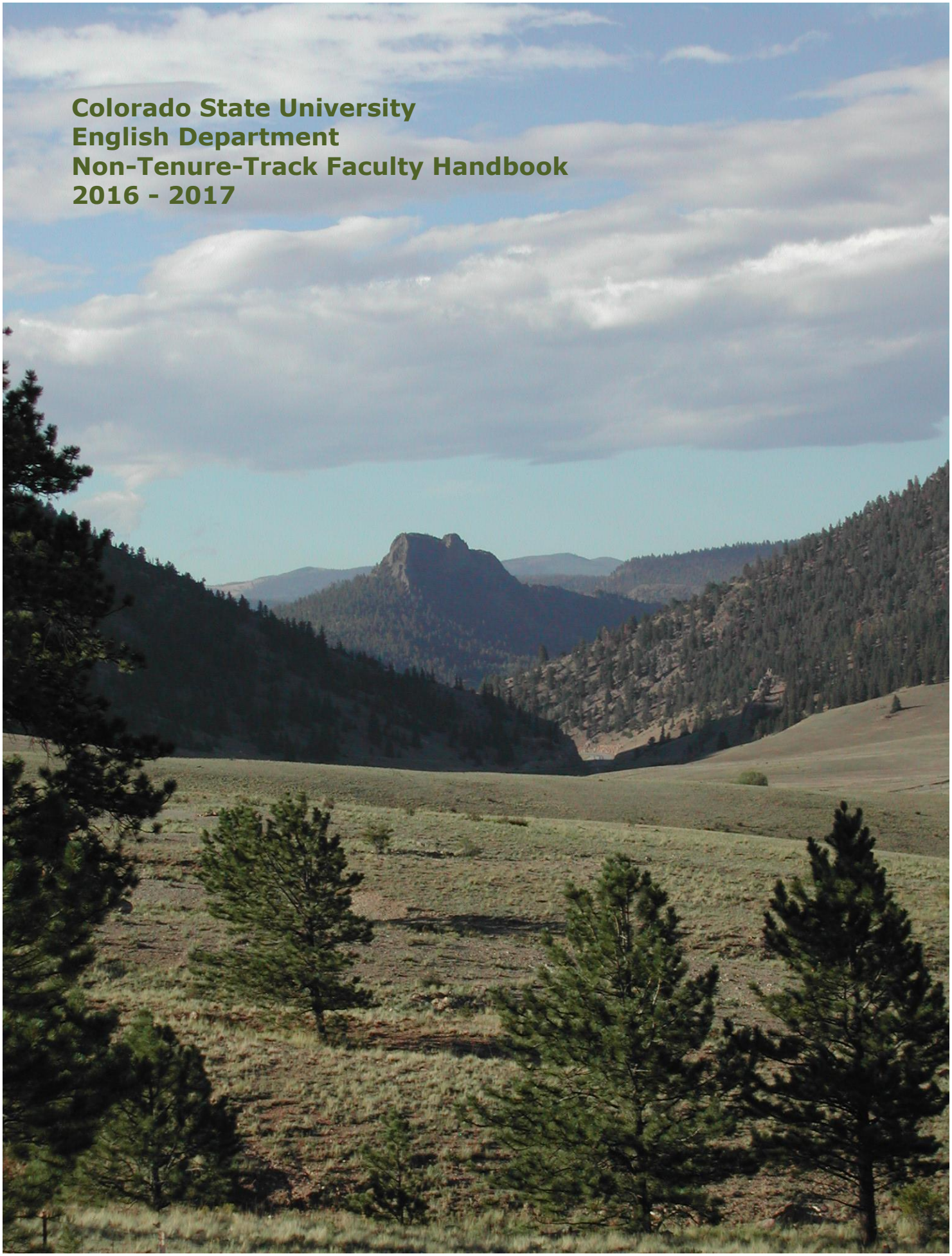
Colorado State University
English Department
Non-Tenure-Track Faculty Handbook
2016 - 2017



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Cover photo by Mike Palmquist

Frequently Asked Questions[1]

Who can apply to be Non-Tenure-Track Faculty (NTTF)?

Ordinarily, the Department hires only those applicants with a master's degree in hand and with college teaching experience. In other words, graduate students must have completed and submitted their thesis projects to the library and completed all other graduation requirements before they can be hired. One exception is E210 – As part of the training program for creative writing instructors, students completing the MFA program may request to teach or team teach a section of E210 before they complete the MFA degree. The student will teach only one section and will have completed E607B, Teaching Creative Writing.

How do I apply?

The Department posts job descriptions on our department website and on jobs.colostate.edu,, in December or January. The application requirements may vary from year to year, so it's best to check the job description each year. You can also get a copy of the full description from Sue Russell (356 Eddy; 491-1898). We have a "full consideration" deadline in mid-February, but we accept applications year-round for positions that might occur after initial hiring. Because of current OEO and University regulations, most NTTF must apply each year for positions unless they have qualified for and received offers without an end date or senior teaching appointments (STA).

What is the background check policy?

A background check is a requirement for employment. The background check must be completed before the University can offer an applicant a final letter of offer.

How are NNT Faculty offers structured?

Most offers in the English department are for Special Instructors: special faculty may be either full-time or part-time, are "at will," and are not eligible for tenure. Temporary faculty members are appointed with an additional condition – employment is for a specific period of time with the understanding that renewal is not likely.

In the English Department, NTTFs are hired with either full-year or semester-only offers. New NTT faculty are hired at the per-section rate established by the College of Liberal Arts. NTTF who are rehired for the following year may be included in the salary exercise and are eligible for a merit raise, along with all other continuing NTTF. In the English department, multi-year contracts are currently available only to STAs.

What does it mean to be hired "without term?"

NTT Faculty who have taught, full or part time, for at least four consecutive semesters, have undergone at least two annual evaluations, and who have achieved "Exceeds Expectations" or "Superior" as overall ratings in the two most recent evaluations are eligible to receive "without term" offer letters. NTTF who have received "without term" letters may expect continued employment without reapplication contingent upon satisfactory performance, financial resources, and instructional need. These letters contain "at will" language which refers to those contingencies. Please see the full text of the department motions that established this option in the second section of this manual for more details.

What is a Senior Teaching Appointment?

The Senior Teaching Appointment recognizes excellent teaching and other contributions over a period of time (at least 10 semesters) of those faculty who are currently on special appointment. You can find out more about these by going to the online *Faculty and Administrative Professional Manual* that is on the Provost's website. STAs are addressed in sections E.2.1.4. and E.11. See the second section of the manual for more details.

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[1] Please also refer to the *Handbook for Adjunct Faculty of the College of Liberal Arts*, which was written in spring 2011 by the Adjunct Faculty Committee of the College of Liberal Arts.
http://contingentcaucus.files.wordpress.com/2011/05/cla-adjunct-faculty-handbook-final1.pdf

Will I receive any benefits as NTT Faculty?

Yes. Academic Faculty—Faculty on Regular, Special or Senior Teaching appointments of half-time or greater are eligible for benefits as of the date of appointment unless otherwise noted. Enrollment in a retirement plan is required and is effective upon the date of employment for all employees. You will be notified by the Benefits Office about benefits for which you are eligible. For more information, see http://www.hrs.colostate.edu/index.html.

What is the requirement for sexual harassment training?

All university employees are required to take the Workplace Answers sexual harassment awareness online module. Shortly after their official start date, every new employee will receive an email from Workplace Answers with a unique link, associated only with them, allowing the employee to access the training module.

What courses might I expect to teach as NTTF?

Most of our NTTF teach composition courses, typically CO150, College Composition. NTTF also teach lower-division literature courses, but we have relatively fewer sections of these. Although we try to give NTTF some variety in their courses, most of the sections will be of CO150. Ordinarily, NTTF holding only an MA are not eligible to teach upper-division English courses at CSU. However, NTTF do teach the upper-division composition courses, CO300, CO301, and CO302.

Am I automatically eligible to teach any of the composition courses for the Department?

We always look at educational background and teaching experience before we hire NTTF to teach any section. If you've taught first-year composition before, we are likely to ask you to teach CO150 for us before we offer you other sections. We also offer training workshops for NTTF to prepare to teach CO300, CO301, and CO302.

Is there a mentorship program in the English department?

Yes. Dealing successfully with the multiple demands placed on faculty requires patience and persistence on the part of the faculty member. Faculty members also benefit from accurate, sympathetic, and timely advice. While advising newly appointed faculty members is a responsibility of department leaders, particularly the Chair, faculty mentors can often give pertinent and useful advice that is not complicated by the evaluation process conducted by the Chair or his/her designees. See the Guidelines for the NTTF Mentor Program in the second section of the manual and the Mentoring Best Practices on the Department website: http://composition.colostate.edu/mentorshipfaq.pdf

Will I be required to teach a standard syllabus for CO150 and other courses?

No, but we will ask you to show us how your syllabus meets our program goals. The English Department does expect you to teach courses as we have formally described them—especially those in the All-University Core Curriculum. Descriptions and sample syllabi are available, both on the Department website and on the N: drive (Engcommon drive/Syllabus Bank—select the semester and then the course). Also note that some courses have required or recommended texts.

> Please see the English Department's composition website for a wealth of information: http://composition.colostate.edu

I notice that CO 150 is an AUCC course. What does AUCC mean?

AUCC courses are those that are part of the All-University Core Curriculum. CO150 is currently the only course approved to meet the lower-division writing requirement (although students may meet this requirement with AP or IB credit, Honors seminars, CSU Composition Placement Challenge exam credit, or approved transfer credits). CO300, CO301, and CO302 meet a second writing requirement.

Among our literature offerings, several courses—140, 232, 238, 242, 245, 270, 276, 277—meet AUCC requirements and must also meet the specified goals for the course. Please be sure that your syllabus meets the core requirements as spelled out in course descriptions on the department website: http://english.colostate.edu/docs/aucc-handbook.pdf

If you are teaching a literature course, you may find helpful the Literature Materials Bank, which is a single website that brings together syllabi, lessons, project ideas, etc. to help instructors plan their lower-division literature courses. You can access the website at: http://csuliterature.wikispaces.com/Welcome. The welcome page has some brief info and the toolbar on the right-hand side will be helpful in navigating. You do not need to have a Wikispaces account to access the materials.

Furthermore, all CSU core courses are approved as part of the state of Colorado Guaranteed Transfer Pathways program. The Colorado Commission on Higher Education, part of the Colorado Department of Higher Education (CDHE), reviews course materials to be sure that all gtPathways courses emphasize critical thinking, critical reading, and critical writing. Moreover, because our University core courses must meet gtPathways criteria, teachers cannot deviate widely from the stated course goals.

gtPathways descriptions are located here:
http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/comm_rev0108.pdf

Will my teaching be evaluated? How?

All members of the department complete an annual evaluation. Please see the explanation of the goals of annual evaluation, the checklist, and notes in the second section of this manual for more details.

One factor in the review of NTTF is the review of student course surveys. All faculty members in the department are required to administer course evaluations to students in all sections. Anonymous letters or comments other than those that appear on course survey forms shall not be used to evaluate teaching, except with the consent of the instructor. The University mandates that instructors use the ASCSU form, and the Department has formulated supplemental questions that you may also give to students. The course survey process allows you to review the students' evaluations online. You may access links to FAQ, accessing survey results, etc., at http://coursesurvey.colostate.edu/, in the box at the upper right of the screen.

You can also expect that you'll have a peer teaching observation every other year unless you are without term or have a Senior Teaching Appointment; these visits will always be scheduled in advance.

Please see the pages in this handbook for procedures and guidelines for annual evaluation.

Where do I access class rolls?

Since you will not receive printed class rosters from the University, you'll need to access and print your own rosters from ARIES. To get to class lists on ARIES:

1. Login to ARIESweb http://ariesweb.colostate.edu
2. Login Using Your eID
3. Under **Instructor** on the left-hand side, find **Class Lists**.
4. Select **Class Lists** – a list of your courses will appear.
5. Click on the green **Class List** to the right of the course you'd like to access.

What does it mean that my course has a waiting list?

An ARIES Registration Waitlist is an electronic list of students who are waiting to register for a full class—standing in line electronically. Waitlists will be effective through the add deadline for each section. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the waitlist is notified via their RAMmail account or via a text message when a space becomes available. The student then has **24 hours** to register for the class before being dropped from the waitlist. The student is **NOT** automatically registered.

As students are looking at the Class Schedule for classes each semester, they must remember that just because a seat is available, it's not really available if there is a waitlist. They need to check to make sure whether there is a waitlist for the class. We recommend that you do not override students into courses; instead, let the waitlist process work.

What kind of grade book do I use?

The Department does not provide grade books. Many teachers use Excel or other computer programs to keep grades. We provide one such grade book in the Writing Studio on the Online Writing Center, and Canvas includes a grade book that some instructors use. While the Department does not require electronic posting of grades, students do expect to find their grades online.

How do I find my classrooms? What if one of my classrooms isn't working for me?

You can find your classroom on the CSU campus map link: http://www.map.colostate.edu/#c=academics.
If you find your classroom unsuitable, you may email the Registrar's office to see if you can get a new room (roomscheduling@colostate.edu), though sometimes this will be impossible. You can check classroom availability under "General Tools" on the ARIES website: https://ariesweb.colostate.edu.

Should I use an electronic course management system?

When used successfully, Virtual Learning Environments (VLE), also known as Course Management Systems (CMS) or Learning Management Systems (LMS), can facilitate our teaching and foster student learning. At their most practical, these environments can make the paperwork associated with a class more manageable. Some LMS come with sophisticated gradebooks or quiz and testing systems, or have group email or class announcement features. They typically enable student access to a course calendar and class materials, providing students with 24/7 access to these essential items. See the second section of this manual for more details.

What elements are required on a syllabus and policy statement?

The Higher Learning Commission requires that your syllabi do the following:

a. identify the intended learning outcomes. (If you are teaching an AUCC please be aware that the learning outcomes are available on our department's website. See above.

b. list the contact hours for each course (including various sections that may be instructed in hybrid or distance delivery options),

c. state the expectations for homework or other work outside of instructional time equivalent to the federal credit hour definition of 2 hours of outside work for each contact hour.

University policy dictates that we note the term and year of each course for which we prepare a syllabus. For departmental (and CLA) record keeping, please also include the course name and number, section number, and information about how students should contact you (email address, office phone number, office number). The syllabus itself should also list, at a minimum, a week-by-week outline of topics (not just titles of readings) and required texts. Those syllabi that are more helpful for students typically go beyond this list of topics to suggest the trajectory of the course – the main movement of ideas and focal points of the course as a whole.

In addition, if you do not include the following kinds of information on your syllabus *per se*, then you should develop a policy statement. The University asks for clarity on each of the following points:

- List of assignments, projects, readings, examinations, with the percentage for each as it contributes to the final grade
- Academic Honesty Policy: the University has an Honor Pledge policy in an attempt to enhance academic integrity at CSU. As explained in the CSU *Faculty and Professional Manual*: "Each course instructor shall state clearly in his or her course syllabus that the course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. The TILT Academic

Integrity website provides examples of possible wordings for the course syllabus: http://tilt.colostate.edu/integrity ." Please review this website and include the appropriate information about the honor pledge on your course policy statements.

- Your attendance policy (but please note that the University tells us we cannot count attendance alone as a percentage of the final course grade). See section below for further details regarding attendance policies.
- Assumptions about student behavior and interaction.
- Information about +/- grading. See the specific question below about +/- grading.
- Title IX information. The department's Executive Committee voted in May 2015 to recommend that faculty include the following approved language regarding Title IX reporting and student resources in their course syllabi or course content handouts to students.
  COURSE CONTENT NOTE: CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.
  For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: http://www.health.colostate.edu/. And, the Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is http://www.wgac.colostate.edu/need-help-support.

More thorough policy statements typically also include details about what constitutes "class participation" and how this element is measured. Thorough policy statements also provide reminders about the availability of services for students with challenges, any special policy regarding peer-review workshops, any special policy about late work, and any policies regarding electronic submission of course materials.

University policy requires that we keep on file a syllabus for every section taught in the department for ten years. Please submit electronic and hard copies to Sheila Dargon each semester.

Please refer to the extended suggestions in the second section of this handbook for the CLA Records Policy.

What is the policy for office hours?

You should post a minimum of 3 hours per week of regular office hours for fall, spring and summer semesters, but you also need to note that you are available by appointment. Sheila will provide you with schedule cards to post on your door (in your mailbox at the beginning of each term). You should also give her a copy of your office hours for student inquiries. You must also indicate your office hours on each of your syllabi. You cannot ask students to drop your classes because they cannot meet you during your posted office hours, nor can you refuse to meet with them if they cannot attend your regular office hours. If you teach four sections, you are considered a full-time employee of the University, and so students can reasonably expect to meet with you between 8 and 5, Monday through Friday. Try to work out a mutually convenient time to meet with those few students who will have a conflict with your office hours, but if a student really is unable to meet at the posted times, you may need to come to campus on a weekday you don't ordinarily teach or meet students.

Do any University policies affect how I count attendance in my sections?

ATTENDANCE POLICY

While the department does not dictate the attendance policies of individual instructors, you must have one, and it must be clearly stated on your syllabus. The *Academic Faculty and Administrative Professional Manual* notes that students must be exempted from your regular attendance policy when they attend University sanctioned activities

such as athletic events. (See http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.14.4). In addition, the University has formulated a policy to avoid religious discrimination: "Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Such accommodation, in the case of a student, might be the rescheduling of an exam or giving a make-up exam, altering the time of the student's presentation, releasing a graduate assistant from teaching or research responsibilities, etc."

In other respects, you get to set the attendance policies for your sections, but those policies must be absolutely clear.

No matter how clearly your attendance policy is stated on your policy statement, if the consequences of excessive absences do not appear in the section that lays out the grading percentages, then students will be able to argue that the policy statement is misleading. If you do not have an explicit link between your absence policy and the breakdown of the grade, the College has made clear that students will win the argument that completing course assignments should allow them to pass the course.

Even a single line in the section on grading percentages, such as "excessive absences override all these noted percentages for class assignments," should suffice.

Also:
• When students add a course late, the days they miss before they add cannot be counted as absences. They must make up any work, but you can only begin counting absences from the date they add the course to their schedules.
• Please note that the University tells us we cannot count attendance alone as a percentage of the final course grade.

Please refer to the second section of this manual for some advice about attendance policies.

Do I have a choice whether or not to use +/- grading?

You are not required to use +/- grading. However, you must make it absolutely clear on your syllabus which grading system you will use as well as the numeric grade breakdown. The department's Executive Committee strongly urges teachers of multi-section courses to adopt the +/- grading scale across the sections. Teachers of CO 150 are strongly encouraged to use +/- grading, so as to be consistent across the courses. The perception of unfairness may result when instructors of multi-section courses use different grade scales, and that real unfairness may result when the multi-section course has a whole-grade prerequisite for a follow-on course, as is the case, for example, with E210 and E311, each of which requires a (full) B to allow students to progress to the next course.

The University uses +/- grading on final grades, and thus the grades you assign in English Department courses will incorporate +/- calculations on a 4.0 scale where:

A+ = 4.0; A = 4.0; A- = 3.667; B+ = 3.334; B = 3.00; B- = 2.667; C+ = 2.334; C = 2.00; D = 1.00; F = 0.00

The University eliminated *C*-, *D*+, and *D*- grades as options for a final grade. In many programs, students receiving lower than a 2.0 on major courses have to repeat courses, and in multi-section courses student argued that equivalent work could receive either a *C* or *C*-.

Does the department have any policies regarding course content?

Yes, we expect all faculty members to be familiar with departmental descriptions of classes and any additional materials developed for gtPathways courses (see http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/comm_rev0108.pdf). In addition, the Executive Committee has endorsed these statements about incorporating writing into all English courses:

1. Every English Department course requires writing, some portion of which is done out of class. Journals, mini-essays and other forms of writing can substitute for standard papers.
2. A substantial portion of the writing assignments are evaluated and graded for form as well as content and returned to the students in a reasonable length of time, generally within about two weeks.
3. Writing assignments should routinely refer to standards of manuscript format.

4. Writing assignments should insist on proper formal citation of primary and secondary sources. The current MLA guidelines on parenthetic reference and a list of work cited are strongly recommended and may be required.
5. The pedagogy of literature courses should include instruction in writing about literature, especially strategies for embedding details, references, and quotations into students' own discourse.

Would it be possible to teach a library research orientation lesson in one of the CSU Libraries' Computer Classrooms?

The CSU Composition Program requires a library research orientation in the CO150 curriculum not only to guide students in building rhetorical knowledge, but also expand their information literacy. Please see section 2 of this document for more information.

What are my responsibilities if I find a student cheating in my class?

The University takes academic misconduct seriously. Per the *Academic Faculty and Administrative Professional Manual*: "Faculty members have a responsibility to report to the Office of Conflict Resolution and Student Conduct Services all cases of academic dishonesty in which a penalty is imposed." Office of Conflict Resolution and Student Conduct Services: 325 Aylesworth NW; 491-7165. The University also asks that students be reminded of this policy in each course. If you'd like to look at the full text of the policy or the revised Student Conduct Code, please review these web pages:
http://facultycouncil.colostate.edu/files/manual/sectioni.htm#1.7.2
http://facultycouncil.colostate.edu/files/manual/sectioni.htm#1.7.3

You should inform Sue Doe (for composition courses) or Tobi Jacobi (for E-prefix courses) if you have an incident of academic dishonesty.

Are there departmental policies on accepting late work?

The department has no set policy on allowing late work; the University expects each faculty member to make clear the policy for each section and to follow that policy fairly in each section. Practice varies across levels and across courses, so clarity is essential.

What should I do if I am unable to meet my classes on a given day?

Please call the English Department office (491-6428) as soon as possible if you are sick and need to cancel your class(es). You can leave a message on this number if you call before or after our office hours: 7:45-12 and 1-4:45. The office will post a Class Cancellation notice for you. We need to know the course number, section number, meeting time and location for each of your classes.

If you anticipate an extended absence (e.g., for illness), please contact Leif Sorensen to inquire about the possibility for course coverage.

Must I give a final exam?

The University considers the final exam time as part of our instructional time for classes. You are required by the university to meet each of your classes during final exam week at the final exam time for the class. The final exam schedule is located here: http://registrar.colostate.edu/academic-resources/final-exams/. You don't need to give an "exam" but you must meet the class. We recommend an activity that works toward educational closure for the course.

Also, the University notes that if a student has more than three final exams scheduled for the same day, the student can negotiate with faculty to move one of the exams. Because our courses are more likely to have essay exams, you may find that you're the teacher with the fewest constraints on setting up an alternative time for a student. Please try to be flexible.

How can I arrange for a student to make up an exam outside of class time?

Occasionally a faculty member will ask a student to complete a make-up exam in the department office. Please bring in the test with an instruction sheet or note attached. This sheet/note should include your name so we know who to return the test to. We'll provide you with an envelope for each test. You should mark each student's name on the envelope, seal it, and place it in our pick-up box. While you're at the office, sign up for a conference room and a time for the student to take the test. Be sure to check with Sheila Dargon about office hours; we don't offer tests over the lunch hour or just before the end of the business day. Then, please confirm the specific time for the test with each student. This way, when the student arrives to take a make-up exam, office staff will know where the student will be working and all other pertinent details.

May my students drop off papers for me in the English Office?

No, we can't accept papers from your students. Do not ask your students to put papers in your mailbox either because they quite frequently pick the wrong box. The best policy is to have students hand in all assignments in class. If you wish to collect papers during final exam week, plan to be in your office to collect papers. **Please do not leave student papers in the hallways at any time as doing so violates student privacy**; if students want final papers returned, please ask them to give you a self-addressed, stamped envelope.

May I give *F*'s or *I*'s in my courses?

You may give failing grades in any course when appropriate. You may not, however, give any student an *I* (incomplete) in CO150 without consulting the Director of Composition, Sue Doe. You must consult with Assistant Chair, Tobi Jacobi, before assigning an *I* in an E-prefix course. The College now requires a new form to be completed before an *I* can be recorded. (See the "Incomplete Grade Memo" on the J drive.)

According to the Registrar's office, "The U.S. Department of Education requires the University to collect information regarding whether or not the student attended when a grade of 'F' or 'U' is assigned. Therefore, the University must require the Last Attend Date and the Attendance Comment be entered for all 'F' and 'U' grades assigned. If you 'never saw the student' or you do not have a record of an academically related event for thestudent, you should enter an 'F' or 'U' (whichever is appropriate), a Last Attend Date of the first day ofyour class, and select 'Never Attended' for the Attendance Comment." See more information here: https://ariesweb.colostate.edu/sites/ariesweb.access_request/grade_q_and_a.pdf

Please note that at CSU a *D* is a passing grade, although it will not always clear a specific requirement in a student's major program.

The University policy regarding *Incompletes* stipulates that all *I* grades automatically become *F* grades after one year if the required work is not completed. In addition, Faculty Council policy states:

"The grade of *I* is a temporary grade awarded to indicate that for reasons that were beyond the student's control or that the student could not reasonably have anticipated, he/she could not complete the requirements of the course. When an instructor assigns an *I*, he/she shall specify in writing the requirements the student shall fulfill to complete the course. The instructor shall retain a copy of this statement in his/her grade records and provide copies to the student and the department head or his/her designee. After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in the absence of the instructor of record."

See the second section of this manual for more information on Student Incompletes and the Withdrawal policy.

How do I submit final grades?

You submit final grades through ARIES at the end of each semester. Under "Instructor Tools," click on "Grade Input" to access your classes.

At the end of the semester, you must submit grade books/spreadsheets from every section of every course to Sheila. The grade books/spreadsheets must contain names of all students enrolled in the section, assigned grades for each assignment, the final grade, indication of the percentage of the final grade attributed to each assignment, and clear indication of any other factor that went into the final grade (attendance policy, etc.).

All instructors are required to report the instructional format for the sections they taught. To report the instructional format of your section:

- Log into ARIESweb
- Select the Grade and Section Instructional Format Submission link under "Instructor Tools"
- Select the current term
- Select the CRN of the section you are reporting
- Select the appropriate section instructional format from the drop down box
- For graded sections continue on through the grade submission process;
- for non-graded sections click on submit at the bottom of the screen

Should I keep records of my class rolls and grades?

All departments in the College of Liberal Arts must gather and maintain in departmental offices particular academic records. Please see the "College of Liberal Arts Academic Records Policy," below.

Does CSU offer out-of-class writing support for students?

The Writing Center at CSU offers students support in the form of general consultations, writing-center-tutorials, and special dedicated-tutoring programs, such as those for working with the ESL-designated 150 classes. The following is the **Writing Center Mission Statement:**

The Colorado State University Writing Center is dedicated to providing advice and resources at every stage of the writing process. Our goal is to engage our community in conversations about writing; to that end, we provide face-to-face consultations, on-line consultations, and workshops for writers in all disciplines. Beginning with writers' needs and concerns, we use our knowledge and expertise to enhance writers' understanding of a variety of rhetorical issues, such as purpose, audience, style and conventions. We strive to help writers develop the confidence to make effective writing choices in any writing situation. In these ways, we support the shared goal of Writing Centers to help create better writers, not just better writing. Much more information can be found here: http://writingcenter.colostate.edu/

Can I check out laptops and other equipment?

Yes. Laptops can be checked out through Sheila in the main office. Most classrooms have laptop hookups in them. You may also check out laptop projectors, though most rooms already have a projector in them.

How am I paid?

You will receive your pay through direct deposit on the last working day of each month. If you teach in fall semester, you will receive approximately one-half of a full check in August (your contract begins on August 16) and a full check at the end of December. If you teach in spring semester, you'll receive full checks January to April and approximately one-half of a check in May (your contract ends May 15). All University employees are required to supply a voided check or deposit slip for direct deposit.

Where is my mailbox?

Your mailbox is in Eddy 357. Check it frequently. Packages are placed on the shelves underneath the mailboxes. However, please be aware that most of our departmental communications happen electronically. Please check your email every weekday.

Can you tell me about my office?

All faculty offices are in Eddy. The CLA office space policy requires that NTT Faculty share offices, either with another NTTF or a tenured faculty member on sabbatical or transitional retirement. As soon as possible after you're hired, you'll be notified when to pick up your office key, as well as a key to both Eddy 357 and 302, so you'll have access to the copy machines for multiple copies on evenings and weekends and to the department printers. Should you lock yourself out of your office, the office staff have a master key to get you back into your office during work week hours. Don't leave any valuables in an unlocked office, and do not leave your office door open when you are not in it. Also, because space is so limited, you may be asked to move at the end of the year.

What should I do if I have problems with the computer in my office?

Please call the English Department first. We can often do basic troubleshooting. But if you continue to have problems or we can't help solve problems, then you can access college resources by sending email to helplibarts@colostate.edu.

What are the rules governing computer use at CSU?

Consult the Academic Computing and Networking Services website for their Acceptable Use Policy: http://www.acns.colostate.edu/Policies/AUP

Will I receive business cards?

The English Department is unable to pay for business cards for faculty members, though you can order them through Communications and Creative Services: http://ccs.colostate.edu/online_order.aspx

How do I access the copy machines?

All faculty members have a set number of copies available through the Department, adjusted annually. You may use the copy machines located in Eddy 357 and 302 or the Risograph machine in Eddy 302. Each person in the department is assigned a copier access number that works on all three machines. Your total number of copies is divided among the three machines, but you can ask Sheila Dargon to transfer remaining copies from one machine to another if necessary. Check in the department office for your number, for help on using the machines, and for help if the machine ever needs toner or has a problem.

To make 30 or fewer copies for your class, use the copy machine ; use the Risograph machine to make 31 or more copies. The Risograph makes excellent double-sided copies, so please save paper by making double-sided copies whenever possible.

Rather than make handouts for each student, use a document camera or a transparency on an overhead projector, or post materials on a Writing Studio or Canvas class page. Transparencies are near the copiers.

You may make single copies for your professional use. The copiers have functions that allow you to scan and save to your computer or send a file to the copier for you to print. To learn about these functions, please see Sheila Dargon.

Where do I park?

You may purchase an "A" permit from the Parking Services office, which is located in the southwest corner of the Lake Street Garage, located at 1508 Center Avenue (on the corner of Prospect Road and Center Avenue). Please consult the campus parking map for assistance with finding their office. See their website for further details: http://parking.colostate.edu/.

Do I get a special I.D.?

Yes, faculty get special I.D. cards from the Ramcard office: http://housing.colostate.edu/get-a-ramcard.

Do I get special library privileges?

Yes, you have faculty privileges at the Morgan Library; you may check books out for an entire semester using your University I.D. card.

How will I get information from and about the Department?

The normal method of intra-departmental communication is electronic. You will need to enter your eID information to have your email access set up. Please see office staff for directions.

The Department newsletter is emailed to everyone each Friday, and it contains a calendar of upcoming events, as well as professional development opportunities. The chair and assistant chairs also use email for almost all communications about sections, professional development opportunities, and other department business. Please check your email regularly, and let the office staff know of any change in your email address. You will also be included in the englishstfaculty@colostate.edu email list that you can use to communicate with all other NTTF in the Department.

Am I eligible for any other faculty privileges?

The University Club is open to all faculty members for a membership fee. You can get continental breakfasts until 10 M-F, Happy Hour on Thursdays, as well as a quiet and comfortable retreat. University Club membership also entitles you to a 20% discount at the Aspen Grill Tuesdays through Fridays and a 10% discount at the University bookstore (except on books). http://www.sc.colostate.edu/membership.aspx

You can join the campus recreation center: http://campusrec.colostate.edu/MemberServices.cfm

Once you're eligible for benefits, you may register for six credits per academic year (including the previous summer term) under the Faculty Study Privilege.

Commitment to Campus is a program of employee benefits such as reduced-price tickets to athletic and arts events, after school activities for kids, and so on. The full list can be found at http://facultyandstaff.colostate.edu/commitment-to-campus.aspx.

What special resources are available to students and faculty at CSU?

Research at the University shows that students may not be aware of services available to them. Please invite any students with special needs to see you after your first class. Also, include phone numbers for Advocacy Services on your syllabus or on an overhead you display every day for the first several classes. A List of Resources at CSU can be found on the department website. At the beginning of the academic year, Sue Russell will email a word document containing these resources.

What University resources are available to support my teaching?

The Institute for Learning and Teaching (TILT) offers a wealth of free resources including workshops, short courses, and online resources. Through the Master Teacher Initiative (MTI), you receive weekly email messages with a teaching tip and the opportunity to attend lunchtime workshops once a month, with lunch provided.

One frequently asked question is about dealing with classroom disruptions. Disruptions are not common, but they occur to all faculty at some time. Knowing your options ahead of time helps you respond appropriately in the moment. You can find helpful resources from TILT, such as this one: http://teaching.colostate.edu/tips/tip.cfm?tipid=44.

Hiring Offers for Section Coverage

Offers for non-tenure-track faculty employment in the Department of English may be made either with an end date or without. The majority of non-tenure-track faculty in the English department have already received offers without an end date and therefore do not receive annual offers. This document first addresses eligibility for offers without an end date and then how sections are assigned.

In 2011, the Executive Committee agreed on eligibility requirements for offers without an end date (what we called "without term") and the department has issued such offers since then to eligible faculty. In 2016, changes in university policies and state statute necessitate updated practices that are consistent with our goals and that comply with university policies and state law.

Our goals remain the same as when we first agreed to make offers without an end date. The Committee reaffirms in 2016 that eligibility for receiving such letters should reflect the department's instructional needs, be as transparent and fair as possible, and build rather than deplete morale. The Committee further reaffirms that any system of hiring and retention of Special Faculty should reward and promote excellence in teaching. We seek to offer a system of hiring that honors seniority where appropriate, invites participation by recently educated graduates, values expertise, and acknowledges the perspectives of the many constituencies of the department.

Therefore, the Executive Committee endorses the following conditions for the issuance of offer letters without end date:

- **Eligibility:** Special faculty who have taught, full- or part-time (at least 50%), for at least four consecutive semesters, have undergone at least two annual evaluations, and who have achieved "Exceeds Expectations" or "Superior" as overall ratings in two consecutive evaluations are eligible to receive offer letters without an end date.

- **Continued employment:** Special faculty who have received offers without an end date do not need to reapply for positions in the English department. Conditions of continued employment are addressed in the *Academic Faculty and Administrative Professionals Manual,* section E.2.1.4., and in the offer letter. The most recent offer letter will be found on the Provost's website. All offers are made "assuming satisfactory performance and adequate financial support for the position" (2015 offer letter).

- **Eligibility guidelines** for initial receipt of letters apply to all persons appointed as Special Faculty. These include not only faculty whose sole responsibility is teaching, but also those whose positions include administrative responsibilities. Individuals holding these "distinctive assignments" (such as upper-division composition instructors, instructors in first-year composition administration, and others with course releases for administration) will receive offers without end date as described in #2 below.

Assignment of sections: The Executive Committee endorses the following procedures for annual assignment of course sections and administrative duties for Special Faculty.

1. In annual hiring, the department will first assign sections to all faculty currently holding offers without an end date or a contract. Decisions about the number of new without-end date offers that can be made will be based on covering no more than approximately 80% of projected annual sections by faculty who hold offers without an end date or a contract. Faculty eligible to receive an offer without an end date will be selected after faculty holding "distinctive assignments" with years remaining in their agreement have been considered. If they are not yet eligible for an offer

without an end date, they will receive priority for sections in order to honor existing agreements. Special Faculty with "distinctive assignments" and with years remaining in their current agreements regarding the length of the assignment will receive offers without an end date if they meet eligibility requirements for such offers.

2. Then, the Non-Tenure-Track Faculty Hiring Committee will rank candidates based on application materials, following their established procedure of weighing qualifications and department needs. From that list, the Assistant Chair for scheduling will determine which applicants are eligible for offers without end date and, if there are sufficient available sections, such letters will be issued per procedures established in the department and college.

3. To complete assigning the remaining sections, approximately 20% of the annual total, the Assistant Chair for scheduling will issue offer letters with an end date starting with year-long offers, followed by semester-long offers.

Provisions for a situation in which the number of eligible faculty exceeds the number of sections: As the pool of faculty with offers without an end date grows from one year to the next, there may be a time when the number of eligible faculty exceeds the number of available sections within the approximate 80% guideline[1]. In that case, the Department will offer sections only to those newly eligible faculty members who have demonstrated the strongest performance as indicated by an average of the overall rating on annual evaluations for the previous three evaluation periods. If this process results in too many faculty members for the number of sections, then seniority will be used as the second criterion. In calculating seniority, all semesters of teaching will be counted, regardless of whether those semesters were consecutive or not.

[1] The percentages are guidelines that may be adjusted annually in keeping with department goals of recognizing excellent performance and retaining scheduling flexibility to address enrollment growth and declines.

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Senior Teaching Appointments

Department of English

Final motion to accept the process as outlined below was approved by Executive Committee, April 26, 2012.

Eligibility

Eligibility for these appointments is determined by the *Faculty and Administrative Professionals Manual* (*Manual)* and the College of Liberal Arts. To be eligible, an individual must meet all three of the following requirements:

- The person has been employed at Colorado State University other than as a Graduate Assistant at least half-time for at least ten semesters, not including summers. At least fifty percent of his or her assignment was devoted to teaching and advising[2] for each of those ten semesters. (*Manual*)
- The person has been employed at Colorado State University other than as a Graduate Assistant at least half-time for each of the preceding four semesters, not including summers. At least fifty percent of his or her assignment was devoted to teaching and advising for each of those four semesters. (*Manual*)
- Performance by candidates for Senior Teaching Faculty status will have been at least "exceeds expectations" for the previous two years of service. (Motion passed 01.27.12 by CLA Council of Chairs)

Process and Timeline

The normal timeline follows:

1. By March 1: Chair consults with the Periodic Comprehensive Performance Review Committee (PCPRC) to determine who is eligible for an STA. If additional readers are needed, the Chair shall appoint them from the tenured faculty.
2. By March 2: Chair invites eligible candidates to apply by March 15.
3. March 16 to March 30: PCPRC reviews files and selects applicants according to the selection criteria below. No later than March 30, the committee chair forwards to the department chair the names of those selected.
4. April 2: The department chair forwards names to the Dean.
5. The Dean forwards names to the Provost.
6. Once approved, the HR representative in the English Department issues appointment offers.

   In the initial year (2012-13), the timeline will begin and end later.

Application materials

An application will consist of the following:

1. a letter of application that addresses accomplishments, teaching philosophy, and goals for the future;
2. professional curriculum vitae (in any format);
3. a list of all courses taught during the previous ten semesters of employment;
4. evidence of a history of teaching effectiveness.

   Evidence of annual teaching effectiveness may be obtained from the College of Liberal Arts Special and Temporary Faculty Evaluation form in use in 2011. Annual evaluations using that form supply ratings based on ample evidence of teaching effectiveness. The Department of English would re-examine the following evidence of teaching effectiveness in light of any new evaluation requirements or processes for special faculty appointments that might arise in the future. Evidence of teaching effectiveness must include the following:

   a) Course Survey cover sheets for the courses taught during the previous ten teaching semesters with brief commentary regarding how course surveys have been used to reinforce or re-examine teaching;
   b) Two peer observations from the last six semesters;
   c) Annual Evaluations for five years, accompanied by brief commentary that highlights a history of teaching excellence.

Selection Criteria and Decisions

No additional criteria will be required for selection. The PCPRC will use a scoring guide to record the materials from the application and to support their opinion to endorse or oppose the application.

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[2] We interpret this to mean both formal and informal advising, which could include meeting with students, advising or sitting on honors theses committees, and/or mentoring students.

The *Manual* specifies the process for decision making.

1. The appointment committee will vote by ballot for or against the appointment of the faculty member being considered.
2. A recommendation for appointment shall be by majority vote of the committee and shall include a vote summary and a statement of reasons representing the majority and minority points of view.
3. The recommendations shall be forwarded successively to the department head, the dean of the college, and the Provost for review and either endorsement or opposition. The Provost's decision is final.

Committee membership and actions related to contrary recommendations will follow the procedures and processes in E.11.

Evaluation

Faculty with Senior Teaching Appointments will participate in annual reviews in the same way as tenure-track and tenured faculty. The *Manual* states that "faculty members on senior teaching appointments will participate in annual reviews . . . in the same manner as faculty with regular full-time and regular part-time appointments" (E.2.1.4.f.). Faculty on Senior Teaching Appointments who have two years of an overall rating that falls below "Exceeds Expectations" within a three-year period will have two years to raise the rating to "Exceeds Expectations." If the rating does not improve, the department will follow the necessary procedures as spelled out in the *Manual* to withdraw the Senior Teaching Appointment.

Guidelines for the Non-Tenure-Track Faculty Mentor Program

The following is a description of the NTTF Mentorship Program from the Department Code:

All newly-appointed instructors who expect to apply for reappointment for the next and successive years are strongly encouraged to ask for a mentor. Mentors for instructors are drawn from the instructor ranks and typically will be those who have been in the department for at least five years. Service as mentor for instructors will be voluntary and will be compensated at a stipend set annually by the department chair. Mentors for instructors will meet periodically as a group to hear updates on department, college, and university policies that affect the worklife of non-tenure track faculty members, and will consult with individuals and committees who have special expertise. Mentors will meet regularly with their mentees to talk about teaching strategies, resources, and opportunities. The mentor group may, at their discretion, choose a convener who may act as a mentor to the mentors. Mentors will support, encourage, and advise their mentees and maintain trust and confidentiality unless behavior contrary to law or university policy is brought to their attention. It is anticipated that newly-appointed instructors will maintain the mentor-mentee relationship for two years.

Goals of and Suggested Strategies for the NTTF Mentor Program:

- To provide a mentoring program that builds relationships amongst NTTF faculty, ensures that new faculty are informed about the university, the college and student- and department culture, and helps NTTFs thrive in their positions as effective teachers who provide quality education for CSU students.
- To foster a sense of belonging and a smooth transition for new NTTFs in the department and the university. *The mentor will meet with the mentee early in the semester to discuss the mentee's background and experience and use this information to help the mentee set professional goals. Mentor and mentee will meet a minimum of three times per semester to discuss those professional goals, and the mentor will be available throughout the semester to answer questions and help solve problems that may arise for the mentee*
- To ensure new NTTFs understand course objectives and goals*: Mentors will discuss course objectives for mentees' assigned classes and will offer suggestions to ensure that the mentee's professional goals are compatible with departmental goals and objectives*.
- To ensure a standard of excellence in grading practices: *Mentors will share examples of and will model for mentees strategies for responding to and grading student work.*
- To enhance new NTTFs' awareness of available resources to faculty and students: *Mentors will show mentees where to access teaching materials, will explain departmental resources, and will inform mentees about most commonly-used resources across campus for students and faculty.*
- To provide additional support as new NTTFs develop annual review materials. supplemental guidance to new NTTFs through the annual review process: *Based on their experience, mentors may add to the many resources already in place that explain annual review processes and guidelines to new faculty.*

Annual Evaluation of Non-Tenure-Track Faculty

If you have any questions, please discuss them with the department chair well before your evaluation materials are due.

Department of English
Annual Evaluation of Non-Tenure-Track Faculty[3]

Introduction

We who teach as part or all of our workload in the English Department (or indeed in any humanities-based program) know how seamless our activities are: we import a reading from one course into another; we build on a successful assignment and use it in another context; an idea we pick up from the newspaper or from a hallway conversation appears in a brief background lecture; cautious responses on student evaluations encourage us to revise an approach that we had been comfortably using for a long time.

Annual evaluation calls for us to pull apart what is otherwise seamlessly stitched together in ordinary time, separating syllabi, graded assignments, and student/peer evaluations. Separating out these pieces is time-consuming, but it also offers an opportunity to see the *connections* or *possibilities for connection* among the different parts of our teaching activities and to make visible those connections to evaluators.

The challenge in assembling your evaluation materials is to demonstrate those connections. Some of the materials you submit are not composed by you, such as student and peer evaluations and sample graded assignments. But you do write or assemble other materials, and they present opportunities for you to communicate effectively with evaluators.

- On the largest scale, you enter the classroom with a teaching philosophy: how do you understand the transactions which go on in a 50 or 75-minute period? What do you bring to the classroom, and what do you expect from students?
- Closely connected to your teaching philosophy are your own professional goals: how do you see your teaching in this department as part of your intellectual and career development?
- Regarding the specific courses you teach: how do these courses flow from your teaching philosophy?
- How do you see those connections revealed in the syllabi?
- How well are you communicating your goals and expectations of the courses you teach?
- Since our courses are not solely a reflection of our own intellectual interests, how well do your courses fulfill the department AUCC goals?
- How well is each assignment explained, and how well does it fit into the overall design of the course?
- On the explanatory narrative for the graded assignments, how clearly do you show how the assignment fits into the overall picture of the course, and how clearly do you demonstrate your expectations and grading criteria for that assignment?

Some of these questions are best answered in the narrative and goals statements, some in the explanatory narrative for the graded assignments, and some in the syllabi. Your challenge is to raise to consciousness (your own and your evaluators') the extent to which the pieces fit together, to articulate those connections, and to work on making the connections more seamless, that is, to reintegrate what you've just pulled apart.

Evaluation Timetable

The following materials are due on the Tuesday grades are due in December: syllabi; three graded student papers in response to a single assignment, with narrative describing assignment and grading criteria; *curriculum vitae* (any format); annual teaching narrative; goals statement with previous year's statement attached; Annual Activities

[3] In response to requests for additional information about annual evaluation, in 2009 Bruce Ronda convened a small group of TTF and NTTF to write the following document that explains evaluation purposes and procedures. Chair Louann Reid updated this document and made important edits in 2012 and 2015.

Report; most recent peer observation report; ASCSU course evaluations (cover sheet) for each course; and job description (if not 100% teaching). Those with administrative responsibilities submit materials to support their narrative regarding administration. New faculty are encouraged to work with their mentor in preparing material, and all faculty receive more specific guidelines about the length and content of the material in workshops held in October or November.

Evaluation Questions, Evidence, and Criteria for Determining Ratings

1. We begin with what is required: the Dean's Office and department chairs have authorized an evaluation form, which is available on the "J" Drive. Please note that as in previous years, the form calls for the submission of three graded samples of papers responding to a single assignment. Given that we have over 40 instructors in our department, it is impossible for one evaluator to read those samples with the attentiveness that they require. The department will continue to use the members of the Special and Temporary Faculty Evaluation Committee to read the graded papers, provide commentary, and assign a suggested rating for the "accurate, thorough, and helpful response to and assessment of students' work" category.

Instructors are not penalized if evaluators ask for more material, such as more detailed descriptions of assignments, in order to complete their work. However, instructors should aim at making their syllabi and narratives clear and comprehensive so that more material is not required. If instructors feel the need to hand out additional descriptions of paper or project assignments, they should consider including in the syllabus a brief description of what this assignment will involve, with the note that more detail will follow. In general, instructors should aim at making the syllabus a clear roadmap to the course, with brief description, goals, assignments, readings, quizzes/examinations, and grading/attendance standards articulated. It might be useful for instructors (indeed, for all university teachers) to remember that syllabi have two audiences, the student and the evaluator. Keeping both these audiences in mind will require some forethought, especially for instructors who make heavy use of websites to make and explain assignments.

2. Here are the required categories and one department-specific category, how evaluators currently understand those categories, the evidence evaluators will consult in assessing each category, and the criteria for rating:

"Syllabi fulfill and explain AUCC, gtPathways, and department course goals":

- Is instructor aware of these goals, does s/he state or paraphrase those goals in the syllabus, and does s/he organize the syllabus to attend to those goals, within the broad parameters of instructional freedom?
- Evidence: course syllabi
- Specific criteria for evaluation:

Yes: AUCC, gtPathways, and department course goals are articulated on the course syllabi, either completely or in paraphrase; syllabi follow those goals, within the broad parameters of instructional freedom of choice of texts, assignments, and teaching methods.
No: instructor is unaware of or indifferent to university, college, and department goals, as evidenced by the absence of reference to those goals on course syllabi; instructor is unable to demonstrate the ways in which course goals are made evident in the syllabi.

"Knowledge of Subject Matter":

- Does the instructor demonstrate knowledge of the issues, approaches, bodies of knowledge, or texts and contexts included in the course? Does the instructor reveal continuing efforts to improve such knowledge, and is s/he reasonably current in contemporary understandings of the subject matter?
- Evidence: syllabi, peer and student evaluations, teaching narrative and goals statements
- Specific criteria for evaluation:

Superior: outstanding, sophisticated understanding of subject matter; masterful connections among texts, contexts, theoretical and critical approaches, and practical applications; continual and systematic efforts to increase

knowledge of the critical, textual, and applied approaches to subject matter; continued and systematic revision of syllabi to reflect sustained engagement with subject matter.

Exceeds Expectations: Above-average understanding of subject matter; connections among texts, contexts, approaches, and applications are sometimes though not always made explicit; periodic efforts to renew and extend knowledge base; periodic revision of syllabi to reflect engagement with material.

Meets Expectations: Competent understanding of subject matter; acceptable connections among texts, contexts, approaches, and applications; occasional efforts to renew knowledge base and revise syllabi.

Below Expectations: gaps in knowledge and/or superficial understanding of texts, contexts, approaches, and applications; recycling of syllabi without revision.

Unsatisfactory: general difficulty in mastering subject matter; lack of coherence in presentation; inability to answer questions adequately; reliance on outmoded approaches and unrevised syllabi.

"Appropriate Teaching Methods":

- Does the instructor demonstrate skill in presenting subject matter in varied ways and in demonstrating its significance and importance? Does s/he make use of varied teaching approaches to address multiple learning styles? Does s/he create an atmosphere that encourages and facilitates learning, reasoning, creativity, and independent thinking? Is s/he open to a variety of viewpoints and respect for student expression? Does the instructor create an atmosphere of serious learning that includes challenging expectations of student performance?
- Evidence: peer and student evaluations, teaching narrative and goals statements;
- Specific criteria for evaluation:

Superior: Sustained and varied level of intellectual activity in classroom, supported by multiple teaching tools that might include power point presentations, website access, on-line exercises, video, small group work, lecture, and in-class writing; excellence in integration of teaching techniques with content of course; continual self-questioning and revision of methods; deep awareness of need to match teaching techniques with level and competence of students; sustained and rigorous atmosphere of respect among students and between student and instructor.

Exceeds Expectations: Above-average use of varied teaching techniques; successful mastery of media including digital and print; creation of general atmosphere of respect and learning among students.

Meets Expectations: Periodic use of varied teaching techniques; general, though not always uniform, sense among peers and students that instructor has created conducive learning environment; effort at grasping differing learning styles and shaping teaching styles to meet those differences.

Below Expectations: Too-great reliance on one style; occasional resistance to dissenting student perspective; periodic inability to move easily from one medium to another, marked usually by difficulty in mastering the technology; periodic difficulty in maintaining order and focus in the classroom; periodic delays in returning student papers or examinations.

Unsatisfactory: Sustained difficulty in keeping order; inability to adopt varied teaching techniques for differing audiences; repeated difficulties in mastering technology; persistent delays in returning student papers or examinations; sustained difficulty in dealing with dissenting student perspectives.

"Accurate, thorough, and helpful response to and assessment of students' work":

- Does the instructor provide students with concrete and clearly articulated criteria, based on the course objectives, that s/he will use in evaluating the assignment? (Note: a grading rubric is not required, although in some courses it may be helpful.) Does the instructor use both marginal and end comments effectively? Are the grades accurate and applied fairly and consistently?

- Evidence: instructor narrative of assignment and grading criteria; graded assignments; teaching narrative and goals statement; peer and student evaluations.
- Specific criteria for evaluation:

Superior: High and sustained standards of fairness, clarity, and reasonableness in assigning and assessing student written work; prompt return of student work (instructor will announce what this means); sustained use of both marginal and end comments, which link with each other so that points made at specific places in written work are contextualized in larger comments at end; comments are, within reason, a mix of praise and critique; marginal and end comments are always specific, clear, and substantive, not written in code or elliptical language nor primarily editorial or grammatical; grades and commentary are always clearly linked.

Exceeds Expectations: Above-average assignment and assessment of student work; usually prompt return of work; usually good use of marginal and end comments, with usually clear connection between them; commentary is usually substantive rather than editorial or grammatical; grades and commentary usually clearly linked.

Meets Expectations: Adequate assignment and evaluation of student work; competent in fairness and clarity of comment and grading; comments are clearly linked to the successes and/or difficulties of the written work; occasional delays at return of student work; acceptable marginal and end comments; over-reliance on grading rubrics without attention to details of specific paper; usually grades and commentary are clearly linked, but occasionally explanations are too rushed.

Below Expectations: Assignments not well-explained or integrated into overall course design; grading assumptions or rubrics not always well-explained or are inconsistently applied; comments are elliptical or missing; periodic delays at returning student work; grades are inconsistently applied, or seem misaligned with comments.

Unsatisfactory: Assignments are not announced in advance or described on syllabus; grading assumptions, criteria, or rubrics are not shared; marginal or end comments are missing, elliptical, or inappropriate (hectoring, demeaning, judgmental, irrelevant to the written work); repeated inability to return student work in timely fashion.

"Sets and works toward appropriate professional development goals":

- Does the instructor maintain a professional demeanor and behavior that demonstrates a commitment to teaching, including regular office hours, responsiveness to student questions and problems, willingness to assist students with letters of recommendation or need for special accommodation; does the instructor take advantage of relevant professional development opportunities as they present themselves
- Evidence: teaching narrative and goals statements, syllabi, *curriculum vitae*.
- Specific criteria for evaluation:

Superior: clear and sustained plan for professional development as articulated in narrative and goals statement; rigorous connection between professional goals and efforts to attain those goals through revision of syllabi or other professional activities including conference attendance or scholarship; punctual and regular maintenance of office hours; demonstrated willingness to aid students with questions or concerns about courses and assignments, or who request letters of recommendation or have need of special accommodation.

Exceeds Expectations: Some attention to professional development as linked to syllabi revision and periodic efforts at conference or workshop attendance; regular office hours; attention to student needs and questions.

Meets Expectations: Competent maintenance of professional behavior in office hours and interactions with students; occasional efforts at professional development, usually by attendance at department-sponsored workshops or special technology sessions.

Below Expectations: Repeated neglect of regular office hours; examples of incorrect advice; erratic willingness to assist students in course or career questions; minimal efforts at professional development.

Unsatisfactory: Systematic failure to hold office hours or keep appointments; indifference to student questions, concerns, or requests; disinterest in professional development.

Department-specific prompt: ***"Course materials and assignments are suited to college-level instruction"***

- Do the various elements of the instructor's courses—syllabi, assignments, examinations, grades—reflect the knowledge/content base, critical thinking, and level of analysis suited to its level and place in the overall department and college curriculum?
- Evidence: syllabi, graded assignments
- Specific criteria for evaluation:

Yes: elements of the course all function to "locate" the course at its appropriate level: for 100- level courses, clearly distinguishing them from secondary school studies; for 200 and 300 level courses, distinguishing them from introductory level courses (for 200-level survey courses, locating the material chronologically or generically, employing a greater range of critical approaches; for 300-level courses, requiring a greater range and degree of sophistication in writing; teaching from identified critical or theoretical positions; expecting students to recognize and employ critical methodologies).
No: instructor blurs distinctions among courses at different levels or is unaware of those distinctions; expectations of student performance at higher levels are not clearly articulated or enforced through assignments or grading.

Choosing/Using a Learning Management System to Facilitate a Course

By Jill M. Salahub
English Department, Administrative Professional: Editor

When used successfully, Virtual Learning Environments (VLE), also known as Course Management Systems (CMS) or Learning Management Systems (LMS), can facilitate our teaching and foster student learning. At their most practical, these environments can make the paperwork associated with a class more manageable. Some LMS come with sophisticated gradebooks or quiz and testing systems, or have group email or class announcement features. They typically enable student access to a course calendar and class materials, providing students with 24/7 access to these essential items.

A LMS extends the learning opportunities beyond the context of the scheduled class time and space. At its best, a LSM can be used to encourage students to form relationships built around academic work (social networking for an academic purpose, building classroom community), to enable collaborative learning, and to provide students with the opportunity to engage directly and independently with course content as active learners, active participants in learning and the making of meaning.

When choosing an LMS, there are many options. You could create a class site on your own using a blog or a Google Group or a Wiki, or you may find yourself in a situation where the system you use is mandated by your departmental or college administration. Some things to consider, if the choice is yours:

- What is my current skill level with technology and Web 2.0 tools? How much support do I need? How confident am I learning something new on my own? How comfortable would I be troubleshooting problems if I didn't have immediate and local support? Could I reasonably expect myself to put together a successful class environment on my own?
- What systems and support are available to me on my campus?
- What are the course learning goals or objectives and how might the LMS help facilitate them? What specific features am I looking for in a LMS? For example:
    - How do I present information to students? (lectures, handouts, demonstrations, etc.)
    - What is my class size, class structure (lecture, discussion, lab, etc.), student/course level (introductory, advanced, graduate, etc.)?
    - Do my students have access to computers during our regularly scheduled class sessions?
    - In what forms do I expect my students to share knowledge—i.e., text, video, audio, still images?
    - What activities might students participate in that could be facilitated by a LMS, (group work, discussion, experiments, writing activities, etc.)?

Learning Management System Options for Teachers at CSU

Canvas http://info.canvas.colostate.edu/login.aspx: Canvas is CSU's learning management system (LMS). Faculty, instructors, and students use this system to support and enhance learning and teaching at CSU beyond the physical classroom. Visit http://info.canvas.colostate.edu/instructor-resources.aspx to find links to information and support for instructors. Each college has a specific Coordinator assigned to help users in your college/unit. Find your LMS coordinator by visiting this link: http://info.canvas.colostate.edu/coordinators.aspx. You can also sign up for free, hands on training at http://info.canvas.colostate.edu/training-schedule.aspx.

Writing Studio: This LMS project was developed locally and is managed by Mike Palmquist, who is currently the Associate Provost for Instructional Innovation. Writers can create a password protected account where they can access the site's writing tools and save their work. The Writing Studio also "offers a course management system that includes most of the tools found in commercial systems -- as well as wikis, ePortfolios, blogs, and other tools that support the learning and teaching of writing." To learn more about this LMS, go to http://writing.colostate.edu/.

Course Blog: Anyone can set up a blog for free, using http://www.blogger.com or http://wordpress.com/. Here you can facilitate course business by posting updates, mini "lectures," files, assignment descriptions, etc. You can personalize the blog design and make use of the available widgets. You can create fixed pages like you would if you built your own website, even make the blog a sub-feature of the site if you'd like. You can allow for multiple authors and/or you can set your blog to private so only the users you invite have access. Upgrading to a paid service, typically a minimal cost, gives you access to even more tools and features.

Google Groups: Google Groups are available to anyone with a Gmail account, (unfortunately the current "rams.colostate.edu" Google apps do not include the ability to create groups, so you need to get a "real" Gmail account, as would your students). Groups allow you and the other members to create and share web pages, customize the look of your group's site, create discussion forums, share files, build member profiles, control member permissions (such as who can load files or make changes to the web pages), and share a Google calendar with the group. If you have a Gmail account, you are also automatically able to create blogs using Blogger, so you could link a group with a blog.

Wiki: Sites such as PBworks allow you to create a collaborative online space for your class, sometimes offering a basic edition for free. According to their site, http://pbworks.com/, the Basic Edition of PBworks includes "multimedia plugins (embed video & audio in just a few clicks), built-in student accountability, (see who changed what, and automatically reverse any changes. The page history lets you keep track of who contributed what), workspace-wide access control, (select the specific users who have access, or make the workspace public and available to all), and classroom accounts (no email required! Give young students a personal login and password to protect their online privacy)." To see more about how teachers are using this specific resource, visit their educator wiki at http://educators.pbworks.com/. You could also visit the "educationalwikis" wiki at http://educationalwikis.wikispaces.com/ and find out how they've answered the question "How can I use wikis in education?," or do a Google search for "wikis in the classroom."

Website: If you are so inclined and have the skills and/or funds, you can buy a domain and server space, and build your own class website (or hire someone to do so). Here, you are only limited by your own imagination and programming ability, (oh yeah, and by time, energy, and funding).

As you can see, if the choice is up to you, you have lots of options. **Some final advice:**

- Be honest about your own abilities/limitations, and also be clear about what you need from a Learning Management System. Use this understanding to guide your choice.
- Give yourself time to learn a new system and be reasonable. For example, don't try to use every feature the first semester. You will be investing extra time as it is, don't give yourself more than you can possibly accomplish. Try just a few things and see how they work.
- You don't have to be an expert before you try something. You'll learn as you go—just like we ask our students to do.
- Expect to be surprised and frustrated. Some attempts will be fabulous disasters and others a complete success, and more still will fall somewhere in between. Learn to welcome whatever happens, as this is how you will learn.
- The goal isn't to become a Canvas or Wordpress authority, but rather to cultivate your critical thinking, common sense, and compassion. Old tools will fall away and others will rise, and your task is to navigate the changing landscape without losing site of learning goals or getting completely lost.
- At the end of the semester, take time to reflect and assess how things went, and make changes or additions accordingly.
- Find allies and support. This could be in the form of other teachers locally who are trying new things or teaching in your same discipline, user support offered by the specific web tool creators, web resources created by other educators, or more seasoned users or specialists who might not mind sharing what they know.

Where to find help: CSU faculty have access to local resources that can help them facilitate their teaching with technology.

- **Computer Applications Training (CAT)** http://lib.colostate.edu/cat: Five times a year (two times per semester and once in the summer), CAT offers free, hands-on workshops for faculty, staff, and graduate students. Some of the applications covered are Windows, Microsoft Office, Photoshop, Dreamweaver, Camtasia, PowerPoint, etc. See https://wsnet.colostate.edu/cwis6/registration/schedule.aspx to view current class schedule.
    - **The Institute for Teaching and Learning** http://tilt.colostate.edu/: Here, you will find a great many teaching with technology resources and opportunities, such as the Master Teacher Initiative (MTI)

Workshops, (http://tilt.colostate.edu/mti/), Professional Development Institute (PDI), (http://tilt.colostate.edu/pdi/), and Teaching with Technology Workshops, (http://tilt.colostate.edu/twt/).

For help with specific programs:

- **Canvas** http://info.canvas.colostate.edu/login.aspx: Canvas is CSU's learning management system (LMS). Faculty, instructors, and students use this system to support and enhance learning and teaching at CSU beyond the physical classroom. Visit http://info.canvas.colostate.edu/instructor-resources.aspx to find links to information and support for instructors. Each college has a specific Coordinator assigned to help users in your college/unit. Find your LMS coordinator by visiting this link: http://info.canvas.colostate.edu/coordinators.aspx. You can also sign up for free, hands on training at http://info.canvas.colostate.edu/training-schedule.aspx.
- **Writing Studio** http://writing.colostate.edu/help/: Read the provided step-by-step guides, or for "comments about this Web site's design, development, and content, including suggestions for improvement, or for permission to use materials on this site, please send email to Mike Palmquist at Mike.Palmquist@ColoState.edu."
- **For the other tools or websites mentioned here**, visit their sites to locate their support materials or staff.

CO150 – College Composition: Library Research Orientation

Compiled by Adam Mackie **and Matt Truslow**
Spring 2013

This section of the handbook provides resources an Instructor in Composition at Colorado State University (CSU) might need to independently, confidently, and effectively teach a library research orientation lesson in one of the CSU Libraries' Computer Classrooms. **(Reserve a CSU Libraries Computer Classroom as soon as possible; they do fill up quickly. Click HERE for a request form to reserve a classroom.)**

Library research can be overwhelming at first for students to learn and teachers to teach. For the purposes of CO150 – College Composition, it is important for instructors and students to understand the significance of taking a rhetorical approach to research. As students begin to develop skills and knowledge about how to find resources in the CSU Libraries, CO150 instructors are given an opportunity to help students work directly towards course objectives. A library research orientation aims to assist students in understanding the common curriculum goals as they form inquiry questions and discover where and how to access necessary resources for successful research. According to the All-University Core Curriculum (AUCC) requirements, instructors of a writing course, such as CO150, are "to provide instruction in the skills essential to written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills." The "Common Curriculum Goals for Teaching Library Orientations" section below strives to clearly outline what skills and knowledge sets are most relevant for CO150. Reviewing the curriculum goals prior to a library orientation session can help instructors and students ground an experience at the CSU Libraries in the rhetorical situation and lead to more context-driven academic discourse.

The CSU Composition Program requires a library research orientation in the CO150 curriculum not only to guide students in building rhetorical knowledge, but also expand their information literacy. In the process of developing a more sophisticated understanding of CO150 course objectives, library research, and AUCC requirements, students:

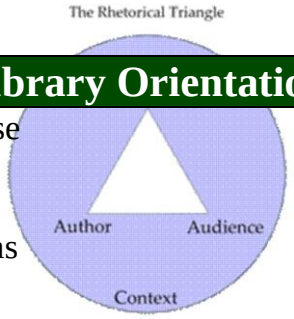
- approach research rhetorically
- explore an inquiry question for research using the resources and databases at CSU Libraries, including *Academic Search Premier*, *CQ Researcher*, or *LexisNexis*
- effectively navigate these databases available in relation to their issue-based research
- develop a consistent and foundational information literacy experience that can be used throughout their academic careers
- evaluate the sources they find that relate to their inquiry questions
- distinguish the difference between popular and refereed sources
- measure the credibility of popular publications
- analyze certain kinds of evidence and how it appeals in various ways to multiple audiences

Useful Tools and Tentative Timeline for CO150 Library Research

Below is a list of "tools" and a "tentative timeline" to assist instructors in research using the CSU Libraries' Website and links to descriptions of three major databases. Use these links to familiarize yourself with the CSU Libraries' services and resources for CO150 – College Composition. For more information, contact the CSU Libraries' Help Desk at 970.491.1841.

TOOLS	***TENTATIVE TIMELINE***
• CSU Libraries' Computer Classroom Reservations**:** The following link takes you to a webpage where faculty can reserve Computer Classrooms in the CSU Libraries. It is highly recommended that you do so as early as possible. ***Indicate if you will lead the orientation yourself.***	**ASAP:** Ensure the desired session date is available to best assist the staff at CSU Libraries **(no later than Week 1).**
• **Pre-Class Preparation:** Assign the "Where Do I Start?" tutorial and have students develop an inquiry question for the library session. There will be time at the end of class to conduct research on students' topics and issues. • "Where Do I Start?" Tutorial**:** This page walks students through the initial stages of their research. It is a self-paced tutorial that takes approximately 30 minutes to complete. It is highly recommended that students complete this either in part or in whole before coming to CSU Libraries. • Other Tutorials for Research Strategies & Searching Techniques**:** There are other tutorials available titled "Five Steps to Better Research," "Boolean Searching," "Advanced Boolean Searching," and "Truncation."	Include preparation on class calendar for the day **before** and announce it in class **(approx. Week 4).** This tutorial takes about 30-45 minutes and does not have to be used in its entirety. If assigned, **give students ample time to complete it.** CSU Libraries have numerous tutorials that can extend an instructors knowledge in research strategies and searching techniques.
• CO150 Research Guide: This page is a great place to become acquainted with the CSU Libraries' resources. This page is specifically tailored to the needs and course objectives of CO150. You can reach it from the CSU Libraries' homepage. Click on "Guides." Click on the letter, "C." CO150 is listed alphabetically.	Reviewing the CO150 Research Guide **prior to the library research orientation** will allow the instructor to help students effectively navigate its contents.
• **Scholarly vs. Popular Sources:** Being able to discern a scholarly from a popular source is an important skill for CO150 students to practice. Click HERE for a table that distinguishes between scholarly and popular sources. There is also a brief tutorial video embedded on the page. THIS video clearly explains the difference between scholarly and academic sources:	The short 2-3 minute video can be played **during** the library research orientation and used as a conversation starter about how to effectively evaluate source material.
• ***Academic Search Premier (ASP), LexisNexis (LN), and CQ Researcher* (CQ) Tutorials**: This document offers concise descriptions about what kind of information the various databases contain. It also offers examples about how to	Depending on the class' needs, descriptions and explanatory resources, such as the MIT Libraries' Database Search Tips might be useful to review **prior** to a library orientation.

construct searches. ○ Database Overview	
• **Sample Lesson Plans and Activity Sheets**: Below are sample lesson plans and activity sheets that may be useful in adapting and constructing personalized lessons: ▪ Sample Lesson Plan for Library Research Orientation ▪ Writing@CSU Activities (Before, During, & After Class) ▪ Supplemental Lesson Plan for *CQ Researcher* and *LexisNexis*	These can be distributed at the instructor's discretion before, during, and after the library orientation. Review these supplemental documents prior to the library orientation research session. Feel free to adapt and modify them to best suit the needs of your class. Consider creative ways to use the Writing@CSU to engage students while in a Computer Classroom.
• **Access to CSU Libraries' Resources On and Off Campus**: There are essentially three username and password accounts that students will need to be able to access all the information available to them through CSU Libraries. **1.** *Electronic Identity (eID)* **2.** *CSU Libraries PIN* **3.** *Interlibrary Loan (ILL) Account*	While introducing the course early in the term, instructors might briefly mention that students will be accessing CSU Libraries as part of the requirements of CO150. **Initially, students should make sure that their eID is operational. When preparing for the library session, instructors might mention that students will need the other two accounts to fully access all the resources CSU Libraries have to offer.**



Common Curriculum Goals for Teaching CO150 Library Orientations

1) Initiate students into an understanding of context-driven discourse
2) Model an effective inquiry question
3) Guide students into forming their own inquiry questions
4) Show students the CSU Libraries' Website and databases, such as *Academic Search Premier*
5) Explain what information different databases provide
6) Determine for students the difference between scholarly and popular sources and how to evaluate various sources
7) Model how to construct and refine a search to get the most relevant resources for the particular research question

Preparing for a Library Session

Before teaching a class in the CSU Libraries, instructors are encouraged to familiarize themselves with the CSU Libraries' Website, the services available, and the major databases, such as *Academic Search Premier (ASP), CQ Researcher*, and *LexisNexis*. *ASP*, however, will likely be the most useful database for CO150 students' purposes since it offers access to *both* scholarly and popular sources.

College of Liberal Arts Academic Records Policy

This CLA policy covers the requirements to gather and maintain in departmental offices particular academic records. The policy meets or exceeds minimum university policies specified in the *Manual.*

Grade Books/Spreadsheets

- Each department is required to gather grade books/spreadsheets from every section of every course at the end of the semester. These grade books/spreadsheets must contain names of all students enrolled in the section, assigned grades for each assignment, the final grade, indication of the percentage of the final grade attributed to each assignment, and clear indication of any other factor that went into the final grade (attendance policy, etc.)
- These grade books/spreadsheets will be maintained in departmental files, paper or electronic, for a minimum of three years.

Course Syllabi

- Each department is required to collect syllabi from all sections/courses each semester. Syllabi should indicate the term and year of the course.
- These syllabi will be maintained in paper or electronic files, for a minimum of ten years.

Incomplete Memos

- When the instructor (any faculty member or GTA), within the guidelines of I.6. of the *Manual*, gives a student a grade of "I" (Incomplete), the instructor must fill out the *CLA Incomplete Memo*, which is on the J Drive and which requires the signature of the instructor, the Department Chair, and if possible, the student. A course syllabus should be attached to the department's copy of the memo.
- Each department is required to be certain that a department copy of this *CLA Incomplete Memo*, with attached syllabus, is received from the instructor who gives a grade of "I" to a student and maintained in departmental files.
- All incomplete memos shall be maintained in departmental files until a change of grade form is forwarded to Records, changing the "I" to a letter grade, or three years, whichever comes first.

Background and Suggestions for Attendance Policies

As you'll see in the material quoted below from the *Faculty and Administrative Professional Manual*, each instructor has the right to establish his/her own attendance policies. Those policies must be absolutely clear about consequences of excessive absences.

The current trend on campus toward large lecture classes for core courses (often on freshmen's schedules) may lead students to expect that attendance is always optional. In recent semesters, more and more of our teachers are reporting that students miss 15 or more class sessions or expect to complete work on their own schedule. In conversations with students who have missed many classes, it becomes clear that teachers need to explain *why* attendance affects performance in class. Several of our policy statements in the department make a good effort to set up specific expectations about why students need to be in class and what they need to do as good participants in the course:

- "Even though the class may serve 45-50 students, you will still be expected to engage in discussion and to respond to questions I may pose to you individually. I will make every effort to make this class a community of readers and writers, but your participation is essential to this end."

- "Regular attendance is mandatory. I define attendance as being present, prepared (you have brought, read, and thought about the reading assignment), and participatory (you are alert, engaged, and contribute to class discussion)."

- "Much of our class time will be spent in small group work, in-class writing, and discussion, so your attendance and participation are crucial. This course will not take a traditional lecture form and instead will rely upon your daily contributions. Participation can take many forms in addition to individual contributions to class discussions. For instance, you may participate well by being a responsible and committed group member. Other times you may participate by encouraging a classmate to add his/her voice to a discussion. Some days you will participate well by writing independently at your computer. In any case, your participation will say much about your readiness for college work."

No matter how clearly your attendance policy is stated on your policy statement, if the consequences of excessive absences do not appear in the section that lays out the grading percentages, then students will be able to argue that the policy statement is misleading. For example, if you have a section on page 1 of your policy statement that lays out your absence policy and a section on page 2 that lists percentages for papers, participation, exams but doesn't mention the absence policy, then students can successfully argue that no matter how many days of the course they miss they can receive a failing grade **only** for the percentage assigned to class participation.

If you want to enforce your absence policy for more of the grade than a class participation percentage, you must repeat the consequences of excessive absences in the grading section of your policy statement or put the two so closely together that a student cannot argue that the policies seem at odds with each other. Even a single line in the section on grading percentages, such as "excessive absences override all these noted percentages for class assignments," should suffice. But please realize that if you do not have an explicit link between your absence policy and the breakdown of the grade, the College has made clear that students will win the argument that completing course assignments should allow them to pass the course.

<u>Final reminders</u>:

- When students add a course late, the days they miss before they add cannot be counted as absences. They must make up any work, but you can only begin counting absences from the date they add the course to their schedules.
- Please note that the University tells us we cannot count attendance alone as a percentage of the final course grade.

University policy requires that we accommodate University activities. From the *Faculty and Administrative Professional Manual*:

I.12.4 Class Attendance Regulations *(last revised June 15, 2005)*

Instructors and departments are responsible for establishing class attendance policies. These policies must accommodate student participation in University-sanctioned extracurricular/co-curricular activities. Students must inform their instructors prior to the anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established University procedures.

For the purposes of this regulation, University-sanctioned activities include competitions, events and professional meetings in which students are officially representing the institution. Appropriate sanctioned activities include:
a. intercollegiate athletics,
b. collegiate club sports ad competitions,
c. conferences and workshops recognized by the University not related to academics,
d. commitments on behalf of the University (ASCSU, band, etc.), and
e. professional activities recognized by the University related to academics.

Department chairs or their designated representatives must approve sanctioned professional and departmental activities. Other sanctioned activities must be approved by the appropriate program director on record with the Division of Student Affairs offices or the Department of Athletics.

Request from Students for Incompletes

1. The last day to withdraw from a course is a final deadline. We CANNOT, under any circumstances, get a W from a single course after that date each term. However, a student can send an appeal to the Provost's Office. The appeals packet needs to include the student's letter of appeal along with any documentation of extenuating circumstances (a letter of support from their professor on department letterhead, a letter from their advisor on department letterhead, medical documentation, a letter from their doctor, a death certificate, an accident report, etc.) and a printout of an unofficial copy of their transcript from RAMweb. The student will also need to fill out a Registration Appeal form to be found at http://registrar.colostate.edu/forms-2. The student takes their appeals packet to the Registrar's Office, Centennial Hall. The Registrar's Office will then forward their appeal to the Registration Appeals Committee for a decision. Under most circumstances, the student will be notified by email regarding the outcome of their appeal within three weeks.

2. If a student chooses to withdraw from all of their courses, they can withdraw from the University until the end of the term, but they must withdraw from every course, not just one or two. The student needs to go to CASA-Center for Advising & Student Achievement, TILT Building, 801 Oval Drive (491-7095). The student will receive a percentage of their tuition depending on the week of their withdrawal.

3. If students caught by the new Withdrawal policy are unhappy about a lower-than-expected grade, they can use the Repeat/Delete option. For information on Repeat/Delete go to http://registrar.colostate.edu/academic-resources/repeat-delete. It is the student's responsibility to request the Repeat/Delete option from the Registrar's Office, before the expiration of the W- drop period in the semester in which the course is first repeated. The Repeat/Delete option may be used for a maximum of ten credit hours. The Repeat/Delete option can be used only the first time a course is repeated. The grade received in the repeated course (Repeat/Delete) will be used in calculating the student's GPA, regardless of whether the repeated grade is higher, the same as, or lower than the initial grade received. The initial grade will remain on the transcript, but will not be used in calculating the GPA when the Repeat/Delete option is applied.

4. Students may also pressure you to give them Incompletes after the W date has passed. Instructors and GTAs can assign Incompletes **only** with the approval of the Director of Composition Sue Doe for Composition classes or Assistant Chair Tobi Jacobi for English classes or the Director of the Creative Writing Teaching Program, Todd Mitchell, for the E210 instructors.

5. A student must be passing a course at the time that an incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an incomplete to a student who is not passing the course. When the instructor, within the guidelines of I.6. of the *Manual*, gives a student a grade of "I" (Incomplete), the instructor must fill out the CLA Incomplete Grade Memo, which is on the J: drive and which requires the signature of the instructor, the Department Chair, and if possible, the student. A course syllabus should be attached to the department's copy of the memo. It would be advisable to add to the memo a date when the work must be completed (e.g. If the above expectations are not met by May 9, 2012, the student's "Incomplete" will become an "F." However, if the above expectations are met as indicated in this contract, then the student's "Incomplete" will be changed to the new course grade earned). When an instructor assigns an "I", he/she shall specify in writing the requirements the student shall fulfill to complete the course as well as the reasons for granting an "I" when the students is not passing the course.

Here's what you need to make clear to students who ask for an Incomplete but who need to repeat the entire course:

1. It is the student's responsibility to find you and rearrange his or her schedule to make up the class with you. You are the teacher of record, and YOU must complete the change of grade form to replace the Incomplete.
2. If you aren't teaching that course again in the one-year time frame before an I turns to an F, consult with the Director of Composition or the Assistant Chair about whether another instructor could make up the I.
3. Anyone you take into your class completing an Incomplete is there as an overload. In other words, if the cap is 24, the student making up an Incomplete is your 25th student. We cannot lower enrollment caps to

accommodate students making up Incomplete grades. Even if you didn't give the initial Incomplete, when you take on a student for another instructor who assigned an I, you have an overload in your class.

University Policies

- Information about Academic Misconduct and University procedures
- Family Medical Leave Act as it applies to our faculty
  See also http://www.colostate.edu/Depts/HRS/hrsman/Section02-AFAP.pdf (p. 8) for information about sick leave more generally.

Please also follow these links for additional information about

- Faculty Responsibility
  Sections E.1 and E.2 from the Academic Faculty and Administrative Professional Manual
  N.B. While the English Department supports the scholarly and creative activity of its Special and Temporary Faculty, publication is lauded but not required. NTTF members may serve on committees (the Department's Undergraduate Committee, for example), but they are not required to do so. NTT faculty are welcome to participate in English Department faculty meetings; those faculty holding an STA are eligible to vote on all matters except those regarding personnel.
  http://www.facultycouncil.colostate.edu/files/manual/sectione.htm#E.1
  http://www.facultycouncil.colostate.edu/files/manual/sectione.htm#E.5

- Sexual Harassment and Personal Abuse - Appendix 1 from the *Academic Faculty and Administrative Professional Manual* - http://www.facultycouncil.colostate.edu/files/manual/appendic.htm#Appendix1
- Consensual Relationships—Appendix 2 from the *Academic Faculty and Administrative Professional Manual* http://facultycouncil.colostate.edu/files/manual/appendic.htm#Appendix 2

Office of Conflict Resolution and Student Conduct Services (OCRSCS)
325 Aylesworth NW 491-7165

The CRSCS staff provide assistance for students and advise faculty and staff on all matters regarding conflicts with students. The hope is to resolve conflict at the lowest possible level through education, facilitation and support, and fostering non-adversarial solutions. See http://www.conflictresolution.colostate.edu/.

If a faculty member suspects a student has violated the Academic Integrity Policy of the University, he or she should contact the Office of Conflict Resolution and Student Conduct Services (OCRSCS) and, in some cases, the appropriate person in the English Department or Composition Program. The purpose of contacting the CRSCS office is to gain an understanding of the Academic Integrity Policy as it pertains to this particular case, as well as to see if the student has a previous file for academic misconduct. A faculty member may also call the CRSCS office to learn how to deal with academic misconduct or student behavior problems in general. English Department (and Composition Program) faculty should include in their syllabi information on plagiarism and let their students know (and put in writing) their expectations regarding academic integrity, attendance, and classroom behavior.

If a faculty member encounters a case of academic misconduct, the faculty member must notify the student of the concern regarding academic misconduct. If the class is an English course and the faculty member has questions, he or she may contact the assistant chair assigned to student conflict if they would like help in the case. If the class is a Composition course, the faculty member should work with the Director of Composition. **GTAs teaching composition courses must contact the Director of Composition before they notify the student of their concern in any way.** After these consultations, the faculty member will follow due process in dealing with the student, including a confidential conference with the student. (Another faculty member or the Director of Composition may join the faculty member in those conversations, if the faculty requests.) As due process dictates, the student must be given the opportunity to respond and to give his or her side. If a penalty is assigned for the student's misconduct, including plagiarism, the faculty member must contact Elaine Green and let her know all the facts surrounding the case as well as discuss how he or she plans to proceed with the student. The options for the faculty member are:

- Assign a grading penalty and refer to CRSCS for a file only
- Assign a grading penalty and request a university hearing through CRSCS
- Refer to CRSCS to address the case. If the student is found responsible, CRSCS will contact the faculty member to determine the grading penalty

In other words, at any point in the process a faculty member has the option of contacting CRSCS with the information they have concerning a student's academic misconduct; if requested, the CRSCS will then conduct research to determine whether the faculty member has enough evidence to proceed. Once the faculty member determines the penalty, that faculty member must inform both the student and CRSCS in writing. If grades are due and CRSCS has still not completed their deliberations, the faculty member will be asked to give the student an Incomplete.

In all cases, the student has the right to a subsequent hearing in the Office of Conflict Resolution and Student Conduct Services.

FMLA for Faculty/Admin Pro

FMLA is job protection for Faculty and Admin Pros for the birth and care of a child, to care for spouse, child, or parent with serious health condition, or serious health problem of employee. The employee is entitled to 480 hours (12 weeks) of FMLA per rolling calendar year. A rolling calendar year begins the day the leave begins. If someone goes on FMLA on May 1, their calendar year ends April 30 of the next year. FMLA runs in conjunction with sick leave, annual leave, leave without pay, and short term disability. An employee must complete a Colorado State University Medical Certification Form and a Colorado State University Family/Medical Leave Notification Letter to apply for FMLA. After the birth of a child, another Colorado State University medical Certification Form must be completed and signed by the Dr.

CSU allows an employee to use a combination of leaves and short term disability for 6 weeks to deliver a baby naturally and 8 weeks for c-section deliveries. Sick and annual leave must be exhausted before an employee can go on lwop or short term disability. Sick leave is paid from an employee's normal salary.

There is a 10 day elimination period before an employee can go on short term disability. This 10 day period can be sick leave, annual leave, or leave without pay. After the 10 days, an employee can apply for short term disability. Faculty and admin pro are paid 100% of their salary when they are on short term disability. The employee's salary during short term disability is paid out of the fringe pool; not the department budget.

Sick Leave

Sick leave may be used for treatment of and recovery from illness or injury. Illness includes treatment for alcoholism and drug addiction. Sick leave may be used for medical and dental appointments, including routine exams and checkups. Up to 160 hours of accumulated sick leave may be used per fiscal year for illness or medical treatment of a member of one's immediate family or for whom the individual has responsibility to provide care. In addition, up to 160 hours of sick leave may be used to provide care for a newborn son or daughter or for a child newly placed for adoption or foster care with the employee. In accordance with the Family Medical Leave Policy (FML), the child need not be ill for use of sick leave in this instance. Leave for this purpose may be taken by either male or female academic faculty and administrative professional members.

Academic faculty and administrative professionals with regular or special 9 or 12 month appointments of half-time or greater accrue sick leave from the date of appointment. Temporary academic faculty and administrative professionals on appointments of half time or greater accrue sick leave after twelve consecutive months of employment for 12 month appointments and after two consecutive semesters for 9 month appointments. Employees working less than 50 percent time are ineligible for sick leave.

Sick leave is earned at the rate of 1.25 days per month while on full-time appointment, including summer session appointments. Regular and special part-time appointments of half-time or greater earn sick leave prorated by the part-time fraction of the appointment, rounded down to the nearest 1/100 of an hour. Temporary part-time appointments of half-time or greater earn 5 hours of sick leave per month. Accrual is cumulative with no maximum.

Sick leave does not accrue during leave without pay nor during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he/she returns to work.

Sick leave may be used up to the amount accrued at any time after it is earned. A physician's statement is required in cases of extended sick leave absence, or if the department wishes to charge the cost of sick leave in excess of 30 continuous work days to the fringe benefits pool. The use of sick leave may also be part of an absence under the Family Medical Leave Act Policy (see Section 1, General Provisions).

If the beginning date of a faculty member's appointment is not the first working day of the month, or if the termination date is any other than the last working day of the month, then the following schedule should be used to determine sick leave accrual for the first and/or last month of employment:

Number of Days Worked	Amount of Sick Leave Earned
20 – 23 days	1 ¼ days
16 – 19 days	1 day
12 – 15 days	¾ day
8 – 11 days	½ day
4 – 7 days	¼ day
1 – 3 days	None

If an eligible employee is transferred from one department to another within the University, the employee's accrued sick leave is transferred to the receiving department.

Academic faculty and administrative professionals who retire with at least 5 years service are entitled to payment for one-fourth of unused sick leave up to a maximum payment of 15 days. Computation of amount due is by the following formula:

$$\frac{\text{Monthly salary rate}}{\text{173 hours}} \times 8 \text{ hours} = \text{Daily Salary Rate}$$

$$\text{Daily Salary Rate} \times \text{The lesser of .25 x unused days of sick leave or 15 days} = \text{Sick Leave Termination Payment}$$

Holiday Leave

The State has designated 10 legal holidays per year. However, since many of these holidays conflict with the academic schedule, the State Controller has granted the University authority to establish its own holiday schedule. The University holiday schedule is determined by the Director of Human Resource Services on an annual basis. Additional holidays may be authorized by the President of the University, who may also cancel holidays in the event of conditions which, in his/her opinion, warrant such action. A holiday that falls after an individual's last day of work is not considered a paid holiday if the person is returning, resigning, or going on leave without pay, unless the holiday is the last working day in the month. In such a case, the holiday is considered a paid holiday if the person has worked the last working day before the holiday.

Military Leave

Upon presentation of proper military orders, an employee who is a member of the National Guard or Military Reserve shall be granted military training leave with pay for the annual encampment or equivalent reserve training period. A maximum fifteen (15) days in any calendar year shall be granted and shall not be charged as annual leave. Leave shall commence the first working day the employee is absent from his job and terminate the last calendar day in a military training status, as evidenced by copy of military orders.

Regularly employed (not temporary) employees of all branches of the University entering the active service in time of war or other emergency declared by proper authority of the state or the United States, or as a result of being inducted under the provisions of federal selective service laws, will be granted leave without pay with the understanding that absence will not be voluntarily prolonged for more than 90 days beyond the period required by the particular branch of the armed service in which service is performed. Employees who enlist in the Armed Forces of the United States and members of Reserve units who volunteer for active duty shall have such reinstatement rights as are provided by Federal Law 38 U.S.C. & 2024.

Funeral Leave

Absences occasioned by deaths of relatives of employees may be allowed by department heads with approval by deans, without deduction from annual or sick leave, to the extent deemed appropriate and advisable in view of circumstances, but not in excess of 5 working days. This does not automatically entitle an employee to a full week's absence; this maximum may be granted only if travel to and from distant points is necessary.

Relative is defined as a member of the employee's or spouse's family. Members of the family include wife, husband, children, foster children, parents of employee or spouse, grandparents, grandchildren, sisters and brothers, nephews and nieces, aunts and uncles, brother-and sisters-in-law, and daughters-and sons-in-law. Allowed absences also may be granted for other family members not included in this listing based on the relationship of the employee to the deceased.

Funeral leave will not be granted for settlement of estates.