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A SHORT FAQ: A FEW PRACTICAL PRELIMINARIES

Discovering a new culture can be challenging, here are answers to some of the most frequently asked questions that faculty have as they begin to think about teaching at Nazareth College.

How do I find out where my classes meet?

You can find the building and the rooms where you will be teaching on your schedule as well as a list of your students by name (with photo), student identification, e-mail, and class status posted on NazNet Self Service. NazNet Self Service is the online location for course schedules, locations, and rosters. It is also where midterm and final grades are entered. NazNet Self Service is one of the "quick links" from the Nazareth homepage.

You will need a User ID and password to access the faculty section of NazNet Self Service, which will include the more sensitive details for the classes you will be teaching. However, you can search for sections and see your class schedule, location, and size without logging in as a faculty member. To accomplish this, click on the "Prospective Student" link on NazNet Self Service and navigate to the desired information.

Once you do have your User ID and password, to log-in to NazNet Self Service for the first time follow these instructions: <https://www2.naz.edu/its/accounts/naznet/>

Note: Your username will be the same as your e-mail username (without the @naz.edu). This also means you can't access the faculty section of NazNet Self Service until you have your e-mail account set up. This should be done automatically after you fill out your new hire paperwork at HR.

For help with NazNet Self Service contact [ITS](#) (x2111).

Once you have determined where your classes will meet, it is a good idea to check the classrooms where you will be teaching before the beginning of the semester. Also, be sure to check NazNet Self Service the day before classes start as occasionally room assignments change at the last minute.

If you aren't sure where your building is, check out the [campusmap](#) on the Nazareth homepage.

If you'll need a TV/VCR/DVD or projector for a classroom that doesn't have one, contact [Technology&MediaHelpDesk](#) (x2111) to make arrangements to have one.

Room changes are permissible and requests to do so are handled by the [Registrar](#). To request a room change or specific room assignment (such as reserving a computer lab for the entire semester) for both undergraduate and graduate classes, contact Jeff Bailey (jbailey9@naz.edu or x2816) in the Registrar's office. In your email or phone message, be sure to include your name, your current classroom assignment if you have one, and your request for a change.

If you want to look at available rooms and configurations, please check 25Live which can be accessed from the Nazareth homepage. If you have questions regarding the use of 25Live, please contact Mike Scalise (x2097) in ITS.

Finally, Nazareth classrooms are not routinely equipped with either white board markers or chalk. It is assumed that faculty will bring these with the to each class. You can get these supplies through your department assistant or at [CentralMailServices](#).

How do I obtain a class roster?

A link to a list of your students by name (with photo), student identification, e-mail, and class status is available in NazNet Self Service.

A SHORT FAQ: A FEW PRACTICAL PRELIMINARIES

What kind of technology do classrooms have?

Besides the standard chalkboard and/or whiteboards, some classrooms are equipped with some of the latest teaching technology, including:

- Computers with internet access
- Smart board with Notebook software
- Multi-verse projectors and screens
- DVD and VHS tape players
- ELMO document readers
- ECHO 360

You can log-in to classroom computers using the username and password that will appear on the screen when the computer is turned on.

Any other technology needs, such as video cameras, are available through [Technology&MediaHelpDesk](#) and must be reserved in advance. It is recommended that you test any of these devices with the materials you plan to use before attempting to use them in a class. Chances are if you discover your problem during class, it will not be resolved by IT until the next time you teach. **Always have a Plan B!**

There are also several computer labs on campus that can be reserved for your class using 25Live. It is a good idea to schedule as far ahead of time as possible, as some classes have time periods reserved for the entire semester and this may make it necessary for you to adjust your schedule/class plans.

Smartboards (interactive white boards) are also available in a number of classrooms and computer labs (see Technology & Media Help Desk for the location of these boards, and 25Live for their availability).

What kind of computer labs are available?

There are many computer labs on campus in academic buildings, the arts center, dorms and the library. Some labs are set up with iMacs, others Dell PCs, and in some cases a combination of both. There is also a 24 hour lab with both Macs and PCs in Smyth Hall. When not scheduled for special events or class sessions, computer labs are available for general use by anyone with a Nazareth ID card. For the location of the labs available on campus, their hardware, software, and hours, go to the [ITSwebsite](#).

Requests for scheduling a class in a computer lab for an entire semester are managed through the [Registrar's Office](#). All other requests for computer lab reservations are considered “events” and are done through the **Request an Event/Lab Reserve** form in [25Live](#). (You will find instructions in video and pdf format on how to use the Lab Reserve form on the 25Live portal page.) After you make a reservation, you will receive an email confirmation for your records.

Any questions or problems with computer labs should be addressed to the ITS service desk at 389-2111. Note that you will need your Nazareth ID to gain entry to the labs!

A SHORT FAQ: A FEW PRACTICAL PRELIMINARIES

What are the standard meeting times for undergraduate classes?

Below is a list of the standard meeting times for daytime undergraduate classes. Please note that some departments offer evening classes. Check with your department chair, mentor, or department assistant to find out what time slots are typical.

MW 8:00 am – 9:20 am
MWF 8:30 am – 9:20 am
MWF 9:30 am – 10:20 am
MWF 10:30 am – 11:20 am
MWF 11:30 am – 12:20 pm
MWF 12:30 pm – 1:20 pm
MWF 1:30 pm – 2:20 pm
MW 2:30 pm – 3:45 pm
TTH 8:00 am – 9:15 am
TTH 9:25 am – 10:40 am
TTH 10:50 am – 12:05 pm
TTH 1:10 pm – 2:25 pm
TTH 2:35 pm - 3:50 pm

Books for Your Classes

[The Nazareth College Bookstore](#) is located on the lower level of the Shults Center and is open throughout the Fall, Spring, and Summer semesters. Faculty can order textbooks and other materials for their students, including customized texts, e-Textbooks, and textbook rentals from the Bookstore. Bookstore information and on-line textbook submission procedures can be found on the bookstore website.

Each semester you will receive a series of emails about ordering books for the next semester in courses where your name is already attached to the course. You can submit your requests on-line, through e-mail, phone, fax, mail, or drop it off in person. If your name is not yet attached to the course you'll be teaching, it may be necessary to take more initiative and contact the Bookstore directly. You will need to submit your textbook requests in a timely manner so that students will have them at the start of the semester. If you have additional questions about ordering books, contact the store manager (bkstore@naz.edu or ext.

2690). Department assistants can also often assist faculty in the submission of the requests for desk or review copies.

Most publishers provide free desk copies of books faculty order for their classes. You can learn about those policies and order desk copies directly by visiting the publisher's website. Publisher contact information can also be obtained from the bookstore.

GETTING SETTLED IN AND READY TO TEACH

Your Contract

Contracts for full-time faculty are issued by the Office of the Vice-President for Academic Affairs, and for part-time faculty by the Office of the Dean of the school/college in which the faculty member will be teaching. Typically, new full-time faculty will receive a contract soon after completing the hiring process, and then an annual renewal each year late in the spring semester.

Part-time faculty contracts are issued shortly before each semester begins. The appointment letter must be signed by the faculty member and returned to the Office of the Dean that issued it prior to the first class meeting. Part-time salaries are a fixed compensation per credit hour taught, with some slight adjustments depending on degree attainment and type of course taught.

The Faculty Welfare committee, in consultation with the Vice-President for Academic Affairs and the Vice-President for Finance, regularly reviews full- and part-time faculty salaries as compared to external benchmarks.

Benefits and Other Details

Department chairs and administrators are usually available to help new faculty through the process of getting signed up as a new employee of the College, but the basic steps are these (locations can be found using the Campus Map, which is available using the link on the bottom of the College website):

- Human Resources (Smyth 45): At an initial meeting, you'll present citizenship documentation or appropriate visa to complete the IRS's I-9 and W-4 forms. By federal law you may not begin teaching until this documentation process is completed. Full-time faculty will register for health benefits and learn about pensions.
- Campus Safety (Shults Center lower level): Having completed the process in HR, new faculty need to visit Campus Safety to receive a college ID, and a parking pass.
- Information Technology (Library lower level): Armed with your new ID, you can go to ITS and receive information about your Nazareth e-mail, voicemail, and log-in information for NazNet Self Service (the system you'll use to see your teaching schedule and course rosters, file grades, and more), and for Moodle (the College's course-management system).
- Your Department: In the office of your home department you'll learn about mailboxes, photocopier access, and office location and access.

Your Office

Part time faculty, due to space limitations, rarely have an office space solely assigned to them. Part time faculty are encouraged to discuss space with their chair at point of hire.

Your control over the arrangement of your office is similar to that of any office or rental apartment. You can superficially arrange it as you like but more substantial alterations – drilling holes, repainting, or pulling up carpet – should be done through the official channels. Consult with your department chair for details.

Aside from your own furniture and decorations, Facilities maintains the walls, carpets, non-computer electrical, and windows. Information Technology Services (ITS) (x2111) maintains your computer and other College owned technology. ITS will also install and maintain your system software. Further along in this handbook there is an entire section on teaching resources and supplies. To start, your department assistant will probably provide you with some basic office supplies and Central Mail Services (X5186) can provide you with everything else.

Troubleshooting

If your office has a serious physical problem, inform your chair and department assistant of the problem so that they can follow up if action is necessary.

GETTING SETTLED IN AND READY TO TEACH

Your Syllabus

Required Elements for a Syllabus

For classes at Nazareth College, you have freedom regarding the composition or formatting of your syllabus. However, in accordance with Middle States Commission on Higher Education and NYS Department of Education, below is a list of the elements that must be in your syllabus. Faculty distribute syllabi a number of ways, including physical paper copies and electronically.

1. **Basic course information:** Your syllabus should include the name of the course, course number and section number, days and times when the class meets, as well as a basic description of the class.
2. **Your contact information:** Your name, office location, office phone, e-mail address, and any other information you think students need.
3. **Office hours:** A clear indication of when and how you will hold office hours.
4. **Official statement regarding students with disabilities:** The College has an official statement that can be used or modified for your syllabus.

Briefly, the only way students are able to receive official accommodations at Nazareth College is by registering with the Office of Student Accessibility Services and providing official documentation of their disability. Once their document has been processed, students receive a letter of accommodation that they must present to you. In the absence of that process and a letter from the Office of Student Accessibility Services specifying the accommodations, no accommodations may be provided for the student. For legal reasons, you are strongly encouraged to stay within the bounds of this policy and procedure.

The Director of the Office of Student Accessibility Services is Erika Hess (office: GAC61 phone: 389-2498, e-mail: ehess6@naz.edu). The Handbook for Students with Disabilities is available as a PDF file at: <http://www.naz.edu/student-disabilities/>.

Statement from the Office of Student Accessibility Services:

If you have a physical, psychological, medical or learning disability that may impact your academic course work or participation in this class, please contact the Office of Student Accessibility Services (GAC, Room 61). It is your responsibility as a student requesting an accommodation due to a qualifying disability to self-identify by registering with the Office of Student Accessibility Services and to furnish documentation about the nature of the disability. Informing other faculty or staff personnel does not constitute registering with the Office of Student Accessibility Services. You must provide documentation of your needs to the Office of Student Accessibility Services so that reasonable accommodations can be requested in a timely manner. The Director of the Office of Student Accessibility Services will determine with you what accommodations are necessary, appropriate and reasonable based on the documentation provided. All information and documentation is confidential. If appropriate, the Director of the Office of Student Accessibility Services will write a "letter of academic accommodation" that you can share with me as your course instructor. Note: all students are expected to fulfill essential course requirements with or without reasonable accommodations.

5. **Official statement regarding academic integrity:** As you are well aware, academic dishonesty (i.e., plagiarism, passing off others' work as your own, copying another's examination, etc.) is a problem on all college and university campuses. To address this problem and to be clear on how academic integrity is defined and is treated at this institution, Nazareth College developed and printed an Academic Policies & Procedures section of the Undergraduate Catalog. This information is also included in the Graduate Catalog. At a minimum, you should include a reference to this policy in your syllabus accompanied by a brief description of penalties you will enforce. Violations of academic integrity should be reported to your department chair and Lisa Durant-Jones, Associate Vice President for Academic Affairs (ext. 2775) to ensure that all incidents are tracked across courses and schools.

Statement from the Academic Integrity Committee: Academic Integrity is defined as "honest and responsible scholarship" (University of Oklahoma, 2018), and is further characterized by the five values designated by the International Center for Academic Integrity: "honesty, trust, fairness, respect, and responsibility" (International Center for Academic Integrity, 2014, p. 16). Nazareth College shares the Center's preference for an academic,

GETTING SETTLED IN AND READY TO TEACH

Your Syllabus (continued)

supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence. However, the College will condone no form of academic dishonesty.

6. Statement regarding your attendance policy: For the sake of clarity and enforcement, include what you expect from the students regarding their attendance in your course, any penalties for lack of attendance, as well as what constitutes an excused versus an unexcused absence. Students tend to assume if they are absent they can submit course work due when they next return to class. If that is not the case, make sure that your syllabus contains a statement to this effect.
7. Student Learning Outcomes: As of Fall 2009, all syllabi should contain a list of 3-5 learning outcomes for the course. All syllabi must include a brief statement of what students will learn as a result of the course. Specifics of how these should be written may vary by department and school. If in doubt, check with your department chair or program director.
8. Grading policies: Include a basic statement about how grades will be determined and how different types of work will count toward that grade.

The syllabus is an excellent place to notify students that grades are earned, not given. Suggestions to consider:

- A list of major assignments with descriptions.
- Grading criteria (or rubrics) for formal and informal assignments.
- A statement about what material examinations/assessments will cover.
- A grade breakdown that outlines precisely how final grades will be determined.
- A list of required course materials with a brief description of each.
- A late assignment policy.
- A daily schedule of each class's readings, homework assignments, and/or activities.
- A list of deadlines for major assignments or examinations.
- A statement that the syllabus is subject to change with an explanation of how students will be notified of changes.
- Rewrite, resubmission, or remediation policies.

This list is not comprehensive, nor should it be seen as a replacement for advice from colleagues in your specific discipline.

9. Religious Observances Policy: The college catalog includes the following information about religious observances: "A student, who is unable to participate in any class, examination, or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least one week prior to the absence."

NOTE: Because graduate classes meet only once per week, the graduate policy requires a notification of absence two weeks in advance. This policy can be found in the Academic Policies and Procedures section of the Undergraduate Catalog, which is posted on the Academic Advisement web site, and is posted in the online Graduate Catalog.

10. Final Exams and End of the Semester Testing: It is expected that a final examination or alternative activity/assignment will be conducted at the end of each semester in every class. Please keep this in mind as you prepare your syllabus. Exam schedules for daytime undergraduate classes are posted on the Registrar's Office web page. Exams for evening classes (graduate and undergraduate) are held during the last regularly scheduled class time during final exam week.

Final Thoughts:

There is considerable disciplinary variation in how much information is expected in a syllabus or course packet. You might think that some of the above sections are excessive, but realize that in many fields a syllabus may be viewed as a quasi-contractual document. Policies or procedures not clearly stated and defined in your syllabus could be unenforceable if a student challenges/appeals his or her grade.

GETTING SETTLED IN AND READY TO TEACH

Your Students

Meeting with Students: Office Hours

Full-time faculty are expected to post regular office hours each semester. Part-time faculty should set up a protocol on how students may contact you if needed outside of class time. The college expects you to hold designated office hours for every class you teach. For example, if you are teaching four classes each semester, you should schedule four office hours for every week of the semester. There are different ways of meeting this requirement, including:

- Scheduling office hours as one long block of time on one day of the week, making longer meetings possible.
- Distributing office hours over a few days of the week in an attempt to accommodate different student schedules.
- Scheduling at least one hour during the period on Tuesdays and Thursdays (12:10-1:10). Be aware that many faculty events and meetings are scheduled during this period, so you might have to cancel or reschedule this office hour on occasion throughout the semester.
- Adjusting office hours throughout the semester. For example, an instructor could offer a few extra hours in the week preceding a major assignment.
- Having all office hours available for walk-in meetings and being available for appointments with students.
- Some faculty make more hours available but require students to make an appointment.

Meetings: Outside Office Hours

There will be occasions when you need to meet with a student outside of your office hours. It is easiest if you determine early in the year at what times and under what circumstances you are willing to make appointments with students. Sometimes, busy students have free time in the evening at a time that conflicts with your own regular hours. Consider adding a sentence or two in your syllabus on how students should set up appointments with you, as well as a policy for missed appointments.

Suggested Limitations on Meetings

All interactions with students are official. Whether you meet with students in your office or in another space on campus, you should give them the sense that you are in public. It is unwise to meet with a student with your office door closed. If your conversation requires more privacy, be sure to ask the student if it is okay to close the office door before doing so. You want to ensure that he or she does not feel trapped. If a student becomes angry or upset with you, it is always best to have another faculty or staff member nearby to intervene or serve as a witness, if necessary. Open doors, adjoining offices, and populated meeting places are always recommended for meetings with students, especially those that could become ethically charged.

You might take a group of your students to a public event by meeting them there. Before inviting students to such an event, however, be sure to avoid even the appearance of impropriety. If you decide to invite students to your home, they should arrive and leave in a group. It is recommended that you do not serve alcohol even to those who are of legal drinking age. You might not even want to consume alcohol when your students are present. Never make alcohol available to underage students. Consult with your department chair when you plan to engage in off-campus activities.

General Tips for Student Meetings

If you need to schedule appointments for a number of students or for an entire class, use a sign-up sheet with appointment slots, post an appointment sheet on your office door, or use an electronic tool like a doodle or Google Calendar. For individual appointments, you might instruct students to send you an e-mail request or to talk to you before or after class.

Setting Limits

Faculty at Nazareth College take pride in their small-school approachability, but this accessibility can be misread by students. As a result, you'll probably have to set some clear boundaries early on. When you don't think it's appropriate to talk with a student at a particular moment, simply say that this isn't a good time and encourage the student to send an e-mail, call, come by during office hours, or make an appointment.

Crossing the Line

Some of the following suggestions represent our best definition of the narrow (and somewhat obvious) line where interaction with students veers toward the inappropriate.

GETTING SETTLED IN AND READY TO TEACH

Your Students (continued)

Dating or having any sort of close personal relationship with a student taking one of your classes is inappropriate, unethical, and possibly illegal. For a student who previously took a class with you and will never take another one, the situation might seem a bit more ambiguous. Nevertheless, it is generally considered inappropriate, especially before the student has graduated.

Friendship, however, is a genuinely ambiguous situation as well as somewhat inevitable at such a small school. The best recommendation is that you make a concerted effort to treat all students equitably regardless of your particular relationship with them. If you find yourself unable to do this for any reason, encourage the student in question to drop your class and find another section – or at least to avoid taking classes from you in the future. Students might become friends over time, but, prior to graduation, you are expected to treat them with a professional level of formality.

Unique Situations: Students with Letters of Accommodation

When a student hands you a letter of accommodation, first, realize that the student has done exactly the right thing. Legally and ethically, you are responsible for making reasonable accommodations for a student with physical, psychological and/or learning disabilities in the ways that are described in the letter you received, no more and no less. The letter does not describe the exact nature of the student's disability. If he or she wishes to do so, the student can tell you why these accommodations are necessary, but it is not a matter of public record and not relevant to your responsibilities. The Office for Students with Disabilities designs accommodations after reviewing the student's specific documentation.

The Office for Students with Disabilities is greatly challenged by a mismatch of need and available resources. If you need to discuss a student or if a student needs their help, it might take some time.

Students in Psychological Distress

If you are concerned about a student, Counseling Services recommends the following steps. Begin by speaking with the student in private, specifically stating your reasons for concern. Listen carefully, avoiding criticism or sounding judgmental. If you feel the student would benefit from Counseling Services, convey this to the student.

Or, if you want to brainstorm ways to approach this topic with a student, you are welcome to call Counseling Services x2500. They will be happy to talk to you about your concerns and provide guidance and support to you in finding ways to deal effectively with a student as well as possible ways to frame the referral.

NOTE: Due to ethical guidelines, the Counseling Services staff does not directly reach out to students in distress unless they are in imminent danger of hurting themselves or someone else. But they can support you as you support the student! And, of course, once the student walks into their office, they will take it from there. ***If there is a clinical emergency outside of business hours, call Campus Safety at extension #3333 or 585-389-2850.***

Disruptive Behavior in the Classroom

Nazareth provides a wide range of curricular, co-curricular, and extracurricular activities to fulfill its educational mission. While the vast majority of undergraduate and graduate students behave appropriately in these settings, some will occasionally engage in conduct that disrupts the teaching and learning environment. Such conduct may impact the integrity of the educational process or administrative activities of the College, infringe upon the rights of others, or endanger members of the campus community.

Please refer to the Academic Affairs website for full guidelines and Referral Form

[Resolving Disruptive Behavior in the Classroom](#) & [Disruptive Behavior Referral Form](#)

FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act of 1974 provides eligible students the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. Faculty may not discuss a student's performance or any information with anyone other than the student without the written permission of the student.

The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. Nazareth's FERPA policy and FERPA resources can be found on the Registrar's website. Please contact the Registrar's Office at X2801 if you have any FERPA related questions.

GETTING SETTLED IN AND READY TO TEACH

Working with Undergraduate Students

Advising

One of your important roles as a faculty member at Nazareth College will be as an advisor to students. For departments with many undergraduate majors, advisors usually serve only students enrolled in the department's major program. For other departments, faculty might handle advising for undecided or undeclared students. In either case, expect to begin advising students every October and March. Although much of what you will do as an advisor will revolve around course selection, the hope (and trend nationally as well as at Nazareth) is for advising to be much more than merely helping students select courses. Rather increasingly, the emphasis is being put on helping students plan for meaningful educational experiences. (See Appendix

A) Advisors are encouraged to send welcome e-mails to new students and will have an opportunity to meet their advisees during New Student Orientation in August.

Academic Advisement offers excellent training sessions and maintains a helpful webpage ([Academic Advisement](#)). These training sessions are offered each semester. One of the training sessions you will be offered is on how to use NazNet Self Service for such tasks as looking up courses, checking student program requirements, and assisting with course registration. These training sessions also explain the requirements that apply to all Nazareth College students, including placement for math classes, college writing class courses, and the liberal arts and sciences core curriculum. If you cannot attend one of these sessions, contact Academic Advisement at x2871 so that their staff can schedule a time for you to come in for training.

Your department will also have specific requirements for majors. Your chair and/or faculty mentor can provide you with information about the department's various programs. If your department serves a great number of students pursuing education certification, professional licensing, or other outside accreditation, expect to receive information about course, training, and examination requirements for these programs.

Through NazNet Self Service, you can access a list of your advisees. It is not a formal requirement that you contact these students at any time other than during the advisement period. However, it is a good idea to send a mass e-mail to your advisees at the beginning of the semester giving them your contact information and office hours.

During the advisement period, each of your advisees will need to meet with you individually to discuss his or her current academic progress, goals, and future courses. In addition, you will want to check a proposed schedule for the next semester. Asking students about plans to study abroad, for graduate study, or for internship programs can help you offer appropriate guidance regarding required paperwork and course planning.

Many advisors make extensive notes at each appointment and keep them in the student's advising folder. These notes can help the chair advise students if an emergency arises where you are unavailable. Also, to even out advising workloads, students are sometimes switched from one advisor to another. Your notes can make the new advisor's work much easier. If a student switches majors, a new advisor will surely appreciate any comments you have made about the student's goals and progress.

For students to register using NazNet Self Service, you are required to clear them for registration (after they have met with you) by checking their name under "Advisor Registration Approval" in NazNet Self Service. If you forget to give electronic clearance students will not be able to register.

Most other tasks as an advisor will be relatively infrequent (and painless). For example, you might need to help a student fill out paperwork to add a minor or second major. At the beginning of the semester, you will surely sign a few add/drop slips. A student on academic probation might need to be referred to tutors or other support services on campus.

If one of your advisees seems to be in serious academic or personal trouble, don't hesitate to ask for help. Your department chair or mentor is an excellent first person to ask for advice. Academic Advisement (x2871), Counseling Services (x2887), or The Center for Student Success (x2884) can also be of assistance.

Part-time faculty generally do not have advising responsibilities.

Policy for Religious Observances

Students who are unable to participate in any class, examination, or assignment due to religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence.

GETTING SETTLED IN AND READY TO TEACH

Working with Undergraduate Students (advising continued)

Accommodations for obligatory religious fasting, e.g. Ramadan:

Reasonable accommodations for religious fasting will be offered when possible. Such reasonable accommodations include, but are not limited to:

- * Allowing the student to take an exam or final exam before Ramadan starts (if possible)
- * Allowing the student to take an exam or final exam at a different time during the day.

Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements during a period of absence unless the student makes alternate arrangements with the instructor prior to the original due date.

Funds for Undergraduate Student Engagement (FUSE)

The FUSE is available for faculty, staff, and student leaders who would like to sponsor programs promoting student interaction between first and second year students and members of the Nazareth College community. Programs may take place either on or off campus. Please visit <https://www2.naz.edu/center-student-success/success-resources-faculty/> for more information.

The Core Curriculum

The primary emphasis of this core is integrative learning: the integration of questions and methods of exploration across the disciplines, the integration of liberal and professional learning to prepare students for life and work, and the integration of 'traditional' academic and experiential learning. There are three types of courses in the core: (1) Foundational courses,

- (2) Integrative Studies (which includes a capstone course, the Core Milestone Experience), and (3) Perspective - Enduring Questions courses. In almost all core courses, students archive their work in our electronic portfolio on Google sites.

Foundational courses include the following:

- Academic & College Success (1 credit)
- College Writing (6 credits)
- Foreign Language (6 credits for BA and some BS degrees)
- Experiential Learning (one approved activity)
- Health & Wellness (one approved course or activity, 0 credit)

Integrative Studies (IS) & Core Milestone Experience (CME): Students choose three upper-level courses either on their own or from pre-packaged faculty-developed IS Clusters to explore a question that interests them. At the end of their core work they take the Core Milestone Experience (0 credit) in which they reflect on and integrate their various artifacts they have archived in their portfolio as they relate to their Integrative Studies question, and connect their academic and experiential learning. Students create a project that highlights their work and present it to their peers.

Perspective-Enduring Questions (P-EQ) courses: Each P-EQ course introduces students to a discipline's content and mode(s) of inquiry through the exploration of an enduring question (e.g., what is the relationship between power and change? What is happiness?).

In addition, P-EQ courses use writing-to-learn strategies, and have significant global/cultural content. They are taken in each of the following disciplinary areas. (One of these courses is taken as a First Year Seminar concurrently with the above mentioned Academic & College Success' course.)

- History (3 credits)
- Literature (3 credits)
- Mathematics (3 credits)
- Natural Science (and lab) (4 credits)
- Philosophy (3 credits)
- Religious Studies (3 Credits)
- Social Science (3 Credits)
- Visual/Performing Arts (3 Credits)

GETTING SETTLED IN AND READY TO TEACH

Working with Undergraduate Students (continued)

There are a variety of workshops offered every semester that focus on the following: the core curriculum (the rationale and details, tips for advising students in the old and new core, an orientation to the portfolio, the various components of Perspective- Enduring Questions (P-EQ) courses (What is an Enduring Question?, How to use Writing-to-Learn strategies effectively in courses), how to create a Perspective-Enduring Questions course or Experiential Learning activity, and the process for using P@N in the assessment of Core Student Learning Outcomes in the various core courses.

Faculty who teach particular courses will be asked to assess student work against college-wide rubrics. Our goal in using Google Sites is to give students accurate and frequent feedback about their progress towards essential skills, and to use this data ourselves to improve our programs and make public the value of a Nazareth education.

For more information about our new core, please contact the Director of the Core Curriculum and/or consult the core website: www.naz.edu/core.

Working with Graduate Students

Advising

Advisement is mandatory prior to a graduate student's first semester enrolled in coursework. Students meet with their advisor/ program director by making an individual appointment or attending a group advisement session. Advisement requirements vary by program; however students are instructed to use the Registrar's Student Planning software to map out their program of study. Advisement is strongly recommended when changing status due to potential impact on graduation date and other factors (full- time, part-time, leave of absence, withdrawal.) Direct graduate students to their program director should they ask for your input.

Policy for Religious Observances

Students who are unable to participate in any class, examination, or assignment due to religious holy day requirements shall not be penalized, provided the instructor has been notified in writing at least two weeks prior to the absence.

Accommodations for obligatory religious fasting, e.g. Ramadan:

Reasonable accommodations for religious fasting will be offered when possible. Such reasonable accommodations include, but are not limited to:

- * Allowing the student to take an exam or final exam before Ramadan starts (if possible)
 - * Allowing the student to take an exam or final exam at a different time during the day.
- Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements during a period of absence unless the student makes alternate arrangements with the instructor prior to the original due date.

Funds for Professional Development

There are limited professional development funds available for graduate students to support conference attendance and presentations. To request these funds, please speak with your program director, or contact Deborah Mathewson in the Office of Research, Scholarship and Innovation at X2381.

SOURCES OF SUPPORT WHILE YOU ARE TEACHING

While the basic elements of any class are the instructor and students, you will find that Nazareth offers (and in some cases, expects you to use) other resources to support your teaching.

Learning Management System

Nazareth College now utilizes Moodle as our Learning Management System. Prior to the beginning of each semester all courses have shells created in Moodle with enrollments generated from the official Registrar class lists. Instructors may utilize these course shells in any way they find appropriate, ranging from not using them at all to developing online courses that are completely delivered through Moodle. Training in Moodle can take the form of self-instruction using a variety of online resources (see <http://www.naz.edu/information-technology-services/faculty-staff/moodle>), attending scheduled workshops offered throughout the year (watch your email for offerings), or by contacting our Instructional Technology Specialist and Moodle Administrator at x2117 for a consultation. The number of knowledgeable and experienced Moodle users on campus continues to grow, so conferring with your colleagues may be a great way to get familiar with what Moodle has to offer.

Please note that some departments may use other more specialized programs that require additional training. Your department chair or mentor will be able to provide you with information about these programs.

The Library - Getting Started

The library offers many services, both physical and virtual, that can be accessed using your faculty ID card. After you obtain your ID, please stop at the Circulation Desk to be registered in the system and get a barcode placed on your ID. This will allow you to check out books, place items on reserve and use our databases off-campus. Also at the Circulation Desk, you can obtain an RRLC Access card, which will allow you to check out books from local academic libraries.

To schedule an instruction class, please contact Ilka Datig at idatig5@naz.edu or x2148. She will design a course with your learning needs in mind, please allow sufficient time to schedule and prepare for your class. The Reference Desk also offers a wide array of services, including one-on-one instruction and custom bibliographies.

To place materials on reserve, contact Jennifer Rygiel at jrygiel5@naz.edu or x2141. The reserve collection is located at the Circulation Desk. Both print and electronic reserves are offered. Please be aware that the Wilmot Library complies with the Copyright Law. Please bring your reserve list as soon as possible. During the busy season before classes begin there can be over a week's backlog of material to be processed.

Later in the semester, the Library will send a letter to your chair with information about the book ordering cycle for this year. Each department has an allocation that may be applied to both book and media items. We have very limited funding available to add new journals, as well. Please contact Cathy Doyle at cdoyle0@naz.edu.

To use our interlibrary loan service, please set up an ILLiad account by following the directions here: <http://www.naz.edu/library/interlibrary-loan>. We have a very active interlibrary loan department, which obtains almost 15,000 items for our students, faculty and staff every year. If you need assistance, please contact Chris Sisak at csisak5@naz.edu or x2184. The College Archives are located in the garden level of the Library. To use them, contact the Assistant Reference Librarian, Deborah Janetos at djaneto1@naz.edu or x2140.

The Teaching and Learning Technology (TLT) Suite assists faculty with integrating technology into their teaching process in a pedagogically sound manner. The TLT staff supports a wide array of technology tools, and offers a full complement of professional development modules. This office can be reached at <https://www2.naz.edu/teaching-learning-technologies/>.

Personalized Websites

Faculty members may wish to create websites for personal use. The simplest (and free) way to do so is by using your Nazareth Google Apps account, which gives you free access to creating any number of individual websites. To access your account (or open a new account), click the Google Apps link on our web page [Information Technology Services](#). Once logged in, go to Google Sites. There are extensive self-help tutorials and guides on the website.

SOURCES OF SUPPORT WHILE YOU ARE TEACHING

Office Supplies

Common office supplies can be obtained immediately from Central Mail Services in Shults 23 (x5186). Anything that they don't have in stock, they will order and have for you in a couple of days. Most orders require your department chair's signature. You can expect that the college will supply basic office and teaching items such as paper, pens, file folders, chalk, and other simple materials. If you want something highly specialized or personal, though – such as a special type of fountain pen you prefer to use for grading – you should plan to purchase it yourself, or speak with your Chair.

The college should already have provided you with a computer. Paper for printers is most commonly obtained through your department assistant, though some departments have other systems in place. Be sure to ask how to obtain and record your use of reams of paper. Laser toner cartridges are stocked and installed by the ITS User Support Office, lower level of Library (x2111). Be sure to have the make and model number of your printer with you when you ask for new cartridges. Some department assistants will do this for you.

Copies

All departments have access to a copy machine within their building for replicating syllabi and handouts. Your department assistant can assist you with obtaining the access code. In some departments, the assistant will even take on this job if given adequate lead-time. For large or complex copying jobs, contact [Media Resources @ 2149](#) (nazprintservices.naz.edu).

Orders are processed in 24-48 hours, so you'll need to plan ahead, especially at the beginning of the semester. With your departmental copier code, you can use only assigned photocopiers located throughout the numerous resource rooms across campus. If your code does not work on a specific convenience copier, contact Central Mail Services at ext. 5186. Convenience copiers are located in A-1E, A-172, G-157, G-262, G-363, G-449, P-220, S-141 & YWRI– 238. Please comply with all copyright laws. Please Note: Your department may have specific policies on copying.

Internal Mail

Your department assistant or your assigned mentor can show you exactly where to pick up campus mail. Mail is customarily delivered twice a day to GAC. All other faculty mail is available in Central Mail Services, unless your department assistant has other arrangements

To send something to another office by campus mail, note the name and department of the person on the envelope. Most items can be sent in an inter-office reusable envelope. Such envelopes, as well as the place to drop off campus mail, are usually located near your mailbox.

Expedited packages and boxes (1, 2, 3-day air, insured, certified, Fed-Ex, etc.) are held in Central Mail Services for a signature. You will be notified by phone. All other packages are delivered to the three secured package rooms on campus. You will be notified by email and will need your to swipe your NAZ I.D. to gain access. Your department assistant can help you with this.

External Mail

Items being sent via United States Post Office are handled by Central Mail Services (x 5186), including first class mail, presorted first class mail, international airmail, Priority & Express Mail, and Library Mail. USPS special services are also available, including certified, return receipt, delivery confirmation, insurance, and customs forms. Be sure to include your department's name above the return address on any letters and packages to ensure that the postage is charged to the correct department. Central Mail Services also has forms for Fed-Ex.

SOURCES OF SUPPORT WHILE YOU ARE TEACHING

Classrooms: What to do when Stuff Breaks

For problems related to ceiling projection, sound systems, document cameras (ELMOS), VCRs, DVD players, easels and computers, please contact the Technology & Media Service desk at extension 2111.

For problems related to broken classroom equipment such as screens, blackboards, white boards, windows, fans and furniture, contact the Facilities Department at extension 2340. Leave a message that includes your name, a description of the problem, the name of the building, and the number of the room.

Each classroom in Golisano is now equipped with a diagram that depicts the “default” furniture configuration for that space. Faculty members are asked to return furniture to its original location in all teaching spaces, should it be moved during class. In addition to regular cleaning, the housekeeping staff will verify if furniture is in the appropriate location (matching chairs, tables and podiums, etc.) at least twice each semester.

Teaching and Learning Technologies

The Teaching and Learning Technologies team support the intentional integration of digital learning opportunities at Nazareth College through training and support for faculty and staff:

- On a rolling schedule each semester
- By request for small groups and individuals
- One-to-one

The Teaching and Learning Technologies team also creates self-help technical materials and troubleshoots technical issues with any of the digital learning applications we support. Please contact Jenna Sadue, Head of TLT for information at jsadue1@naz.edu.

GRADING AND OTHER NECESSITIES

Grades and Grading for Undergraduate Students

(From 2016-2017 Undergraduate Catalog/Academic Policies and Procedures online under Registrar)

Grades

Student achievement is reported according to letter grades. The quality of work indicated by each final grade is as follows:

A Superior work - carries 4.0 grade points per credit hour

B Better than average work - carries 3.0 grade points per credit hour

C Average work - carries 2.0 grade points per credit hour

D Passing work, below average but acceptable - carries 1.0 grade point per credit hour

F Failing work, below average and unacceptable - no grade point value

The following final grades allow for wider range in the grading system and carry the indicated grade point value per credit hour: A- (3.7), B+ (3.3), B- (2.7), C+ (2.3), C- (1.7), D+ (1.3), D- (0.7)

S, U Satisfactory & Unsatisfactory: letter grades used to measure student achievement in certain designated courses such as methods, internships, student teaching or courses taken under the pass/fail option. Credit hours are earned for satisfactory work but such grades are not included in the grade point average. Juniors or seniors in good academic standing may take a maximum of four elective courses pass/fail (for a grade to be recorded as satisfactory or unsatisfactory) within their academic program at Nazareth College.

AU Audit: indicates that a student has audited the course; no credit is given and final exams are not required.

R Repeat: indicates that the course has been repeated. The original grade remains on the permanent record along with the new grade although only the second grade is calculated in the grade point average. Only grades of C-, D+, D, D-, or F may be repeated for a substitute grade.

I Incomplete: student did not complete all the work of the course. "I" grades are assigned only after the professor and student have had a discussion and have reached a mutual agreement for completion of the course requirements. A signed petition is required for an incomplete grade. This must be filled out by the student and signed by the instructor before the final examination or the last class if no final exam is given. Petition forms are available in the Registrar's Office and the Academic Advisement Center. The instructor submits the signed form to the Registrar's Office during the grading period. "I" grades must be resolved within six weeks of the end of the semester. It is the student's responsibility to make arrangements for completing the course work prior to the 6-week deadline. The "I" remains a permanent part of the academic record and transcript so that the change from Incomplete to a grade can be clearly identified. Incomplete grades not resolved by the date specified on the academic calendar become "F".

IP In progress: indicates that the course is still in progress.

NR Not reported: indicates that the grade has not been reported by the instructor.

W Withdrawn: a student may withdraw from a course through the published deadline (as indicated on the College calendar) without academic penalty (grade of "W" granted), but only with written consent of both the instructor and the academic advisor.

Grades of AU and W are not assigned by the instructor, but elected by the student. If no grade appears for a course on NazNet Self Service or if a grade is incorrect, the student should check with the course instructor and the Registrar immediately to clarify and/or correct the error.

GRADING AND OTHER NECESSITIES

Grades and Grading for Undergraduate Students (continued)

Grade Appeals

Nazareth is committed to resolving all appeals in a timely fashion. The following guidelines should be followed for grade appeals:

- Discuss any grading concerns with the faculty who assigned the grade.
- If not resolved, contact the Department Chair in which the course resides about the appeal.
- If not resolved, submit a written appeal to the Dean of the discipline in which the course resides.

The *General Timeline for Grade Appeals* provides 30 business days for students to initiate the process. Please note that in some programs, per departmental requirements, *continuation in some or all coursework is contingent upon specific GPA requirements and/or satisfactory performance in prerequisite coursework*. To ensure completion of the appeals process prior to the add/drop deadline of the next term, the college also provides an *Accelerated Timeline for Grade Appeals*. Both the General and Accelerated procedures, including deadlines for each step in the process, can be found on the Registrar's website under "Forms and Petitions." [UndergraduateFormsandPetitions/DownloadForms](#)

Note: Consult departmental handbooks, if applicable, for program policies to which students must adhere based on program requirements, as well as licensing and accreditation guidelines.

Grades and Grading for Graduate Students

(From 2016-2017 Graduate Catalog/Academic Policies and Procedures online under Registrar)

Letter grades and quality points are given for each course at the close of each semester according to the following system:

Grade	Points	Quality Description
A	4.0	Exceptional achievement, comprehension, and application of graduate-level work
A-	3.7	Superior achievement, comprehension, and application of graduate-level work
B+	3.3	Substantial achievement, comprehension, and application of graduate-level work
B	3.0	Meets expectations for achievement, comprehension, and application of graduate-level work
B-	2.7	Achievement, comprehension, and application are below expectations for graduate-level work
C+	2.3	Lowest acceptable passing grade
C	2.0	* See below
F	0.0	Failure

* No more than two C grades (C or C+) in graduate-level work earned at Nazareth College will be counted as part of the degree program. A student receiving a third C grade will be required to retake one of the courses. The course to be retaken will be determined in consultation with the Program Director.

Notes:

- Standards for grading and probation (including the 'C' grade policy) may be more stringent than those outlined above as governed by program requirements, licensing and accrediting organizations. Consult departmental student handbooks for individual program policies to which students must adhere.
- There are specific guidelines regarding individual course grades and GPA for students pursuing annotation/extension or certification-only programs through the School of Education. See [Annotations&Extensions](#) program section for additional information.

GRADING AND OTHER NECESSITIES

Grades and Grading for Graduate Students (continued)

S (Satisfactory), **U** (Unsatisfactory) letter grades are used to measure student achievement in certain designated courses. Credit hours are earned for satisfactory work but are not included in the grade point average.

AU (Audit) indicates that a student has elected to audit the course, no credit is given and a final exam is not required.

I (Incomplete) indicates that a student did not complete all the work required for the course and the work must be completed by the date specified by the instructor on the [Graduate Student Petition for an Incomplete Grade](#). If the specified deadline passes without full resolution the grade will convert to an "F". Academic Standing Processes will be completed for the semester in which the student originally registered for the course. Students must then re-register, pay, and successfully complete the course in order to earn credit. The original grade remains on the permanent record along with the new grade although only the second grade is calculated in the grade point average. See also [Incomplete Grades](#).

R Indicates that the course has been repeated. For example, BR recorded on a grade report and transcript would mean that this student had repeated the course and received a grade of B. The original grade remains on the permanent record along with the new grade although only the second grade is calculated in the grade point average.

W Indicates the student has withdrawn. Up to the date assigned in the Graduate Student Information Guide, a student may withdraw from a course without grade penalty. Thereafter, a grade of "F" may be assigned.

IP Indicates In Progress. All IP grades must be resolved by the end of the subsequent semester (excluding summer terms). If that deadline passes without resolution the grade will convert to an "F". Students must then re-register, pay, and successfully complete the course in order to earn credit. The original grade remains on the permanent record along with the new grade although only the second grade is calculated in the grade point average. IP Grades are only given for courses with field work components.

NR Not Reported.

Grades of AU and W are not assigned by the instructor, but elected by the student.

Grade Appeals

Nazareth is committed to resolving all appeals in a timely fashion. Students have the right to appeal a grade. These guidelines should be followed for grade appeals:

- Discuss any grading concerns with the instructor of record
- If concerns remain; student appeals to the Program Director (or Department Chair if applicable) of the program in which the course resides.

If concerns remain; appeals can be made to the Dean, and then to the Vice President for Academic Affairs or designee.

In some programs, per departmental requirements, *continuation in some or all coursework is contingent upon specific GPA requirements and/or satisfactory performance in prerequisite coursework*. To ensure completion of the appeals process prior to the add/drop deadline of the next term, the college provides an *Accelerated Timeline for Grade Appeals*. Both the accelerated and general procedures, including deadlines for each step in the process, as well as policies regarding continuation of course work, can be found on the Graduate Services website under "[Forms](#)."

Note: Consult departmental handbooks, if applicable, for program policies to which students must adhere based on program requirements, as well as licensing and accreditation guidelines.

Repeating a Course

Once a student receives a grade in a course, regardless of whether the course is passed or failed, the grade remains on the student's permanent record. If a grade of 'C' or better is achieved, the course may not be repeated, unless the student is required to repeat based on the 'C' grade policy.

GRADING AND OTHER NECESSITIES

Grades and Grading for Graduate Students (continued)

When a student repeats a course in which he or she received an 'F', the second grade will replace the first grade in the calculation of the grade point average. The course must be repeated at Nazareth to qualify for calculation into the GPA. Students who have already received credit for a given course will not receive additional credit hours when a course is passed a second time. A course may be repeated only once. A course is considered a repeat based upon the course number regardless of additional designations (e.g., 'H'). After two attempts, students who do not earn a satisfactory grade may not be permitted continuation in their program of study.

See also: Satisfactory Academic Progress in the Financial Information section.

“C” Grade Policy

No more than two C grades (C or C+) in graduate-level work earned at Nazareth College will be counted as part of the degree program. A student receiving a third C grade will be required to retake one of the courses. The course to be retaken will be determined in consultation with the Program Director. See [Grading System](#)

Note: Please see individual program/department handbooks for program specific information.

Adding and Dropping Courses

Nazareth College has a very short period during which students can adjust their schedules without penalty each semester. Usually, significant changes are limited to the first week of classes.

The benefit of this policy is that few students make radical changes to their schedules. Unlike at some other institutions, your classroom won't seem like it has a revolving door for the first few weeks of each semester. You can assume that your class roster on the first day will change only in minor ways.

The detriment of this policy is that after the first week of classes, dropping classes becomes problematic. It is easy to drop, but after first week, the student gets a “W” grade. Often students discover only after the add/drop period that they are inadequately prepared for the challenges of your course and are not doing well.

While you can't order such students to drop your class, you can tell them that, based on the work you have already seen, it appears that the student will have a difficult time completing the course's requirements. Let the student know what options he or she has, including working with a peer tutor.

The last day to drop the class with a grade of “W” comes much later in the semester. Students in academic difficulty should discuss with their advisors the possibility of withdrawing from the course.

Midterm Grades ~ Undergraduates Only

Undergraduate students at Nazareth College receive midterm grades for all of their courses.

The request for midterm grades goes out around the fifth week of the semester with a deadline at the end of the sixth or seventh week. These deadlines allow the Registrar's Office to distribute these grades to students around the middle of the semester.

While midterm grades can often seem to be requested “prematurely” and thus, faculty may fear they are based on an insufficient amount of work, they are in fact helpful for the Academic Advisement Office and students.

To make midterm grades as helpful to your students as possible, take the following steps:

- Try to have at least one relatively major assignment graded before the deadline for midterm grades (two are better), especially in classes that have a large percentage of first-year students.
- If you know that your midterm grade is something of a “guesstimate,” round down for a lower grade. It is better to indicate a student has a C at midterm and then have that person wind up with an A- than to explain how a student went from an A- at midterm to a D in the course.

GRADING AND OTHER NECESSITIES

Midterm Grades ~ Undergraduates Only (continued)

- Before the grades come out, take some class time to explain the nature of the official midterm grades to your students and how much of the course is being used to calculate it, particularly if you are going to be returning a significant assignment soon after you submit the grades.

Final Exams & Grades

Final grades are due as posted in the Academic Calendar. Students and the Academic Standing Committee are depending on your timely submission of grades. Directions and instructions to do final grading can be found on the [Registrar's website](#) in the Information for Faculty tab. If you have questions about the grading process or need to change a grade after the open grading period has ended, please contact the Registrar's Office directly at ext. 2816.

The final exam schedule is posted on the [Registrar's website](#), click on the Academic Calendars tab on the left side of the webpage. Grades need to be submitted by the deadlines stated in the Academic Calendar.

Failing Students

The minimum action required for failing students is that you record an F grade for the student at the end of the semester. In practice, however, it is strongly recommended that you utilize the Starfish Early Alert System to communicate with the student, their advisor, and other support staff connected with the student early in the semester if you identify a student who may be at risk of failing. Students need to have an accurate sense of how they are doing to prosper. Notifying them of your concerns about their progress through Starfish allows them to know where they stand and what they can do to improve their performance in the course. You can use Starfish to notify students, and those connected with them, about their course progress through the roster verification process or by raising an individual flag at any time through week eleven of the semester.

The roster verification process is run by the Registrar's in weeks 3 through five of each semester. You will receive an email with a link to Starfish in it. Simply click the link and use your MyNaz password to login to Starfish. Once in Starfish, click the link for "Outstanding Progress Surveys" to bring up your class rosters and check the appropriate box for each student's attendance status. You can also check the "course progress concern" box for any student who is struggling in the course. It is important to note that students will receive the comments you enter to describe your concern in an email that is automatically sent to them. As such, it is important that your comments are written to the student and offer a clear description of your concern along with any recommendations for improvement.

You can also raise a flag in Starfish after the roster verification process to notify students' of any concerns about their progress. Simply login to [Starfish](#) or access Starfish through the Faculty menu in NazNet Self Service. Find the student you want to raise a flag for by searching for their name or paging through the students and click on the student's name. When you click on the Raise Flag button, a list of flags that can be raised and viewed by you is displayed. Select the appropriate flag, enter comments and click the Save button to generate an email to the student.

In the email students receive, they will be encouraged to meet with you to discuss their performance further, to take advantage of tutoring and other services available through the Center for Student Success and to contact the Office for Students with Disabilities if they may need any appropriate accommodations. To see the email students receive and to learn more about Starfish, please visit [Starfish](#).

By utilizing Starfish, you ensure that the student is aware of his or her academic status in your class and has an opportunity to improve their performance before the final grade is submitted.

FEEDBACK AND EVALUATION

Overview

An important facet of teaching at Nazareth College is evaluation and feedback. Nazareth College places a premium on teaching excellence, it is an integral part of its history and tradition and the most important component when you are considered for tenure and promotion. Collecting effective evaluation (e.g. Student Evaluations of Teaching) and feedback data (e.g. Chair and Peer Review) are at the heart of effective teaching and can provide useful snapshots to see how you are progressing and developing as a teacher. These data are also a way for you to learn how to develop and improve. Department chairs frequently read evaluations to see how the instructor is faring, but also to help instructors become better teachers.

Your faculty mentor will provide you with examples of some kinds of feedback you may wish to use early in the semester or will provide you with consultation on designing an appropriate form to meet your needs. At the end of each school year, all Nazareth College faculty are required to write a self-evaluation, summarizing the past year's activities in three areas: teaching, service to the institution and your department, and professional activities. In addition, you are asked to write about your future plans in each of these areas along with a projected date for completion. Self-evaluations are read by your department chair, who will schedule a meeting with each faculty member to go over the self-evaluation and may suggest changes. The self-evaluation is then sent to your dean, who then meets with your departmental chair. The deans then meet with the Vice-President for Academic Affairs where they discuss the performance of the various departments.

Departmental Evaluations

Many departments have their own course evaluation forms and systems. For courses that do not use My CourseEval (and sometimes for those as well), you will likely be expected to have students complete a departmental evaluation. It is strongly advised that you ask your faculty mentor and/or department chair for a copy of the departmental evaluation early in the semester, if not at the beginning. Be sure to think about the questions and the language contained in the evaluation while creating your course materials, especially your syllabus. The goal is to incorporate into your course planning aspects of teaching that your colleagues consider valuable as well as demonstrate your willingness to work for the betterment of the students. Teaching effectiveness does not occur in isolation but means being part of a community.

Finally, make sure you plan to have the class time necessary for students to complete course evaluations. Nothing yields poor evaluations like those done hurriedly or in the midst of a mad crush of last minute assignments. Allowing adequate time (at least thirty minutes) and telling students that evaluations are important to you, facilitates meaningful feedback.

Completed departmental evaluations are typically electronic. Some written department surveys may be submitted to the department assistant by a student volunteer. If the department office is closed at the time when you complete evaluations, ask the student to deliver the evaluations the following day during regular office hours. It is a good idea to note who volunteered to turn in the evaluations and check with the department assistant to make sure they were actually received.

Mid-Semester Evaluations

The advantage of mid-semester feedback is that it provides information you can use immediately and directly to make adjustments to a course you are teaching while there is still time to do so (i.e., the information gained from end of the semester evaluations can only be applied to the next course you teach). Mid-semester feedback is especially useful during your first few semesters teaching a course or when you are planning to make revisions to a course, although some faculty find it useful to collect mid-semester feedback in nearly every course.

Mid-semester feedback is an efficient and systematic way to obtain information about what is and what isn't working in a particular course. Collecting this feedback early in the semester, then sharing your findings and what changes you plan to make as a result of the feedback students have given you has several other advantages. First, it sends the message that effective learning requires a partnership and students can have a positive voice in the classroom. Second, it will help clarify for you (and ultimately for the students) which issues and concerns are widespread and which are limited to only a few individuals.

FEEDBACK AND EVALUATION

Mid-Semester Evaluations (continued)

There is a huge range of evaluation formats and questions that can be asked. What is important is that you have a clear sense of *why* you are collecting it and *what* you hope to learn from the feedback. Examples of questions that can often yield useful results include:

- In what ways has your understanding of ... (fill in one of your goals) been affected by the course?
- What element of this class has been most beneficial in helping you learn? Why?
- What element of this class has been least beneficial to you? Why?
- If there were one element of this class you could change, what would it be? What specific change would you make, and why?

Answers to these questions can quickly give you a sense of what is going well and what isn't for the class as a group. While many faculty often feel they have a sense of this based on informal student comments, these impressions can often be skewed by a few highly vocal students. A structured feedback form will provide a much more systematic and comprehensive reading of the class as a whole. It can reveal which issues and concerns are limited to one or two individuals and which issues are shared more broadly.

Midterm feedback and evaluations can serve as a way to assess your course as well as the opening for a dialogue with students about how to help everyone succeed to the greatest extent possible. When you have had a chance to analyze the results, be sure you share them with the students. Something as simple as letting them know what percentage of students gave specific responses may be enough, depending on what you were trying to do and what responses you received. In other cases, it may be best to type up a summary of the results and share them with the class as you explain what changes you are going to implement in response to their feedback and why. If you are going to reject some of their suggestions, explain your reasons for doing so.

Your mentor can help you think about other forms of evaluation to check-in on your students' learning at midterm, as well. Some of these include: requesting that your mentor or another colleague whom you respect as a strong teacher come and observe you to offer informal feedback; SGID (Student Guided Instructional Development), which allows colleague to come to your class without your presence and guide students through a process of offering positive suggestions to you about improving your teaching or better assisting them to learn; with their permission, visiting the classrooms of other strong teachers, or peers, to observe their teaching and to reflect on what you might profitably bring back to your own classroom work.

The CourseEval

CourseEval is the brand name of enterprise survey software used primarily in higher education for collecting and analyzing student-rating-of-instruction (SRI) data, commonly referred to as "course evaluations." CourseEval was originally developed at University of Buffalo's Dental School in 1997 to solve three chronic problems:

- Free students, instructors, and administrators from the inefficiency, inflexibility, and expense of paper-based surveys by moving the process to the web
- Allow students, instructors, and administrators secure, confidential, and timely access to feedback with the goal of using that feedback to improve teaching and learning.
- Provide experiential and clinical educators, working in dispersed, rotation-structured programs common to health- profession programs, with tools to capture both student feedback and instructor/preceptor assessments of the student's skill development.

FEEDBACK AND EVALUATION

The CoursEval (continued)

CoursEval is a proprietary SaaS product, available for licensing since 1998. The software currently enjoys an international and domestic installed base of 325 institutional users. It is a wholly-owned subsidiary of Campus Labs, Inc., a leading higher education provider of assessment solutions, based in Buffalo, NY. The average tenure of the current CoursEval product, support, marketing, and sales team is 9.1 years.

Every accredited institution of higher education in the USA is expected to collect and review student ratings of instruction; many would do so voluntarily as a service to instructors. Each institution's process and goals are somewhat different. CoursEval is designed to accommodate the widest possible range of institutional SRI practices and strategies. Given twenty years of bi-annual enhancements informed by provosts, deans, faculty senate chairs, CIOs, instructional designers, and institutional effectiveness officers, CoursEval is both "feature-rich" and highly configurable. CoursEval integrates via LTI with all major learning management systems.

Faculty Evaluation (full time)

Evaluation of faculty is done each year in accordance with procedures described in the Faculty Manual and the evaluation timelines approved by faculty in December, 1987. For **all full-time** faculty members (including those with administrative appointments), this timeline calls for completion of a Year-End Faculty Self-Evaluation Form comprised of a data sheet and goals and objectives; a year-end evaluation of that data sheet by the chairperson/associate dean, followed by a dialogue about that assessment, and yearly goal setting with the department chairperson. In the School of Education, the Associate Dean for Academic Affairs assumes the role of Chairperson.

In addition, year-end narrative self-evaluations and year-end summative evaluations by chairpersons/associate deans are scheduled for selected faculty as follows: instructors and assistant professors on a yearly basis; associate professors every third year and professors every five years. This rotating schedule for evaluation of tenured or promoted faculty members should be maintained by the chairpersons. All faculty members with pre-tenure appointments, regardless of rank, should complete the year-end narrative self-evaluation in addition to the data sheets, including the goals and objectives, and department chairpersons/associate deans should prepare a written evaluation of these faculty members. Year-end narrative self-evaluations, summative evaluations by chairpersons/associate deans, and the pre-tenure review are accessible to the faculty member, his/her/their department chairperson, members of the Committee on Rank and Tenure, and appropriate members of the administration.

Putting together this self-evaluation document can be a wonderful exercise in a number of ways. It allows you to reflect on all you have accomplished throughout the year. Setting future goals and putting them in writing can keep your work on track. Most of all, completing this document every year is purported to make compiling tenure documents relatively easy and straightforward. With light revision, your annual self-evaluations can form the core of your tenure packet.

You are strongly advised to ask your faculty mentor to go through a copy of this form with you as soon as possible. It is available online at the [Academic Affairs's website](#). You might even wish to ask a few other new faculty members (ideally people from your department) to share their own self-evaluations with you. Whenever you get a few minutes of free time (or as a weekly task), jot down a few notes in the key sections. Keep a running list of your various activities. Compiling data in this document over the course of nine months can make that last week of writing a bit more pleasant and productive.

Part time faculty are asked to complete an evaluation at the end of the first semester or by request from the Department Chair. You may find the [part time faculty evaluation form](#) by clicking here.

ACADEMIC ADVISING ~ Appendix A

Advisor Roles and Responsibilities with Best Practices

Get to know your advisees; contact your new advisees early in the first semester

- Attend the advisor/advisee meeting during New Undergraduate Student Orientation to welcome new advisees to Nazareth.
- Send a welcome email to new advisees and invite them to come for an individual appointment early in the first semester.
- Learn advisees' names and something about them (home town, interests).
- Review new advisees' first semester schedules with them.
- Ask advisees about their interests and goals – personal, academic, professional, life; suggest related courses, minors, etc.
- Remind students to check their Nazareth email account regularly, as this is one of the College's official methods for contacting students.
- Ask students the best way to contact them and write it in the advising folder.
- Send greetings/cards to advisees for special occasions/successes.

Post and keep office hours and inform advisees of the best way to contact you

- Post your office hours and inform advisees of them.
- Tell advisees the best way for you to be contacted and how best to set up an appointment with you.
- Allow adequate time for appointments.
- Post a sign-up sheet during the course selection period for appointments.
- Send a reminder to advisees about course selection; instruct them on how to prepare for the appointment.
- Check your voicemail and email regularly.
- Respond to advisees' questions in a timely way.
- Develop and distribute an advising syllabus for your advisees; be clear about your expectations.

Know and understand core, academic program and professional requirements, as well as college policies and procedures; help advisees to understand all of these elements

- Know where to find academic and college resources (online catalog, Academic Policies and Procedures).
- Handbook, NazNet Self Service, program evaluations, department resources, AAC website, etc.).
- Provide accurate information to advisees.
- Teach/show new advisees how to find and utilize academic and college resources.
- Explain academic requirements and college policies and procedures, especially to new advisees.
- Call the Academic Advisement Center for questions about academic requirements and/or policies.
- Attend Academic Advisement Center workshops.
- Pay attention to changes in curriculum, academic policies and new programs.
- Know and follow the chain of command for approvals.
- Know and adhere to Federal Educational Rights and Privacy Act (FERPA) policies.

Assist advisees in reflecting upon their interests and abilities and clarifying educational, professional and life goals through active listening

- Ask advisees about their interests and goals – personal, academic, professional, and life.
- Refer students to appropriate resources (dept. chairs, faculty with special interests, Career Services, etc.).
- Discuss coursework and/or programs (minors, study abroad, internships, etc.) that relate to interests and goals.
- Encourage students to take responsibility for their academic planning and decision making.
- Ask open-ended questions and use active listening techniques – clarifying, summarizing, reflecting back, etc.
- Communicate face-to-face as much as possible, especially for complicated issues or difficult conversations.

ACADEMIC ADVISING ~ Appendix A

Advisor Roles and Responsibilities with Best Practices (continued)

Monitor advisees' academic progress and assist them in planning their programs to achieve their academic, professional and life goals

- Follow up with students about warning notifications, probation, and/or poor grades as appropriate – discuss alternatives/ramifications (drop courses, delayed graduation, need for summer course work, etc.).
- Find out if students have concerns about particular courses and then follow up during the semester to see how they are doing (create a “tickler” on your calendar).

Monitor advisees' academic progress and assist them in planning their programs to achieve their academic, professional and life goals (continued)

- Map out a student's plan to graduation (term by term) when appropriate – be sure they can fit in everything; keep a copy in the file and give the student a copy.
- Assign “homework” when appropriate and follow up to see how advisees are progressing.
- Communicate with second major advisor, if necessary.

Inform advisees of appropriate campus resources, support services and educational opportunities

- Refer appropriately during appointments; give specific information on how to contact another person/resource (office name and building/room number, person name and contact information).
- Forward information to advisees about programs that might be of interest.
- Recommend educational opportunities that support/enhance advisees' goals/interests.
- If you are unsure of a referral, contact that office to determine if that is the right resource before sending an advisee there.
- When appropriate, refer a student with an issue/concern to another student (with permission) who has successfully navigated that same issue/concern.

Encourage advisees to meet with you before problems arise

- Clearly convey expectations to advisees.
- Encourage students to contact you if they are concerned about something related to their academic progress or program.
- Encourage students to take responsibility for their academic planning and decision making.

Learn advising procedures, tools and technology by reviewing advising materials and/or attending advisor training opportunities

- Attend Academic Advisement Center and Information Technology Services workshops.
- Call the Academic Advisement Center as needed.
- Utilize the advising resources posted on the Academic Advisement Center's website.
- Use the online catalog, Academic Policies and Procedures Handbook, and NazNet Self Service.

Maintain advisement file

- Review advising folder before meeting with a student.
- Keep memory jogger notes in folder – “tell me something about yourself”.
- Map out a student's plan to graduation (term by term) when appropriate and keep a copy in the file; update each semester; give the student a copy.
- Keep a copy of the course selection worksheet with “approved” courses each term.
- Document anything that you advised; write it down and date it!!!
- If passing a folder to another advisor, please remove anything that is not needed (old degree audits). Memory jogger notes should be removed, but advising notes should stay.

ACADEMIC ADVISING ~ Appendix A

Advisor Roles and Responsibilities with Best Practices (continued)

Support advisees' applications for educational opportunities when appropriate

- Be honest with students about whether or not you are willing and/or able to write a recommendation within the timeframe required; offer suggestions on where to go for other recommendations.
- If you agree to write a recommendation letter, be sure to meet the deadline.
- Help students find appropriate opportunities based on their strengths.
- Help students to plan ahead for these opportunities (study abroad, internships, etc.).

Sign college forms as necessary

- Be prompt in processing or denying approvals.
- Keep a small file of forms in your office that advisees might need (Declaration/Change of Major, Transfer Credit Approval, Drop/Add, Student Petition, etc.).

Other

- Be friendly, courteous, and welcoming.
- Model professional and ethical standards of conduct.

NAZARETH COLLEGE POLICY ON POLITICAL ACTIVITY ~ Appendix B

Nazareth College Policy on Political Activity

As an educational institution, Nazareth College encourages opportunities for candidates running for political office to visit the campus. These visits often provide our students with information and a view of the political process which can be uniquely described by candidates. It is important, however, for all members of the campus to be aware of, and to abide by, the College's guidelines concerning political activities on campus.

As a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code, Nazareth College cannot intervene in any political campaign on behalf of, or in opposition to, any candidate for public office. In accordance with IRS rules, violation of this prohibition could cause the College to lose its tax-exempt status or incur excise taxes imposed on political expenditures.

To insure that the College does not jeopardize its tax-exempt status, Nazareth College, including any individual acting on behalf of Nazareth College, may not engage in any of the following on College property, during any College function, or otherwise using Nazareth College's resources or facilities:

- Endorsing any candidate for public office
- Donating or contributing money, goods or services to any candidate's campaign
- Participating or engaging in political fundraising events
- Publishing or distributing statements for or against any candidate
- Engaging in any other activity that favors or opposes any candidate.

Individual members of the faculty, staff, and student body of Nazareth College are, of course, entirely free to support candidates of their choice for elective office or to express their personal views on political issues as long as they are not acting in an official capacity as a representative of Nazareth College. These regulations preclude the use of Nazareth College letterhead, telephones, e-mail or use of any other property owned by Nazareth College on behalf of any political party or candidate for public office. With appropriate organization sponsorship and/or faculty supervision, the use of college facilities for political discussion or debates is encouraged. Student organizations, for example, may sponsor such an event on campus or conduct a voter registration drive. Classroom activity may also include discussion or debates on political issues as a legitimate part of the educational process.

Facilities

College facilities may be used for public events such as legislative hearings and topics of general or educational interest. College facilities may not be used for partisan political functions such as fund raising events or similar activities that could be construed as an endorsement of a particular candidate or political party. Nazareth College reserves the right to restrict activities related to proposed or pending legislation. No outside groups may rent any Nazareth facilities for activities that are part of a campaign for public office.

Procedures for Inviting Government Officials to Campus

The Vice President for Institutional Advancement should be consulted before invitations to visit or participate in Nazareth events are extended to elected or appointed government officials or to candidates for public office. This includes academic conferences, tours, and any type of meeting, as well as student-sponsored events. This will enable the Office of the Vice President for Institutional Advancement to assist in determining that the College is following the federal guidelines. Details regarding the event, such as a copy of the invitation to the public, who is paying for the event, and the content of the program should be outlined briefly.

If you have any questions about restrictions that apply, please contact the Vice President for Institutional Advancement.

ABSENCES DUE TO NAZARETH SANCTIONED ACTIVITIES ~ Appendix C

Nazareth College Policy on Absences due to Nazareth Sanctioned Activities

When students participate in extracurricular and co-curricular activities, Nazareth College recognizes the fact that there may be occasional conflicts with class attendance. Students who plan to miss classes for Nazareth-sanctioned activities must discuss these in advance with the instructor by following the notification procedures below and make arrangements for making up any missed work. Examples of sanctioned activities include but are not limited to participation in Nazareth-authorized athletic competitions, performances, club-sponsored conferences and presentations, academic conference presentations, activities and events sponsored by the Center for Life's work (including internships, career services and civic engagement), College-supported short-term study abroad programs or other significant extracurricular or co-curricular activities. For questions about whether or not an academic extracurricular or co-curricular activity is a sanctioned one, contact the Dean for which the activity falls or Associate Vice President of Enrollment and Student Experience for co-curricular activities and the sponsoring faculty/staff member. Instructors establish attendance policies to support academic excellence in their courses. Habitual absences from class due to extracurricular or co-curricular events may jeopardize a student's ability to succeed in a class. Therefore, students should try to avoid scheduling classes at times which would regularly conflict with extracurricular or co-curricular activities.

The policy outlined below applies to student-athletes for athletic competitions and all students for the extracurricular and co-curricular events. Students participating in Nazareth-sanctioned activities shall not be penalized for an absence due to the activity as long as the student notifies the instructor prior to the absence according to the procedures below. This means that students will be allowed to make up any work missed due to the excused absence without penalty, and the absence will not be counted against the students.

- Students will provide a hard copy form (https://www2.naz.edu/download_file/view/9169/710/) to faculty identifying any known conflicts between athletic competitions OR extra-curricular and co-curricular activities and their classes, clinicals or labs by the end of the first week of the semester. In the case of a missed clinical or lab, in addition to notifying the faculty member, the student will refer to any additional clinical policies and procedures as outlined by the program. This letter will be signed by the coach/Athletic Director or sponsoring faculty/staff member. NOTE: Some athletic competitions cannot be determined at the beginning of the semester due to playoffs and/or weather conditions. Sometimes students are not made aware of the schedule until a day or two prior to an athletic competition. Some sponsored activities may also not be known until later in the term. In these cases, the student will provide faculty members with information about any conflicts as soon as they are made aware of the situation and provide a form at that time.
- After discussing the absence(s) with the faculty member and determining a plan for completing missed work or submitting assignments, it is the student's responsibility to follow through on the agreement, although documentation will be kept by both parties. Note: For athletic events, coaches are willing to proctor exams and quizzes while on the road or attending an "away" event when possible.
- If a student is in danger of failing a course, the faculty member is welcome to discuss the situation with the student and the coach/sponsoring faculty or staff member to determine if it is in the student's best interest to forgo participating in the next day of competition (athletes) or forgo the extracurricular or co-curricular activity (all students).
- In the case where a student and instructor cannot come to an agreement about a missed class, the student or faculty member may request a consultation with the coach or sponsoring faculty/staff member in order to seek a resolution. In cases where a resolution cannot be found, the student or faculty member may request a review and discussion by: (1) for athletic events: the Athletic Director, NCAA Faculty Athletics Representative (FAR) and a Student Athlete Activities Council (SAAC) representative; (2) for academic extracurricular and co-curricular activities: the Dean for which the activity falls or Associate Vice President of Enrollment and Student Experience for co-curricular activities and the sponsoring faculty/staff member. This review process will seek to find a compromise which is beneficial to both student and faculty, but does not undermine academic integrity or participation in the extracurricular or co-curricular activity.