**A Colleagues' Survival Guide: Advice and SFA Faculty Handbook**

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

## Introduction

### 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 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/policies/. 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 periodically 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.

## 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 at 468-2188 if you would like a copy of the handbook.) Finally, the East Texas Research Center in the library, 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 43 master's degrees and three 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. In the spring of 2003 the Board of Regents replaced the VPAA position with two new positions: Provost & VPAA and Associate Provost & VPAA. The other "independent" universities are Texas Southern University, Texas Woman'sUniversity, 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 TexasA&M University System (flagship institution Texas A&M in College Station), the Texas StateUniversity System, the Texas Tech University System, the University of North Texas System, or the University of Houston system.

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 by the Governor of Texas. 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, Finance and Administration, 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 the Graduate School, the Director of the Library, the Executive Director of Enrollment Management, the Registrar, the Director of International Studies, the Chief Information Officer, the Director of Research and Sponsored Programs, the Director of Student Financial Aid, the Director of the School of Honors, the Coordinator of University Assessment, the Space Scheduling and Utilization Coordinator, and the Director for the Center for Teaching and Learning (CTL) are directly accountable to the Provost.

*Associate Vice President for Graduate Studies:* The Vice President for Graduate Studies is responsible for overseeing the graduate programs, the graduate committee, 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.

*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 Human Services, the Director of Purchasing and Inventory, the Director of the Physical Plant, the Director of Environmental Health, Safety and Risk

Management, 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 cocurricular 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 University Advancement*: 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.

*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 Business Communication and Legal Studies, Economics and Finance, Management, Marketing, and International Business; as well as School of Accountancy
- College of Education - Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership; as well as School of Human Sciences
- 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 - Anthropology, Geography & Sociology, Division of Multidisciplinary Programs, English, Government, History, Languages, Cultures & Communication, Mass Communication, Military Science, Psychology, as well as the School of Social Work
- College of Sciences and Mathematics - Departments of Biology, Chemistry and Biochemestry, Computer Science, Geology, Mathematics and Statistics, and Physics and Astronomy,; as well as the School of Nursing

*Dean of Research and Graduate Studies:* The Dean of Research and Graduate Studies is responsible for overseeing the graduate programs, the graduate committee, the membership of the graduate faculty acrossthe university, grants and sponsored programs, and undergraduate research. The Graduate Council advises the Dean of Research and Graduate Studies.

*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 the CTL, 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 has 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, 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 an 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 SFA 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 professor 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 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 some 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 a 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 consider discussing 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 and help within Academic Affairs.

In some cases, you might suspect that a student has a more severe psychological problem. SFA has a policy Students Displaying Serious Psychological Problems (10.13) 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 as described in the Student Code of Conduct (10.4) 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 Student Academic Dishonesty (4.1) policy located on the SFA website. 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. The Originality Check option, which automatically checks for plagiarism, is located in D2L and is an option in Dropbox.

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, preparation of the degree plan or more long-term advice about career options, etc. 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.

The success of students is at the core of all we do at SFA. In order to assist students with timely completion of their degrees, the University utilizes the Student Success Collaborative and SSC Campus. SSC Campus is an academic advising tool that utilizes predictive analytics to assess if a student is likely to complete their selected degree. It identifies students who are at risk of failing to complete their degrees and suggests roadmaps to a degree based on the student's academic strengths and past successes. All SFA students are assigned an advisor when they register. SFA advisors all use Campus to record notes from advising sessions and meetings with their advisees. Students make appointments with their advisors through Campus. For more information about the Student Success Advising Tool, please refer to the web page http://www.sfasu.edu/7652.asp and work with your colleagues who are familiar with the use of SSC Campus.

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 is more than one change.

Most departments offer at least one route to acquiring a major and a route for a double 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 are advising students about a course in another area, you can make sure that it is a reasonable course for them to take. If you are 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 while other departments may use advising centers. In that case, you will not need to do any advising, but we still recommend that you become familiar with the possible degree plan options for your majors. Check with your department about the process.

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). SFA has institutional procedures for students who are on probation. Consult with your department chair or program coordinator for the guidelines. The Academic Programs and Policies portion of SFA’s General Bulletin states that if any course is repeated at SFA, the last of the grades will be used to determine the GPA.

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 do not come back for advising, they will 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 SSC Campus or mySFA/Banner. Most students won't bring a copy with them. 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.

Freshmen need assistance navigating the university. The Student Success initiative at SFA includes multiple advising sessions with freshmen to help them establish connections with their advisor. These multiple connections with the advisor allow the students to identify with someone who can help them find the resources they need to reach their academic goals. 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 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 specifies that all faculty members have at least five office hours per week. Many departments require additional office hours for full time faculty beyond the required five hours per week. 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 your office.

**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 Center for Teaching and Learning regularly offers faculty workshops to help people learn to use various learning platforms.

## Posting Grades and Maintaining Records

For a full description of course grades, what they mean, and how they are used, see the policy on Course Grades (5.5) and Academic Probation, Suspension, and Reinstatement for Undergraduates (6.4).

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 Campus ID 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.

Because student grades cannot be released to others due to the Family Educational Rights and Privacy Acts (FERPA) or posted in public, a convenient way to post individual assignment/exam grades online is through the campus course management system, D2L. Every course has this online component available to faculty and students. Grades posted in the D2L grade book 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 grade book is fully customizable and can include numerical grades, letter grades, totals, averages, and non-grade (informational) columns. CTL offers several training sessions throughout the year if you are interested in using D2L 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.

The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly known as the Buckley Amendment, was passed by Congress in 1974. 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.) 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, and (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 (2.10): 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;
> (5) records maintained by University Counseling Services if the records are used only for treatment of a student and made available only to those persons providing the treatment; and,
> (6) 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 Records 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 (6.7) 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 Quit-Fail (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 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, many of the current official lists of excused absences are available on mySFA under the myServices tab and the Excuses link. 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 "Special Problems" or "Independent Study" course. This is not for students with problems, 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 5175 course.

Colleges have different requirements for the allowance of Special Problems/Independent Study courses, so please make sure you follow the specific requirements.

A student who is interested in doing an independent project should contact a faculty member with whom they believe it would be beneficial to work prior to registration. The faculty member and 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 appropriate form(s), which explicitly ask(s) 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 and the Dean of the College. We would also recommend that the faculty member explicitly write down the expected requirements that were agreed upon with the student in the form of a syllabus.

Additionally, one thing to keep in mind is that doing independent research projects with students may 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. With that being said, speak with your department’s graduate program director and/or chairman sooner rather 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 on a thesis or dissertation, 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 andshould be completed as soon as possible. The thesis/dissertation advisory committee, consisting of the chair (or director or advisor, depending on what term is used in your department), additional graduate faculty from within that department, and 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, 5389 (thesis research) and 5390 (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 5389 and 5390) that is on the transcript. 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 5389 and 5390 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 defendtheir thesis, they must be registered for a thesis course (specifically 5390, 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; and 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. This is especially true when it comes to any type of online communication/social media. When it comes to any kind of online content you create, it is best to never say/write/share anything you would not want a student, parent, colleague, or administrator to see. In this day and age, someone can easily take a screenshot on their phone/computer and easily disseminate any message, photo, video, etc. you have posted. 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 policies, Nondiscrimination Complaints (2.11) and Title IX(2.13).

**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 chair 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 afterhours 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 is 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 Library Information and Networking Center (LINC) Lab, which is a 135-seat, open-access, computer laboratory featuring both PC and Mac platforms. The Info Labs 1 and 2 are available for reservation in Steen Library, and each room is equipped with Smart/Touch Boards as approximately 30 computers. Steen Library also is home to the East Texas Research Center (ETRC), an archive featuring cultural materials indigenous to East Texas, houses the digital initiatives, and is a designated Federal and State Document Depository.

The Steen Library is home to several centers and departments. The Academic Assistance and Resource Center (AARC), Access Services, and the Acquisition Services & Interlibrary Loan office are located on the first floor of the library. The second floor of the Steen Library houses several offices that include the Center for Teaching and Learning, the Academic Advising Center (for students who are undecided on a major), and the SFA 101: Student Success Offices, Center for Digital Scholarship, and the East Texas Research Center (ETRC).

*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 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 over 200 databases for use by our academic community. Log in through mySFA 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 (Infolab 1 and Infolab 2) with Smartboards, in addition to the LINC classroom. These three wired rooms can be reserved for specific class sessions.
- Audiovisual viewing and listening services are available in two rooms 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.
- 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 Library 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.

The AARC is a multi-disciplinary, peer-facilitated learning center comprised of four programs:

Weekly Tutoring Appointments, Walk-in Tables for tutoring, Supplemental Instruction (SI) Groups and the On-line Writing Lab (OWL). It has the unique distinction of being one of the most accredited learning centers in the country, awarded the Distinguished Certification by the National Association of Developmental Educators (NADE) the only body that certifies Academic Assistance Departments. Several professional staff members 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 holds the Master Level CRLA certification in FOUR tutor training programs.

AARC tutors are trained to help students learn how to prepare for classes and exams, 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. For more information, check out the AARC website or call ext. 4108.

**The Center for Teaching and Learning**

The Center for Teaching & Learning (CTL) was established in the summer of 2014 by combining the staff and resources of the former Office of High-Impact Practices, Office of Instructional Technology, and Teaching Excellence Center. Previously, these three units each provided a portion of the professional development offerings at SFA and followed separate, although closely-related missions.

Now, working as one unit, the CTL provides a comprehensive and improved approach to faculty development aligned with a menu of services that enable our mission to promote innovation, scholarship, and high-impact practices that lead to student success. The CTL provides oversight and support for distance education, the Quality Enhancement Plan, innovative classrooms, and other services listed on the website at https://www.sfactl.com/

A list of services offered by CTL can be found on their web page at https://www.sfactl.com/educator-development. Registering for a workshop can be donein mySFA through the myTraining tab. CTL also offers instructional technology support suchas D2L, Panopto Lecture capture, web conferencing, interactive video, TurnItIn plagiarism detection, Clinkers, and Qualtrics survey tool. Do not hesitate to visit the CTL on the 2nd floor of the Library or call them at 468-1010.

**Information Technology Services**

The 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 website.

The Help Desk offers immediate phone support, referral to the appropriate departmental technician, or creation 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 Technology Support Center at 514 East Austin or by phone at 468-4357. The Technology Support Center 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
- Minor hardware repairs (as work-flow permits)

For support in using mySFA, students may call 468-4357.
For support in using D2L, students may call 468-4357 or 468-1919.

**Human Resources Technology Support**

The Office of Human Resources provides the New Employee Orientation workshops and the mandated EEO (Equal Employment Opportunity) trainings.
HR also provides staff and faculty with the opportunity to update or learn Microsoft Office programs (Word, Excel, and Access) by offering workshops on the programs at no cost to the participants. To find a scheduled workshop or training session, visit their training page online at http://www.sfasu.edu/hr/98.asp. The HR home page http://www.sfasu.edu/hr/ is also home to all personnel and benefits forms for faculty and staff. For more information, call 468-2304.

**Syllabus Guidelines and Accreditation**

SFA is accredited by the Southern Association of Colleges and Schools Commission on Colleges, and we are required to comply with SACSCOC standards. In addition, the 209 Texas Legislature passed a bill designated HB-2504 that mandates all public institutions of higher learning in the State of Texas make available to the public certain information concerning undergraduate academic programs. The bill mandates that class syllabi and instructor-of-record CVs be readily accessible on the institution's website. The documents must be posted by the 7th day after the beginning of the semester. Consult with your department for the posting procedures and deadlines. The information below is provided by Academic Affairs as a guideline for what is required by our standards for inclusion in your course syllabus (see: http://www.sfasu.edu/acadaffairs/curriculum/course-syllabus and find the two syllabus templates):

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty*
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at Academic Dishonesty (4.1)

**Withheld Grades in *Course Grades Policy* *(5.5)***

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

# 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. 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, 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 Faculty Activity Report (FAR) that reviews 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. Keep your teaching evaluations, record your service activities, and note everything you do for the University, such as recruitment activities or directing graduate student theses. This process will be further elaborated later in the annual report section. 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 online portal to document these accomplishments that can be accessed all year long. It can be assessed in mySFA under FACUTY tab, FACULTY TOOLS section listed as Digital Measures – FAR.

## Research Strategies

To begin a research agenda in a new position, a faculty member could explore any lingering potential publications from his or her 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 writing.
- Find a research mentor who does the same type and level of research as you.
- Submit a paper to a conference

**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 cannot 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 dean's offices, or the graduate school office.

Another source of funding at the University level is through programs in the REP and RDP. Such funding normally requires a more formal proposal that includes a well-defined research question, methodology, and literature review. Forexample, Research Enhancement Program (8.11) and Research Development Program (8.10) describe 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 (MG) administered by the Office of Research and Sponsored Programs (ORSP) are for relatively small amounts (award limit $1,500) and require the completion of the proper application found on the ORSP website and the department chair's endorsement. The application should describe the research project and the outlet where you intend to publish your work. The office has set up a July 15th deadline for submissions of mini-grants so that evaluators and administration of these awards can fit into the end of year activities. Additionally, the budget for mini-grants may be exhausted or close to exhaustion assummer approaches, so get an application in early if possible. However, most meritorious projects are funded if funds are available.

ORGS administered Mini-grants can take one of three forms: Project Support (PS), Publication Support (PUB), or Travel Support (TS). PS grants provide support of up to $1,500 to faculty for a specific research project, exhibit, or creative activity. PS funds are available in accordance with the fiscal year (Sept 1 – Aug 31), and eligible faculty members may apply year round. PS applications are reviewed by ORGS. All min-grant proposals are reviewed by a subcommittee of the University Research Council and the ORGS office is responsible for the grant execution and record keeping. Allowable costs include supplies and materials, minor equipment, hourly student assistant wages, costs associated with exhibitions and performances, and specific services (i.e., contract services, sample analysis, translator). This grant is not intended to support instruction or the development or evaluation of curricular materials.
Applicants are limited to one PS minigrant per fiscal year.

PUB grants provide support of up to $750 per article to assist faculty with publication expenses.Successful PUB grants must be tied to a specific accepted publication and require a 50% match from the college, department, or applicant. PUB funds are available in accordance with the fiscal year (Sept 1 – Aug 31), and eligible faculty members may apply year round. An individual may receive a maximum of $750 in funding per fiscal year from this mini-grant category. PUB applications are reviewed by ORGS. Allowable costs include page charges and publication fees related to papers accepted by peer-reviewed (refereed) journals. Applicants are limited to one PUB mini- grant per fiscal year.

TS grants provide support of up to $750 each trip to assist faculty with travel associated with smaller research, creative and scholarly projects, and to present findings of original research in formats other than panel presentations or roundtable discussions. TS funds are available in accordance with the fiscal year (Sept 1 – Aug 31), and eligible faculty may apply year round. An individual may submit multiple applications in a fiscal year for a total of $1,500, the option of up to $1,500 for international travel from this mini-grant category. TS applications are reviewed by ORGS. Allowable costs include travel to present original research data at professional conferences (concurrent or poster sessions), travelto exhibit or perform, travel to collect data, travel to participate in collaborative grant writing, and travel to meet with a sponsor's program officer regarding a specific grant funding opportunity. This grant is not intended to support or evaluate instruction, programs, or the development or evaluation of curricular materials. Funds are not intended to replace departmental professional development travel funds.

Currently, there are three categories under the Faculty Research Grant program: Research/Creative Activities (RCA), Research Grant Development (RGD), and Research Pilot Studies (RPS). Each has its award limit and deadline for application. Detailed information can be found on the Internal Grand Funding page of the Office of Research Sponsored Programs website. Be aware of the deadlines, and plan ahead.

RCA grants are intended for larger faculty research and creative projects that require more support and time than mini-grants. RCA awards are not for the development or evaluation of curricular materials or instructional support. The annual RCA competition is held during the fall semester, and funded proposals are carried out in the in the spring and summer semesters (January – August). The University Research Council (URC) reviews and evaluates RCA proposals divided into two categories – (1) Research and (2) Creative Activities – based on separate criteria. In addition to a maximum of 6 weeks of summer salary, funding of up to $10,000 is allowable to support travel to collect data (non-student), minor equipment, supplies and materials, hourly student assistant wages, and specific services (i.e., contract services, sample analysis, translator,etc.). RCA funds do not support GA appointments or travel to conferences, and should not supplant other funding sources (i.e., department, state, federal). Deadline: Fall semester (usuallynear the end of October and is funded the following January-August)

RGD grants provide support of up to $5,000 to assist faculty, who have the potential for obtaining significant funding from an external sponsor, to develop a fundable research proposal. Faculty applying for an RGD grants must target a specific grant solicitation and deliver a complete, submission-ready proposal by the end of the award period. Eligible faculty may apply for a RGD grant in the fall, spring, or summer semesters. RGD proposals are reviewed and awarded by the URC. Under the RGD grant, faculty may request reassigned time (one course release) in which ORGS will reimburse the department for the actual cost of the faculty replacement or a summer salary payment of $5,000 for the equivalent of one summer session on campus at 50% effort. Faculty members are expected to work with ORGS throughoutthe award period to ensure the end product meets both university requirements and sponsor guidelines. Funds are not intended to support the conduct of research. Deadline: Fall, spring, and summer semesters.

RPS grants provide support of up to $3,000 to assist faculty in initiating pilot projects to generate data for a specific project for extramural funding. Successful RPS awards must be tied to a specific research objective. Eligible faculty may apply for the RPS grant in the fall, spring, or summer semesters. The URC reviews all RCA proposals and awards approximately 5 awards per competition (up to 15 a year). Allowable costs include travel to collect data (non-student), supplies and materials, minor equipment, and hourly student assistant wages. Deadline: Fall, spring, and summer semesters.

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.

In addition to the above university-supported grants, faculty who have three years of full-time experience can apply for Faculty Development Leaves (12.7). 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-salary for two long semesters.

Externally funded grant opportunities are also available. The SFA Office of Research and Graduate Studies helps to 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. Attending workshops in the ORSP will help you better understand the process of applying for 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. Lastly, be aware that 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 (8.1).

**The Use of Human and Animal Participants and Hazardous Materials**

SFA requires that any research proposals involving the use of human participants (Human Research Subjects Protection [8.4]), laboratory animals, or hazardous materials (Health and Safety [13.10]) must be accompanied by a memorandum of approval from the chair of the appropriate University committee. These committees are: Institutional Review Board (IRB) for the Protection of Human Subjects, Institutional Animal Care and Use Committee (IACUC), 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; membership and activities in professional organizations are also considered service. Obviously, if you hold an officer 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, and conducting clinics.

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.

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, by appointment of the department chair, or willingness to serve. 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 policies 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. The constitution of the Faculty Senate can be found at http://www.sfasu.edu/facsenate/docs/constitution.pdf.

**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 whether your idea can be placed on the agenda. It may be beneficial to explain your idea to a member of the committee and ask him or her to introduce the item.

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 considered with either up or down votes, or by 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 at SFA were initiated by faculty members who had ideas for new programs. Some examples are the, the SFA 101 Program, the Honors Program, Teaching Circles, and the New Faculty Orientation sessions. The administration is open to ideas on how to improve SFA, and that means we can make a difference.

# Faculty Facts and Responsibilities

As faulty 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. Library Faculty

## I. The Newcomer: Getting Started and Faculty Meetings

*A. Getting Started*
SFA 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, obtaining needed office supplies, getting a computer and having it connected to the internet, getting an email account, becoming familiar with mySFA (useful for contacting students, faculty services such as pay stubs, etc.), Student Success Advising Tool, Desire2Learn learning management system, clarifying schedules and duties, finalizing paperwork for payroll and insurance, and more.

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.

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 (ITS) will set up your SFA email address. For any computer help questions, a good place to start is the ITS 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.

As a new faculty member, you will find information specific for you under the New Faculty Resources of the Center for Teaching and Learning (CTL). There are also Faculty Learning Communities and Teaching Circles that are 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, and other faculty cohorts).

*B. Faculty Meetings*

Faculty meetings include the university-wide meeting prior to the start of the fall semester (the SFA President and Provost speak in regards to the state of the university), 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 [7.12]), most qualified new faculty are given appointments as assistant professors (Academic and Professional Qualifications [7.1]). Additional appointments and their descriptions can be found in Academic Appointments and Titles (7.3). Based on their previous experience, some individuals hired as an assistant professors may be granted some years toward tenure, but in most cases faculty will be required to complete five years at SFA as an assistant professor before being reviewed for promotion to associate professor. Receiving years toward tenure can shorten the time to promotion, but there will also be a shortened timetable in which to accomplish the tenure requirements.

*B. Work Loads*

For most full-time faculty in most departments the expected workload is 24 Teaching Load Credits (TLC) across the fall and spring semesters together. Faculty Workload (7.13) policy 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 [7.21]) 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. 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 (12.24) and Salary Supplements, Stipends, and Additional Compensation (12.16).

*C. Summer Employment*

Summer teaching (Summer Teaching Appointments [7.28]) is not guaranteed at SFA, and it is considered separate from the 9-month faculty contract. 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. University budget constraints may also affect summer employment.

*D. Continuing Education –LEAP Program*

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. (See policies Lumberjack Education Assistance Program (LEAP)[12.5])

*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. Details about the criteria, and the application and review process are given on the Information for Faculty page of the Graduate School website.

*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 Family Medical Leave Act (FMLA), at SFA a faculty member must use his/her accrued sick leave if taking time off following the birth or adoption of a child. You should immediately contact Human Resources if you absent or unable to perform your required duties. 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 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 and Staff) (12.11) 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 ought to recognize that we inherently have a power differential with the students, so our personal opinions should not supersede our professional obligations. Details regarding these issues are clearly outlined in the following policies Academic Freedom and Responsibility (7.3) and Ethics (2.6).

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

*A. The Annual Report (Faculty Activity Report [FAR])*
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.

Annual reports are submitted online and are called Digital Measures Faculty Activity Reports. You can access the form through mySFA. Once you are logged in to mySFA, click on the "FACULTY" tab, and look for the "Digital Measures - FAR" link on the right hand column in the FACULTY TOOLS section.

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 Administrative Evaluation of Faculty Performance and Consideration for Merit Pay (7.6). 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. Chairs/directors and deans review our annual reports when writing their annual administrative evaluations of our performance. Academic unit chairs/directors, often assisted by advisory committees of faculty members, use them to decide merit pay. SFA policies on Tenure (7.29) and Academic Promotion (7.4) 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. During your first year here, you will not submit an annual report, but you will submit one the fall semester of your second 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 us consider what to put in your annual report. Obviously, you are to say something about your teaching, scholarly/creative activities, and professional service during the previous year. 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 due 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 preparing your report. It is to your advantage to prepare one that is easy to read.

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, and notes from students, while other departments prefer to keep the supplemental materials to a minimum. Again, even if you do not 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 something like a teaching award.

*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 (7.29). 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.

Academic Appointments and Titles (7.2) lists academic appointments and titles. According to the University policy on Administrative Evaluation of Faculty Performance and Consideration for Merit Pay (7.6), those materials should include yourcurrent annual report. The specific policies on Academic Promotion (7.4) and Tenure (7.29) require that a candidate include a current vita (C.V.). In addition, the promotion policy says youmust 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. For the most part, an application for promotion or tenure is an expanded version of an annual report. The main difference is that youwill try to show others all you have done in your professional career rather than just what you have done in the previous year. We suggest that you prepare for it the same way you prepare foryour annual report.

To repeat the most important suggestions:

Start early; review University policies on promotion, pre-tenure review, and tenure: Administrative Evaluation of Faculty Performance and Consideration for Merit Pay (7.6), Academic Promotion (7.4), and Tenure (7.29), and for librarians/archivists, Library Faculty (7.17). Here are some other useful tips:

- 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. Do not 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 (7.29) 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 Post-tenure Review (7.22). 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. 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. Travel (3.29) 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 on the Forms page of the Travel Office web site. 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 instate 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 do not charge you state tax. This Texas Hotel Occupancy Tax Exemption Certificate form can also be found online. 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 members do not 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 Guidelines for the Travel and Expense Module (TEM). Information about travel to Washington, D.C. can be found on the webpage at http://www.sfasu.edu/controller/travel/forms/dc.asp. For travel overseas, an email memo should be submitted to the Provost requesting approval for the travel before a travel request can be approved. 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 and other expenses.

## VI. Library Faculty

SFA librarians (Library Faculty [7.17]) are M.L.S.- or M.I.S.-holding professionals with academic rank (Librarian I-IV). 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. Archivists are eligible for promotion (Archivist I-IV), but not tenure. The minimum criterion for appointment to any rank as archivist is a Master of Arts degree in public history with an archival studies concentration.

A group of librarians/archivists review promotion/tenure applications, ensuring that candidates are rewarded objectively for positive job performance, scholarly/creative activity and service. Library faculty work on a 12-month basis.

# Money Issues

## Paychecks

Paychecks are received on the first of the month. If the 1st falls on a weekend or holiday, the paycheck will be available the following official business day.

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 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 "EMPLOYEE," click on "Pay Info" under PAY & TAX section, and it takes you to the Pay Information page of the Self-Service Banner system. Click on "Pay Stub" and choose a year to display. The EMPLOYEE page in mySFA will also give you access to many other types of information, such as leave hours, benefits information, parking permit, 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. Employee health insurance will begin on the 1st of the month following his/her 60th day of employment. You may choose to add dependent life, dental, optional life, voluntary AD&D, short-term disability, and/or long-term disability to be effective as of the first day of employment.

These coverage(s) will be tax sheltered, with the exception of dependent life, short-term and long-term disability. In addition, there is a prescription drug program. Nine-month employees will have their annual insurance premiums deducted in nine months if not choosing to spread salary over 12 months.

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 drivers 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 out-of-pocket 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, only $500 will roll over from year to year. Anything beyond $500 will be lost, but there is no expiration date for that $500.

**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. If an employee chooses to enroll in ORP, the decision is permanent and cannot be reversed. Otherwise, the faculty member will permanently remain a participant in TRS. Detailed information about both of these retirement plans can be obtained in Human Resources.

**Summer Pay Options** (Summer Pay: 9 OR 12 Month Pay)_

If you have a 9-month, 10-month, 10.5-month or 11-month contract, you may elect to be paid over the months of the contract or 12 months (this is often referred to as a "salary spread"). 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 August 31st) 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 SFA 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 a fully developed online course and receive the additional stipends at SFA, you must be a Certified Online Instructor. You may teach an online course without the certification, however, you will not receive the additional compensation. You do this by taking the Online Instructor Certification course offered by the Center for Teaching and Learning (CTL). Once you pass the course, you become a Certified Online Instructor at SFA. When certified, you can design an online course under the guidance of the CTL. An approved 3-credit-hour online 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. These compensations follow the guidelines in DistanceEducation Faculty Competencies and Compensation (7.9). The fees might change so check with the CTL for all the details about the developments in online instruction. *(Note: In 2020, with the onset of the Covid-19 pandemic, the University indefinitely suspended the additional $1,000 course stipend for teaching an online class until budget conditions improve.)*

- *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 advantageous for tenure-track and tenured faculty as the summer salary is generally figured as a percentage of your regular salary. However, this formula may be changed by the administration as a result of changed economic conditions. 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 $1,200) 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 SFA 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.

- *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 Office of Research and Sponsored Programs 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 SFA, according to policy 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 and annually at the beginning of the fiscal year." Check Outside Employment (11.19) for more details. There is the form of Request for Approval for Outside Employment available online.

**Faculty Sick Leave/Personal Time Reporting Rules**

The following are guidelines (Sick Leave [12.18]) for faculty regarding their use of sick leave for personal or family illness and for personal leave:

- If a faculty member needs to take time off to handle personal business, personal leave may be used for that purpose with prior approval from their department head.
- If a faculty member misses a class, even if a substitute covers the class, the time missed is to be reported.
- If a faculty member is out on a continuous basis, two days or more, they must turn in leave for 8 hours for each day.
- If a faculty member misses office hours, due to illness or personal business, they must turn in leave for the time missed.

Accrual of sick leave remains eight (8) hours per month for full-time faculty. Part-time faculty accrue sick leave at a proportional rate.

# Faculty Benefits and Activities

Faculty receive a number of benefits from the University. For example there is an employee scholarship program for employees, spouses and/or dependents, discounts on food, restaurants, recreation, and health benefits such as reduced costs on shots (see Faculty Perks page by the Faculty Senate at [http://www.sfasu.edu/facsenate/perks.asp](http://www.sfasu.edu/facsenate/perks.asp))

In 2020, the University started the Lumberjack Education Assistance Program (LEAP). LEAP completely covers the mandatory tuition and fees for those eligible (faculty members, spouses of faculty members, and children). Everything is covered except the statutory tuition charge of $50 per credit hour mandated by the state. However, for participants who are employees of SFA, there is an additional employee scholarship that will cover the statutory tuition portion. LEAP can be applied for through mySFA and must be reapplied for each semester enrolled. For information regarding eligibility, contact the Business Office.

The SFA campus usually has daily events (some are free). The two most 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 $38 per family member for the season) and basketball (approximately $48 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, jazz, 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 Office of Development 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 host numerous activities and events open to the faculty and public. The Alumni Association has added Lumberjack Alley (a tailgating experience) for the serious and not-so-serious football fans. Events surrounding Homecoming include: downtown parade, golf tournament, and bar-b-que.

# 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 official City of Nacogdoches web site at http://ci.nacogdoches.tx.us/. Its Parks & Recreation page shows recreation opportunities throughout the town for you to explore..

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. Also, the Nacogdoches Convention & Visitors Bureau has a What To Do in Nacogdoches list on their web site.

## 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; 211 Old Tyler Rd.; 569-2171
- Clear Springs; catfish, ribs, and steaks; 211 Old Tyler Rd.; 569-0489
- Cotton Patch Cafe; Southern home cooking; 3117 North St.; 569-6926
- Flashback Cafe; burgers, wraps, sandwiches, and pasta; pool tables and open mic nights; 109 Wettermark St.; 462-9550
- Java Jacks; coffee and sandwiches; live music occasionally; 1122 North St.; 560-3975
- Mike's Barbeque House; barbeque; 1622 South St.; 560-1676
- Napoli's; Desserts/Ice Cream, Italian, Pizza; 2119 North St.; 560-2002
- Cowboy Jack's Saloon; Sandwiches/Subs; 205 E. Main St.; 560-3210
- Maklemore's; Ale House & Bistro; 2304 North St; 205-9183

## East Texas-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

- 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
- 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
- Ratcliff Lake Recreation Area; part of Davy Crockett National Forest; - open year-round; on Highway 7 southwest of Nacogdoches; picnic, hiking, boat rental, and camping facilities
- Faulkner Park in Tyler, Texas: one of the Tyler city parks; hiking trail, mountain bike trail, children's park, tennis and baseball complex
- 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
- 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.

Start on Logansport Street just north of Park Street and walk 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.

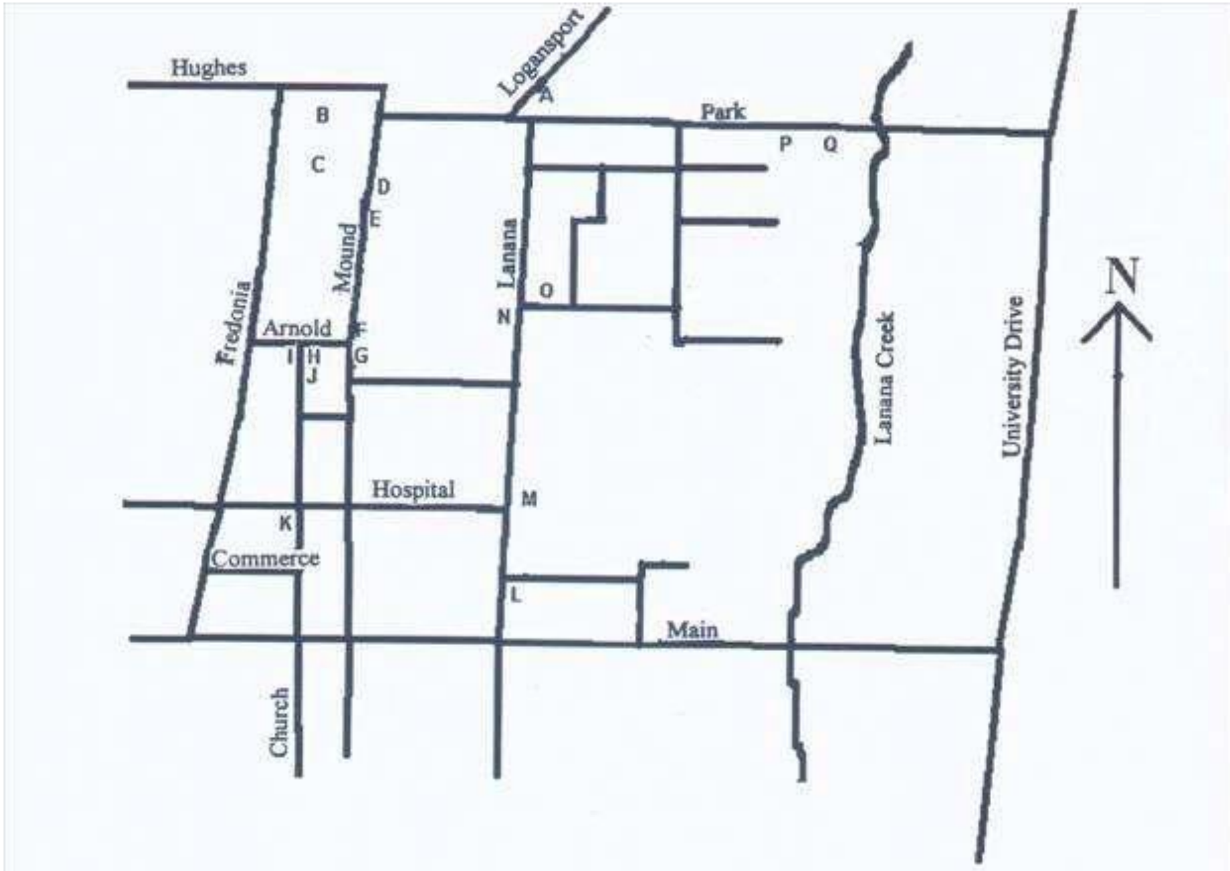
O. Zion Hill Baptist Church (324 N. Lanana). Designed by Dietrich Rulfs and built in 1914. This Victorian / Gothic Revival structure housed the senior African American congregation in Nacogdoches. The congregation has moved to a new location and the building now awaits restoration.
Turn east (right) 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. Father Antonio Margil de Jesus is currently being considered by the Catholic church for sainthood. 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.

The map on the following page can be used for the walking tour. An online interactive map of the historic sites in the City of Nacogdoches can be accessed at http://maps.ci.nacogdoches.tx.us/shortlist_historic_struct/index.html. The information about a comprehensive historic sites survey of the City is hosted by the Center for Regional Heritage Research of SFA.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Lanana Creek
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Hospital
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Main
Church

## Appendix A: Who's Who at SFA

The following listing is partial. With more than 102,000 degrees awarded as of 2012, the real Who's Who @ SFA list is too lengthy to print. However, here is an interesting sample:

- **Joseph W. Kennedy '35** (deceased) Co-Discoverer of plutonium
- **Don Gaston '54**, Greenwich, CT: Former General Manager, Boston Celtics
- **Gen. O.R. "Cotton" Whiddon '55**, Lukin, TX: Three-star General, U.S. Army retire
- **Michael Schneider '65**, Houston, TX: U.S. District Judge for Eastern District of Texas
- **Will Jennings '65 & '67**, Los Angeles, CA: Oscar and Grammy Award winning songwriter, "Up We Belong" from An Officer and a Gentleman; "My Heart Will Go On" from Titanic; "Tears in Heaven" with Eric Clapton; Songwriter Hall of Fame Inductee
- **Kevin Mullally '71**, Washington, DC: Mission director for Rwanda, US Agency for International Development, US State Dept.
- **Nancy Dickey '72**, College Station, TX: Past President, Texas A&M Univ. Health Science Center; Past President of the American Medical Association (First woman to be elected AMA president.)
- **Wayne Christian '73**, Center, TX: Texas State Representative
- **Bill Owens '73,** Denver, CO: Former Governor of Colorado
- **Brad Maule '74**, Nacogdoches, TX: 14+ years as Dr. Tony Jones on ABC's General Hospital; Scholarship with SFA Alumni Association; Adjunct Faculty, SFA College of Fine Arts
- **Brad Roll '80 & '81**, Orchard Park, NY: NFL Strength & conditioning coach, Miami Dolphins, Buffalo Bills; 3 NCAA National Championship rings
- **Rosie Walker Montgomery '82**, Center, TX: Former Ladyjack basketball player; Member of the National Women's Basketball Hall of Fame
- **Nell Fortner '87**, Auburn, AL: Head coach, women's basketball at Auburn University; Former Head Coach of USA Basketball; Led Team USA to a Gold Medal in Summer 2000 Olympic Games.
- **Kelvin Davis '88**, Acworth, GA: CNN news executive
- **Larry Centers '89**, Tatum, TX: NFL veteran; Top 20 Receivers Pro Football Hall of Fame; New England Patriots; Arizona Cardinals, Washington Redskins
- **Jill Grove '90**, Boston, MA: Opera Singer
- **Yvonne Gonzalez '91**, New York, NY: Opera Singer
- **Brady Smith '94**, Los Angeles, CA: TV Actor -- McDonald's, Sears, Hertz, Bud Light, Aflac and Acura commercials; "Jag," "CSI-Miami" and "ER"
- **Kristy Sims Curry '94**, Tuscaloosa, AL: Current Head Coach of Women's Basketball, University of Alabama, Former Head Coach of Women's Basketball, Texas Tech University, Former Head Coach of Women's Basketball, Purdue Univ. 136-31 record at Purdue; 3 Big 10 titles; 2000-01 Final Four title game runner-up to Duke University.
- **Jeremiah Trotter '97**, Hooks, TX: 12 year NFL veteran linebacker with the Philadelphia Eagles, Washington Redskins, Tampa Bay Buccaneers, and was a multi Pro Bowl choice
- **Chad Stanley '98**, Ore City, TX: played with Houston Texans; San Francisco 49ers

# Appendix B

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, Treba Marsh, Violet Rogers, Lauren Scharff, Bob Szafran, Craig Varnell, edited by Pat Spence and Lauren Scharff, and 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: Al Gruele, Tomy Matthys, Clint Richardson

*Revisions:* (Faculty Senate, Faculty Government and Involvement Committee)
2013: Leslie Cecil, Ann Ellis, Cindy Pressley, Deb Scott (Chair)

*Revisions:* (Faculty Senate, Faculty Government and Involvement Committee)
2016: Lauren Brewer, Dennis Gravatt, Janice Hensarling, I-Kuai Hung, Brad Meyer (Chair)

Revisions: (*Revisions:* (Faculty Senate, Faculty Government and Involvement Committee)
2021: James Adams, Don Gooch, Tina Oswald, Derek Cegelka (Chair)

**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 TEC (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; forth, 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.

Draft 1 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. Draft 2 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 once every three years 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.