syllabi. It not only defines cheating and plagiarism but tells the student where to find information about university procedures and penalties for these offenses. By quoting the Student Handbook, the statement shows that this is not just an individual instructor's concern but that it is an important element in students' code of conduct.

The SFA Student Handbook states:

"It is the responsibility of the student to abstain from cheating. Dishonesty of any kind with respect to examinations, written assignments [completed] in or out of class, alteration of records, or illegal possession of current examinations or keys to examinations shall be considered cheating. . . Courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one's own is plagiarism. The subject matter of ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism."

A full description of university procedures and penalties in response to cheating and plagiarism can be found in the on-line Student Handbook in the Academic Integrity section.

Syllabus Statement Regarding Students with Disabilities

Here is the "official" statement from the office for student disabilities:

"In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services."

Appendix C:

The following individuals helped write the original "SFA Survival Guide: A Colleague's Guide to Success" and / or the combined Survival Guide and Faculty Handbook.

First Edition (2000):

Jim Magruder (now happily retired)
Treba Marsh
Violet Rogers
Lauren Scharff
Bob Szafran
Craig Varnell
Edited by: Pat Spence and Lauren Scharff
Illustrated by: Peter Andrew

2001-2005 Edition updates by Lauren Scharff, with help from several individuals from the library and OIT.

Combined Edition (2007):

Carolyn Able
Kwame Badu-Antwi-Boasiako
Marsha Bayless
Priscilla Coulter
Rachel Galan
Kevin Langford
Norm Markworth
Melane McCuller
Darrel McDonald
John Moore
Lauren Scharff
Sandra Stewart
Sharon Templeman
Mark Turner
Robin Wright
Edited by: Lauren Scharff

Revisions: (Faculty Senate, Faculty Government and Involvement Committee)
2008: Clint Richardson, Tomy Matthys, Al Gruelle