

2020 - 2021

# Non-Tenure Track Faculty Handbook

SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE



# Academic Calendar

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## Fall 2020

<b>August 24</b>	Fall Classes Begin
<b>August 29</b>	Weekend Classes Begin
<b>September 7</b>	Labor Day Holiday, University Closed
<b>November 3</b>	Election Day, No classes
<b>November 23-November 29</b>	Thanksgiving Break
<b>November 26-27</b>	Thanksgiving Holiday. University closed.
<b>Starting November 30</b>	All classes are online
<b>December 14-18</b>	Final Exams
<b>December 18 &amp; 19</b>	Commencement
<b>December 23- January 1, 2020</b>	University Closure
Note: No weekend classes September 5- 6 and November 28 –29. Final exams for weekend classes are December 12 following the last class session.	

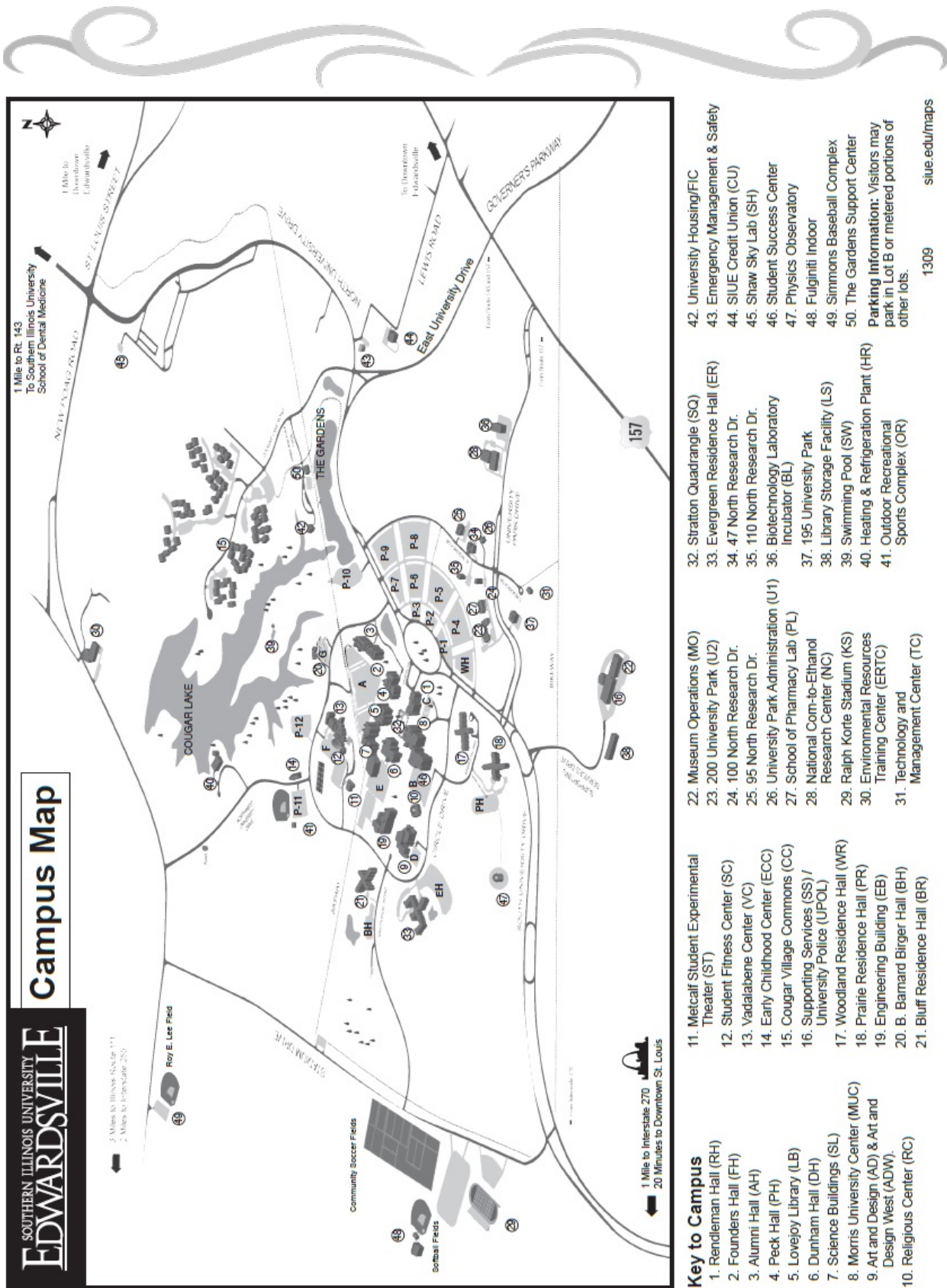
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## Spring 2021

<b>December 21</b>	Winter Session Begins
<b>January 10</b>	Winter Session Ends
<b>January 18</b>	Dr. Martin Luther King, Jr. Day. University Closed.
<b>January 19</b>	Spring Classes Begin
<b>January 23</b>	Weekend Classes Begin
<b>May 3-7</b>	Final Exams
<b>May 7 &amp; 8</b>	Commencement
Note: No weekend classes April 3-4. Final exams for weekend classes are May 1 following the last class session.	

Reference

<https://www.siu.edu/academics/undergraduate/policies/academic-calendar.shtml>



# Campus Map

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

1 Mile to Rt. 143  
To Southern Illinois University  
School of Dental Medicine

1 Mile to  
Downtown  
Edwardsville

5 Miles to Illinois State Fair  
2 Miles to Poplarville, MS

1 Mile to Interstate 270  
20 Minutes to Downtown St. Louis

## Key to Campus

1. Rendleman Hall (RH)
2. Founders Hall (FH)
3. Alumni Hall (AH)
4. Peck Hall (PH)
5. Lovejoy Library (LB)
6. Dunham Hall (DH)
7. Science Buildings (SL)
8. Morris University Center (MUC)
9. Art and Design (AD) & Art and Design West (ADW)
10. Religious Center (RC)

11. Metcalf Student Experimental Theater (ST)
12. Student Fitness Center (SC)
13. Vadalabene Center (VC)
14. Early Childhood Center (ECC)
15. Cougar Village Commons (CC)
16. Supporting Services (SS) / University Police (UFOL)
17. Woodland Residence Hall (WR)
18. Prairie Residence Hall (PR)
19. Engineering Building (EB)
20. B. Barnard Birger Hall (BH)
21. Bluff Residence Hall (BR)

22. Museum Operations (MO)
23. 200 University Park (U2)
24. 100 North Research Dr.
25. 95 North Research Dr.
26. University Park Administration (U1)
27. School of Pharmacy Lab (PL)
28. National Com-to-Ethanol Research Center (NC)
29. Ralph Korte Stadium (KS)
30. Environmental Resources Training Center (ERTC)
31. Technology and Management Center (TC)

32. Stratron Quadrangle (SQ)
33. Evergreen Residence Hall (ER)
34. 47 North Research Dr.
35. 110 North Research Dr.
36. Biotechnology Laboratory Incubator (BL)
37. 195 University Park
38. Library Storage Facility (LS)
39. Swimming Pool (SW)
40. Heating & Refrigeration Plant (HR)
41. Outdoor Recreational Sports Complex (OR)

42. University Housing/FIC
43. Emergency Management & Safety
44. SIUE Credit Union (CU)
45. Shaw Sky Lab (SH)
46. Student Success Center
47. Physics Observatory
48. Fulginiti Indoor
49. Simmons Baseball Complex
50. The Gardens Support Center

**Parking Information:** Visitors may park in Lot B or metered portions of other lots.

1309 siue.edu/maps

Visit [www.siu.edu/maps/](http://www.siu.edu/maps/) for an interactive campus map.



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Adapted from Saginaw Valley State University’s Adjunct Faculty Handbook and SIUE Psychology Department’s Faculty Handbook. Much of the text in this document is adapted verbatim from SIUE literature and webpages.

## Greetings from the Provost

Dear SIUE Instructors and Lecturers;

Welcome to SIUE, and thank you for choosing to be part of our community. You will play an important role in supporting student learning and encouraging student success. SIUE has a deep commitment to high quality instruction, and our instructional faculty are critical to helping students realize academic success. You will invest significant amounts of time and energy in helping our students learn course content. You will also help students imagine new possibilities that may motivate them as they choose their majors and get excited about their fields of study. Your impact on our students does not end in your class, but continues as they leave SIUE and pursue a career. They will remember the difference that you make, so I want to thank you in advance for your important contributions to our students and this institution.

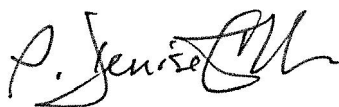
As you join us, I hope you will begin to see yourselves as contributors and members of our campus community. While there will be many opportunities for you to learn more about our values and culture, I hope that this material and our orientation set the stage for some of our most important values and priorities. We are a diverse community of teacher-scholars, faculty, and staff with a commitment to student-centered and inclusive education. You will help SIUE realize our goals related to student success and equity and inclusion. I look forward to helping support your work and that journey.

We have assembled this handbook to help you find your way as you teach at SIUE. I am grateful to all of our faculty leaders and administrators who contributed to its development. The handbook contains information about our policies and procedures related to teaching. A digital version of this handbook is at <http://www.siu.edu/provost/ntt-faculty/>. We hope that this handbook will answer most of your questions. If not, I encourage you to talk with your Department Chair or the appropriate office on campus. We are here to help you be successful.

We welcome your comments and feedback on this handbook. If you have any suggestions about how the handbook could be improved, contact Lynn Bartels, Director of Faculty Development, [lbartel@siue.edu](mailto:lbartel@siue.edu). Additionally, we invite you to participate in our workshops and faculty development events. You can learn more by exploring the Center for Faculty Development and Innovation's website at <http://www.siu.edu/facultycenter/index.shtml>.

You will help students “shape a changing world”, and I hope that you enjoy working with our students as much as I have. I hope you have a wonderful semester.

Sincerely,



P. Denise Cobb, Ph.D.  
Provost and Vice-Chancellor of Academic Affairs





# About SIUE

## **Mission Statement**

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding, and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars, and leaders who shape a changing world.

## **Vision Statement**

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

## **Values**

### Citizenship

- Social, civic, and political responsibility — globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni, and the larger community
- Sustainable practices in environmental, financial, and social endeavors

### Excellence

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

### Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

### Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

### Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

## History

In 1955, a group of community leaders and parents began a campaign to establish a public university and formed the Southern Illinois Council for Higher Education by 1956.



In 1957, Southern Illinois University opened two residence centers in Alton and East St. Louis. Due to overgrowth, the Council facilitated successful fundraising and broke ground for SIU Edwardsville in 1963. In 1965, SIUE opened the Peck Classroom Building and Lovejoy Library.

Today, SIUE is a premier metropolitan university offering a broad range of undergraduate and graduate degrees in the arts and sciences, business, education, engineering, and nursing. Professional degrees are also available in dental medicine and pharmacy.

SIUE maintains its ties to Alton and East St. Louis. The School of Dental Medicine in Alton uses many of the same buildings that housed its first students in 1957. The East St. Louis Center remains dedicated to improving the lives of individuals and families in East St. Louis and surrounding urban areas.

## References

Southern Illinois University Edwardsville. (2017). About SIUE: Mission/Vision/Values. Retrieved from <http://www.siue.edu/about/mission.shtml>.

Southern Illinois University Edwardsville. (2017). About SIUE: History. Retrieved from <http://www.siue.edu/about/history.shtml>.



## Contact Information

### Office of the Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs serves as the Chief Academic Officer of the University and is primarily responsible for promoting the academic and scholarly environment of the campus. The Provost is also responsible for strategic academic program and budget planning, policy development and review, program assessment, faculty and student development.

**Provost and Vice Chancellor for Academic Affairs**

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# Instructional Policies and Procedures


## Instructional Requirements

**Non-Tenure Track Faculty webpage** features various resources you may find helpful, including an electronic copy of this handbook ([www.siu.edu/provost/ntt-faculty/](http://www.siu.edu/provost/ntt-faculty/)).

**Faculty Handbook** is also available online (<http://www.siu.edu/provost/fhb/>) and includes many University policies related to teaching.

**Ethics of Instruction** are available online (<http://www.siu.edu/policies/1q2.shtml>) and listed below. These expectations broadly define normal faculty behavior in a fair and open learning environment.

1. “To inform students early in the term, by means of syllabi or other written statements, of planned course coverage, required textbooks, and an approximate schedule of assignments.
2. To inform students early in the term, by means of syllabi or other written statements, of the grading policy to be used, including a description of the relative weight to be assigned to different activities and of attendance requirements, if any.
3. To announce and adhere to a schedule of office hours which permits and encourages students to meet with the instructor in his/her office and to be available for special conferences as needed.
4. To attend promptly and fully each class meeting; to obtain permission from the chair in advance when class must be missed (except in cases of emergency); and when possible to provide an alternate instructor (who has been given directions concerning planned class activities).
5. Not to reschedule class meetings without the permission of the dean or chair and the consent of the students enrolled. Not to reschedule final examinations without the permission of the dean, the Provost, and the consent of the students enrolled.
6. To return student work promptly except when announcement has been made to the class that work will not be returned (although such work should be available for student examination) and to retain any unreturned student work for at least one term.
7. To provide the student at his/her request with appropriate and helpful written and/or oral explanations for assigned grades and other evaluated work.
8. To provide teaching and learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
9. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction.

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10. To assist in instructional support activities such as curriculum development, textbook selection, course revisions and acquisition of publications and other library activities.
  11. Not to become involved in amorous or sexual relationships with any student for whom the instructor currently has any teaching responsibility, including counseling and advising, supervision of independent studies, research, theses, and dissertation.”

## **Syllabus**

Sample course syllabi may be available from other instructors, tenure-track and tenured faculty, program directors, or department chairs. In some cases, you may want to use these sample syllabi to guide the construction of your syllabus. Make sure you and other instructors have a clear agreement about how the borrowed material can be used and acknowledged. While your syllabus should not be identical to anyone else’s, it is expected that you will cover essentially the same topics as other faculty teaching the same course. In some departments, syllabi may include standard expectations, schedules, and other uniform features that are intended to support consistent outcomes across sections.

As such, if you are teaching one section of a course that is taught by various professors within the department, consult your department chair about how much uniformity is expected between different sections of the same course. In some instances, there will be some flexibility. For example, you may determine how many exams and what form they take (e.g., multiple choice, short answer, short essay, long essay, oral, or some combination of the preceding), but it is important to seek clear guidance from the program director and chair. Again, some departments have worked toward greater standardization as a means of supporting consistency in outcomes. Please reach out to the department chair and other professors who are teaching the same course. Consistent with the Higher Learning Commission’s standards, SIUE’s goal is that all sections of a course are structured and delivered to yield similar learning outcomes however, whenever, and wherever the course is offered.

A syllabus template which includes COVID policies is available here.

[https://www.siu.edu/its/idlt/docs/Syllabus\\_Template\\_COVID.docx](https://www.siu.edu/its/idlt/docs/Syllabus_Template_COVID.docx)

## **Office Hours**


University policy specifies that instructors should announce and maintain a schedule of office hours for student meetings. Consult your department chair for adaptations of the office hour policy to online, hybrid, off-campus, and other atypical courses.

## **Student Workload**

In general, students are expected to work 2 hours outside of class for every one hour in class (<http://www.siu.edu/policies/1i4.shtml>). This policy helps inform faculty about the amount of homework and study that is expected of students.

## **Attendance**

Attendance policies are up to the instructor. If you decide to use a policy penalizing students for absences, the policy must be stated in your syllabus. It is important that any such policies are clearly communicated and implemented fairly.



Consider allowing more flexibility in your attendance policy during the pandemic so that students who are not feeling well do not feel pressure to attend class.

When you submit grades at the end of the term, you will be asked to provide notation if a student never attended your course. This requirement is an important part of SIUE's responsibility for administering federal financial aid.

### **Adding and Dropping Courses**

If your class is full when the semester begins, you may receive a waitlist of students who wish to be admitted. If seats and textbooks are available for your class, you may admit additional students, giving priority to those on the waitlist. In general, adding a significant number of additional students to a full class can create significant problems. There are only so many seats in each classroom, and SIUE's Textbook Services makes purchasing decisions based on the course caps that are posted on CougarNet. If there are seats available in the room, Textbook Services can accommodate course material requirements, and demand for the course remains, we hope you will consider meeting students' educational needs.

During the pandemic, it is critical that you do not add students exceeding the social distancing requirements of your classroom if your class is meeting face-to-face.

Students may add classes as follows:

**Week 1** → With the instructor's permission and signature (after the instructor has carefully considered seat and textbook limitations), the student may add using an Add-Drop Form. Normally students should be added only in the first week.

**Week 2** → A student may add a class during the second week of classes only with instructor, advisor and department chair signatures on the Add-Drop Form. Most students who add this late struggle to catch up, so adding at this late stage should be avoided.


**Week 3 and later** → Adding at this late is very strongly discouraged and will require the dean's signature (in addition to the instructor's, advisor's and chair's signatures) on the Add-Drop Form.

Students who wish to add one or more classes must complete the "add" section of an Add-Drop Form. The Add-Drop forms are available from academic advisors or on the SIUE website at [www.siue.edu/registrar/forms/index.shtml](http://www.siue.edu/registrar/forms/index.shtml).

Students may be unenrolled from classes when they have not completed the prerequisites or if they do not show up on the first day of class. If you intend to administratively withdraw students for failure to attend the first day, we strongly recommend that the syllabus state this drop policy, especially for non-attendance the first day. Contact your department chair to find out how to administratively withdraw students from your class. You can find more information in the University's Class Attendance Policy <https://www.siue.edu/policies/1i9.shtml>.

Students may drop classes as follows:

**Weeks 1 – 2** → Students may drop classes without permission of the instructor and have no entry on their transcript.



**Weeks 3 – 10** → Students may drop classes without permission of the instructor. A grade of "W" is automatically assigned.

**Weeks 11 – 13** → Students may drop classes after approval by the instructor and adviser, but the instructor must assign a "WP" (only if the student is passing at the time) or "WF" (when the student has an "F" at the time). "WF" will be computed as an "F" in the GPA.

**After Week 13** → No classes may be dropped. Grades other than a "W", "WP", or "WF" must be assigned by the instructor.

Students who wish to drop one or more classes must complete the "drop" section of an Add-Drop Form. If the request occurs during weeks 11-13, the instructor's signature is required on the Add-Drop Form." The Add-Drop forms are available from academic advisors or on the SIUE website at [www.siu.edu/registrar/forms/index.shtml](http://www.siu.edu/registrar/forms/index.shtml).

## Blackboard

Blackboard (<http://bb.siu.edu>) is a learning management system that allows students and faculty to engage with each other in a virtual learning environment. It can be used to share files and promote learning activities, such as group discussions, collaborative projects, and writing assignments.

Some faculty use Blackboard to enhance face-to-face courses with online learning materials, such as text and video content, while others use it to hold class discussions, accept assignment submissions, or deliver an entire course online. Thousands of SIUE students use Blackboard every semester, in their online, face-to-face, and blended/hybrid courses. Turnitin, a plagiarism and writing-quality checker, is integrated into Blackboard (see <https://www.siu.edu/its/turnitin/>).

Blackboard shells are automatically set up for you prior to the start of the semester for each class. Course instructors need to submit requests for certain administrative activities including merging multiple sections of the same course into a single Blackboard shell and adding additional users such as co-instructors or teaching assistants. Contact [help@siue.edu](mailto:help@siue.edu) or call ITS at (618) 650-5500 with any questions about Blackboard.


For all things Blackboard, go to <http://www.siu.edu/its/bb/> or search the ITS knowledge base at <https://kb.siu.edu/>

Information Technology Services. (2017). Blackboard. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/its/bb/>.

## Grading Policies and Incompletes

The following grades are used at SIUE:

- A--Excellent
- B--Good
- C--Satisfactory
- D--Poor
- F--Failure



SIUE does not use +'s and -'s.

Additional grades that may apply are listed at <https://www.siue.edu/policies/1j1.shtml>. Please take note of the grades that apply when students do not attend or disappear after the semester has started and do not withdraw:

- NS- Student Never Attended
- UW- Unauthorized Withdrawal
- WR- Withdrawal by Registrar

If you give a student an incomplete (I), you are responsible for the extra labor of grading the student's incomplete work, even if you are no longer employed by the university. "I" grades should be extremely rare.

### FINAL GRADES

Final examinations must be held at the designated time during final exam week, and may not be rescheduled. If a student can document that they have more than two final exams on the same day, you may work with that individual to reschedule their exam. Alternately, the student may submit a written request to the Associate Vice Chancellor for Enrollment Management, Scott Belobrajdic, in Rendleman Hall 1207. The request should include their name, student identification number, and list of scheduled courses, and must be received by the Associate Vice Chancellor at least two weeks prior to the first day of the examination period. When they are available, final exam schedules can be found at <https://www.siue.edu/registrar/schedules/index.shtml>. You should also turn course grades into the registrar before the deadline. Grades must be turned in no later than noon on the Monday following finals week. Grades should be submitted online in CougarNet. Directions for entering grades are usually emailed to SIUE faculty during the last weeks of the semester.


### GRADING ERRORS

Grades must honestly reflect student performance and must be calculated precisely as stated in the course syllabus. Students have the right to question a grade and see material upon which the grade was determined up to one semester after the class ends. Therefore, it is important that you keep accurate class records and completed assignments (that have not already been returned to students) for at least that period of time. If a student questions a grade, you are expected to make yourself available to discuss even if you are no longer employed by the University.

If you become aware of an error that led you to assign a student the wrong grade, you must fill out a Grade Change Request Form. If a student disputes a grade or other issue and you are not able to resolve the disagreement with the student, the student may file a formal grievance. (The burden of proof falls on the student who files a grievance.) The grievance will be reviewed by the department chair (and additional administrators if the grievance advances) and you will be responsible for responding to the student's grievance. The details for grievance procedures are available at <https://www.siue.edu/policies/3c3.shtml>. For more information on handling student grievances, please refer to the "Dealing with Students" section of this handbook.

### GRADE PRIVACY

Grades and similar personal information about students must be stored securely (e.g., on a password-protected computer, in Blackboard's grade center). Failing to protect the privacy of such information is a violation of the Family Education Rights and Privacy Act (FERPA; a



federal law). Examples of illegal behavior include: emailing grades (because email is not a secure medium), revealing performance information to a student's parent without the student's written consent (assuming the student is 18 or older), and discussing a student's performance near people who do not have a clear need for that information. Grade-related conversations with students should take place via telephone or in office meetings. The University of Washington has a brief and helpful FERPA guide for faculty and staff that can be found here:

<http://www.washington.edu/students/reg/ferpafac.html>.

**NOTE:** You may share student information with student support units, such as Office of Academic Advising, Student Opportunities for Academic Results (SOAR) or the Athletic Academic Advising Office, throughout the semester if you receive such requests from them. Academic progress surveys may be sent to you through Starfish, which is available in Blackboard. You can learn more about the 5<sup>th</sup>-week Assessment and other student support efforts at SIUE's Office of Retention and Student Success <https://www.siu.edu/retention/programs-data/index.shtml>. For more information on Starfish, please visit <http://www.siu.edu/its/starfish/>.

### GRADING MULTIPLE-CHOICE EXAMS

If you use multiple-choice exams, the Scantron-scoring services available at SIUE's Testing Services may be convenient for you. If your department does not provide Scantron sheets, students may purchase them at the SIUE bookstore. Testing is located in the Student Success Center. Normally, Testing Services will email you a detailed report of the exam scores (in a pdf file) within 24 hours. Call or email Testing Services for instructions at [testing@siue.edu](mailto:testing@siue.edu) or 618-650-1246 (<http://www.siu.edu/testing/>).

### **Academic Integrity**

The University recognizes academic misconduct as a serious academic offense (<https://www.siu.edu/policies/3c2.shtml>). Generally, in cases of plagiarism, the student is given a failing grade on the assignment or in the course (<http://www.siu.edu/policies/1i6.shtml>). Faculty members are encouraged to handle cases of plagiarism in consultation with the department chair and to prevent plagiarism as much as possible by: (a) showing students how to scan their papers with Turnitin on Blackboard and (b) showing students examples of plagiarism and how to avoid it.

Instances of plagiarism and other forms of academic misconduct should be reported to the chair and the Office of the Provost through an incident report:


[https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=3](https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=3)

The chair may advise you about additional procedures that are unique to your department, school, or college.

Questions regarding academic integrity and reporting may be directed to Dr. Tom Jordan, the Coordinator for Policy, Communication, and Issues of Concern, at [thjorda@siue.edu](mailto:thjorda@siue.edu) or (618) 650- 3678.

### **Course Evaluations**

Near the end of the semester, each department administers online or face-to-face student evaluations of teaching.



Across the university, the following core items are used in most student evaluations of teaching:

1. The course requirements were clearly communicated in the syllabus.
2. The instructor was available to help students outside of class.
3. The instructor provided timely feedback on student work (exams, assignments, creative activities, etc.).
4. The instructor provided useful feedback on student work (exams, assignments, creative activities, etc.).
5. The class was well organized.
6. The instructor was prepared for class.
7. The instructor was responsive to student questions.
8. The instructor explained difficult material clearly.
9. The instructor used teaching strategies that enhanced my understanding of the course content.
10. The activities/assignments were useful in helping me learn.
11. Overall, the instruction in this course enhanced my learning of the course content.

Departments and/or individual faculty may add additional rating-scale and open-ended questions, in addition to the core items. For the core items shown above, a 5-point response scale is used: Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, and Strongly Agree. “Not applicable” should also be available as a response option.

Every instructor is free to solicit student feedback through anonymous and voluntary surveys in order to improve their teaching techniques in the future. However, if any survey of students will be used for research purposes, (e.g., if the data will be presented to other instructors at a professional meeting) an IRB submission is required (<https://www.siu.edu/compliance/human-subjects/index.shtml>).

Student evaluations of teaching are normally announced and managed through departmental procedures. If instructors mention the evaluations to students, instructors should make clear that the department values high response rates as well as honest and constructive criticism. Instructors who talk about the importance of these evaluations in class often observe higher response rates (and thus, more trustworthy data) at the end of the semester.

Course evaluations are used by faculty to make changes in their teaching. You may also reach out to a trusted colleague or the Peer Consultants, [http://www.siu.edu/facultycenter/services\\_resources/teaching/peerconsultant/index.shtml](http://www.siu.edu/facultycenter/services_resources/teaching/peerconsultant/index.shtml). A mentor or colleague may be able to help you think about how to best use these data to improve your teaching and to enhance student learning. They are also used by administrators to note any areas of concern, especially if you’re new to teaching. You might consider collecting midterm student evaluations of your teaching in addition to end-of-term evaluations.

#### References

Policies. (2019). Student Evaluation of Teaching – 1J7. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/policies/1j7.shtml>.

### **Class Cancellation**

Classes should only be missed in unavoidable circumstances. Replace missed classes with commensurate learning experiences (e.g., an online learning activity, a reading-and-thought-paper assignment, a guest lecture by a colleague if the absence is planned in advance).



Any time a course instructor misses a class due to illness or a similar emergency, he or she must contact the department chair as soon as possible and, if necessary, complete a leave request. SIUE is responsible for ensuring the meaning of a credit hour. This can be accomplished through class time or outcomes. In most instances, SIUE's definition is rooted in the required class time. Accordingly, missed sessions need to have appropriate make up assignments.

Students should also be informed immediately (e.g., through a class email sent via Blackboard) of the cancellation, and told about an alternate learning activity they should complete within a few days.

If an absence is necessary for a non-emergency reason (e.g., required attendance at a conference), students should be informed in advance of the absence and what their alternate learning experience will be.

In general, classes should meet for the full designated period of time, not lengthened or shortened.

### **Graduate Faculty Status**

To teach courses for graduate credit, or to serve on graduate student committees, you need to apply for graduate faculty status. Information and the application form can be found at: <https://www.siue.edu/graduate-faculty/graduate-faculty-status.shtml>.

### **Social Media**

Faculty who use social media as an instructional tool should follow the social media policy (<http://www.siue.edu/provost/fhb/social-media-policy.shtml>). The policy requires faculty who use social media in their classes to prepare and distribute to students their written social media policy. Students should sign a consent form (<http://www.siue.edu/provost/fhb/social-media-policy.shtml>) which the faculty member stores during the class.



# Dealing With Students

## Classroom Management Tips

### 1. Start and End on Time

Get to class early. This will allow you time to get things set up and time to visit with students before class starts. Start class on time. If students notice that you start class late, they will arrive late. Be respectful of their time and end class on time, not too early or late.

### 2. Disruptive Students

Occasionally you may have a student who is disruptive. There are many ways students can disrupt the learning process. They may hold side conversations with other students, monopolize class discussion, belittle other students' ideas, etc. It's important to deal with the disruptive student face-to-face, individually, and in private. Ask the student to meet with you in your office and then describe how the student's behavior is affecting you and other students in the class. If the disruptive behavior persists, talk to your department chair.

### 3. Mix it up

Try to keep the lecture brief. When students seem to lose interest, incorporate a discussion question or activity. Try to switch to a different type of activity about every 20 minutes or so. Try active learning techniques including case studies, role plays, group projects, etc.

### 4. Connect with your students

Try to learn their names and something about them, if the class size permits this. Find out what they are interested in and try to incorporate it into your teaching. Encourage students to meet with you during your office hours. Respond promptly to their emails.

### 5. Create an inclusive classroom

It's important to try to make all students in your classroom feel welcome and comfortable participating in the class. There are many ways to promote a positive classroom climate including establishing ground rules ([http://www.siu.edu/facultycenter/services\\_resources/teaching/Ground\\_Rules.shtml](http://www.siu.edu/facultycenter/services_resources/teaching/Ground_Rules.shtml)), responding appropriately to potentially hurtful statements ([http://www.siu.edu/facultycenter/services\\_resources/teaching/Microaggressions.shtml](http://www.siu.edu/facultycenter/services_resources/teaching/Microaggressions.shtml)), and thoughtful assignment to groups.

### 6. Classroom assessment techniques

Check students' understanding of the material with techniques such as the one-minute paper or the muddiest point exercise. Discussion questions, activities and quizzes also help you check for student understanding. The feedback you receive can be invaluable in helping you adjust your teaching. Consider surveying your students to learn what's working and what's not. If you wish to avoid paper surveys, you have access to Qualtrics ([http://www.siu.edu/its/qualtrics/create\\_acct.shtml](http://www.siu.edu/its/qualtrics/create_acct.shtml)), which makes it easy to conduct voluntary and anonymous online surveys of your students.



## 7. **Pausing**

Try not to teach at a breakneck speed, students need time to absorb and reflect on the information that is being presented. Don't overwhelm them with information. Similarly, when you ask a question, wait a little longer than feels comfortable to give them time to formulate their answers.

## 8. **Testing**

Be clear about your testing policies. Clearly state under what conditions make-up tests will be allowed. Tell your students what behaviors are forbidden during testing such as no hats, drinks, books or notes, etc. Never leave the room during an exam. You can learn about many popular cheating techniques through YouTube videos that describe them. For the sake of preventing cheating, it may help to inform your students that you have taken the time to learn about college cheating techniques (so that they know you know what to look for).

## 9. **Make a referral**

When students contact you with personal or emotional problems, encourage them to seek help from Counseling Services ([www.siue.edu/counseling](http://www.siue.edu/counseling)). If a student is persistently disruptive, consult with the department chair about whether a referral should be made to the Dean of Students.

Whenever a student appears to be an imminent threat to themselves or to others (e.g., if a student says he will probably kill himself this afternoon, or he appears to be under the influence as he heads toward the parking lot), call 911.

If there is no emergency, but you feel like campus might be safer if a student was questioned by the police (e.g., if a student tells you that her friend made some threatening remarks on Facebook last semester), call the SIUE police at 618-650-3324. Student behaviors that cause concern are often ambiguous; let the police assess the danger.

To learn more about effective teaching techniques, participate in Faculty Development activities ([www.siue.edu/facultycenter](http://www.siue.edu/facultycenter)).

References


Adapted from Saginaw Valley Adjunct Faculty Handbook

## **Minimizing Student Grievances**

Students who feel their rights have been violated may file a grievance, <https://www.siue.edu/policies/3c3.shtml>. Grievances can be time-consuming to handle. There are several things you can do to minimize the likelihood that your students will file a grievance.

Answer students' questions and messages. (Remember that ignoring a student who has a concern will almost always cost you more time in the long run than simply talking to the student in the first place.) If you disagree with a student, state your position in a professional tone with a brief explanation that focuses on the facts. If a student is extremely demanding or disrespectful after receiving such an answer, feel free to consult the department chair about what to do next.

It is to your advantage to assume that students are not able to clearly differentiate good academic conduct from cheating and plagiarism unless you tell them how to do so. Most students probably do have a fairly good sense of ethics, but by being exceedingly clear with students about what counts as academic misconduct, you make it almost impossible for them to claim ignorance or



confusion if they are caught. You should assume students will be confused about what is allowed and not allowed with homework, group papers, take-home exams, and other less-common forms of graded work. For work to be completed outside of class, make clear what types of collaboration are allowed (if any) and what types are forbidden. (Consider how you would build your case if two students turn in homework assignments that are 90% identical, and neither of them admits to copying.) Remember that students are innocent until proven guilty, so if you don't have clear evidence to support your case, you don't have a case at all.

For more commonly graded work (like in-class exams), clear instructions may save you from aggravation later. For example, some professors provide warnings like this on exam study guides or day-of-exam PowerPoint slides:

*“Looking at your phone during an exam requires me to assume you are cheating. I cannot take time to determine what is on your screen. To avoid misunderstandings, the simple rule is this: If you look at your phone during the exam, you will be charged with academic misconduct; if you always keep it out of sight, there will be no problem.”*

For any work students do outside of class, consider: Are they allowed to discuss the questions/problems/prompts with each other, but not allowed to share their sentences or calculations? If so, show them (in writing) examples of acceptable and unacceptable conduct. While writing instructions and examples, imagine how they might be interpreted if they ever have to be used as evidence in a misconduct case. A wise strategy is to write instructions in a way that makes it nearly impossible for a genuine offender to claim ignorance or confusion after cheating or plagiarizing.

Especially at the end of the semester, grade disagreements are common. In the long run, you will save yourself much time and hassle by communicating carefully. Having clearly written policies and instructions will prevent and resolve issues quickly. You should communicate empathetically with upset students while holding firm to clearly-stated policies. Here is an example message:

*Hi Student,*

*I can imagine that if I were in your situation, I might be upset too.*


*I cannot create an extra-credit opportunity for you because I must treat all students equally. I must make sure that no student is singled-out for special treatment and that every student's grade is determined precisely the way the syllabus says it will be determined.*

*I understand that emailing me was convenient for you, but in general, it is not a good idea to discuss grades over email. If by some chance you have found miscalculation in one of your grades in this class, let's meet. I can meet with you at [reasonable times].*

*Sincerely,*

*Professor Kindandfirm*

If the email above was posted by an upset student on social media, the professor wouldn't have to worry that he or she might be viewed as angry, arrogant, racist, biased, unreasonable, or evil.



A complaining student isn't going to get much sympathy if he or she tries to claim you are unjust, and the paper trail shows nothing but empathic and matter-of-fact messages like this. Of course, some students don't give up easily. This leaves the professor, who has already provided an explanation for a grade, wondering how to shut the conversation down. Here is an example to consider:

*Hi Student,*

*I'm sorry to hear that you're still frustrated. It sounds like you don't like the grading rubric that I use in this class and that you disagree with the explanation I gave you in our meeting on Thursday.*

*Now that I've double-checked and confirmed that there were no calculation errors on the rubric, I doubt that there's anything I could say to make you feel better.*

*If you feel like you have evidence that your rights as a student were violated, you can contact the department chair about the procedure for filing an official grievance.*

*Sincerely,*

*Professor Kindandfirm*



## Support Services

### SIUE ID Card

Faculty may apply for an ID card as soon as their contract appears in the Banner system. The faculty member needs to show a picture ID, fill out a form available in that office, and have their picture taken for the ID card or electronically submit the photo to be used. The ID card will be ready within a few minutes. For more information, you may visit [www.siue.edu/cougarcard/](http://www.siue.edu/cougarcard/), email [cougarcard@siue.edu](mailto:cougarcard@siue.edu), or call 618-650-2080.

### e-ID

There isn't much you can do at SIUE without an e-ID. (Having an e-ID is a prerequisite to establishing your email account, using Blackboard, using library resources, and so forth.) After your hiring paperwork is thoroughly processed all the way through SIUE's Office of Human Resources, it is in your best interest to set up your e-id as soon as possible ([https://www.siue.edu/its/fac\\_staff/index.shtml](https://www.siue.edu/its/fac_staff/index.shtml)). Instructions and background information are available at [http://www.siue.edu/its/eid\\_support.shtml](http://www.siue.edu/its/eid_support.shtml) and you can apply at <https://oitam.isg.siue.edu/~eid/cgi-bin/e-ID>

You can get your e-ID as soon as you are in the Banner system without going anywhere or seeing anyone, unless you prefer to do so. Information Technology Services (ITS) is in Room 0005 in the basement of the library, and their Helpdesk can be reached by phone at 618-650-5500. For security reasons, passwords for e-ID must be changed every 60 days. You will receive email reminders and instructions near the end of the 60-day period. Once your password is updated, the new password will apply to all instances where e-ID is used.

### Parking Services and Transportation

Parking permits should be purchased from Parking Services, Room 1113 Rendleman Hall, in order to park on campus. You can either pay via payroll deduction or in one lump sum. The cost depends on where you want to park. You will need your driver's license, license plate's state and number, and year, make, model, and color of the vehicle when purchasing a permit. The permit must then be attached to your rear view mirror and visible at all times while parked on campus. Please visit <https://www.siue.edu/parking/> for more information or call 618-650-3680.

Public buses operated by Madison County Transit (MCT) are also an option (see <http://mct.org> for bus schedules). Several bike trails also provide access to campus (see <https://www.siue.edu/campus-recreation/facilities/running-biking-trails.shtml>).

### Instructional Design & Learning Technologies (IDLT)

IDLT is a group of consultants dedicated to assisting with teaching, learning, and technology integration at SIUE. IDLT can help faculty assess their preparedness to teach online, and offer design consultations, resources, training, and services for teaching and learning at SIUE. IDLT provides information and resources to assist faculty and students in both choosing and using technology effectively. Please visit [www.siue.edu/its/idlt/](http://www.siue.edu/its/idlt/) for more information. For technology-related issues, call ITS Help Desk at 618-650-5500.

Be sure to check out the resources available in the Teaching Toolkit, <a href="https://www.siue.edu/its/idlt/toolkit.shtml">https://www.siue.edu/its/idlt/toolkit.shtml</a>
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## **Accessible Campus Community & Equitable Student Support (ACCESS)**

Accessible Campus Community & Equitable Student Support (ACCESS) is responsible for determining the eligibility for accommodations by assessing evidence of both the students' diagnosis and functional limitations as a result. SIUE students registered with ACCESS will be listed on the Accommodate interactive platform which is accessible to the faculty associated with their classes. Each semester that students are registered for classes, faculty will receive a notification letter via email which indicates the accommodations that the student is eligible to use while attending the University.

It is the responsibility of ACCESS, not individual faculty members, to make these accommodation decisions. Faculty members should follow ACCESS's instructions conscientiously. Students should make arrangements with ACCESS before the period when they need accommodations. If a student asks you for accommodations after a grade has been earned, refer the student to ACCESS.

It is recommended that you include information about ACCESS on your syllabus. See the recommended syllabus language on the ACCESS website. For more information, please visit [www.siu.edu/ACCESS](http://www.siu.edu/ACCESS) or call 618-650-3726.


## **Academic Achievement Center**

Located within the Student Success Center, the Academic Achievement Center is home to the offices of Academic Advising, Learning Support Services, Retention and Student Success, Student Opportunities for Academic Results (SOAR), and Testing Services.

*The Office of Academic Advising* helps undeclared undergraduate students understand general education requirements, select and pursue a course of study, and select courses that help them advance toward graduation. At SIUE, once a student has declared a major, the student will be advised by professional advisors in their major department. Visit [www.siu.edu/oa/](http://www.siu.edu/oa/) for more information.

*Learning Support Services (LSS)* provides free peer-to-peer course-specific tutoring. In addition to tutoring, LSS provides assistance with other areas such as note taking, time management, test taking skills, etc. LSS is also the home of *The Writing Center* and *The Speech Center*. These Centers allow students to improve their papers and speeches. Visit [www.siu.edu/lss/](http://www.siu.edu/lss/) for more information. You may encourage your students to use these services.

*The Office of Retention and Student Success* works with students to ensure they are successful at SIUE. Through collaboration with various offices and support for academic planning and resource management, students work with an advocate who helps with persistence each semester all the way through to graduation. The Office of Retention and Student Success also provides the Student Academic Success Sessions (SASS) for all SIUE students. Visit [www.siu.edu/retention/](http://www.siu.edu/retention/) for more information.




Student Success Center. (2019). Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/studentsuccess/>.

Academic Advancement Center. (2019). Academic advancement center. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/aac/index.shtml>.

## Facilities

Your classroom assignment can be found on the course schedule on CougarNet.

Just follow the link at the bottom of the University webpages .

Faculty may reserve computer labs and classrooms for class activities outside of regularly scheduled class. To reserve a room, please contact Academic Scheduling at [academicscheduling@siue.edu](mailto:academicscheduling@siue.edu) or 618-650-3087.

Campus buildings may be locked on weekends when no classes are scheduled. If the doors are locked, you must use your faculty ID card to enter buildings via the swipe entry pads. These entry points are not always easy to find, so make sure you know where they are. For example, there is only one entry point for Peck Hall which is through the basement loading dock door. Note that your card may only give you access to certain buildings that the University deems necessary.

For building-related issues, including temperature control, call Facilities Management customer service at 618-650-3711.

For classroom technology issues, call ITS at 618-650-5000 and someone will come to your classroom shortly to assist you.


## Textbooks

At SIUE, we have a textbook rental system. This system has the benefit of keeping down the cost for students. If you want a particular book to be used in classes, you should contact your department ASAP to see if making this request is still possible.

For each course offered by each department, one or more texts may be adopted and available through Textbook Services. (In cases in which more than one text is requested, approval of the dean is required.) Each book will normally be in adoption for three years. After three years, the text may be re-adopted for another three year period or a new text may be adopted. (In cases where Textbook Service will not need to purchase additional books, a shorter re-adoption period may be permitted.) Textbook adoption decisions are made within the academic units.

Please visit <http://www.siu.edu/policies/1p1.shtml> or email [textbook@lists.siu.edu](mailto:textbook@lists.siu.edu) for more information on textbook rental policy.

Also, consider using online resources such as *FacultyEnlight* and *VitalSource* to find popular textbooks used by instructors across universities, get free copies of textbooks, and more.



Southern Illinois University Edwardsville. (2019). Textbook rental. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/policies/1p1.shtml>.

## Lovejoy Library

The Lovejoy Library houses Information Technology Services (ITS) in its lower level and books, DVD's, CD's, computers, and more on the first, second, and third floors. Library services offer interlibrary loan, course reserves, 3-D printing, equipment checkout, and printing and media support. Gain access to online databases of journals and magazines from the library's homepage using your e-ID and password (the same e-ID and password used for your SIUE email). Visit [www.siu.edu/lovejoylibrary/](http://www.siu.edu/lovejoylibrary/) for more information.

SIUE instructors may reserve library materials, such as books, textbooks, journals, DVDs, and homework, quiz, and exam solutions and lecture notes, for their course. Instructors should reserve items four weeks prior to the beginning of the term to ensure that reserve items are available at the beginning of the term. To submit a reserve request and for more information, please visit <http://www.siu.edu/lovejoy-library/services/place-items-on-reserve.shtml>.

The library also offers librarian-led Library Instruction and Information Literacy sessions to help students:

1. Become familiar with library facilities, organization, resources, and services.
2. Learn how to find books, periodical articles, and other resources.
3. Understand the basics of doing library research.
4. Learn how to find and evaluate information on the Internet.
5. Understand that further help is available through contacting the Information Desk and/or the subject librarians.

Please visit <http://libguides.siu.edu/instruction/> for more information.

Library and Information Services. (2017). Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/lovejoylibrary/>.

Library and Information Services. (2019). Reserves. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/lovejoy-library/services/place-items-on-reserve.shtml>.

Library and Information Services. (2019). Information Literacy Program: Home. Southern Illinois University Edwardsville. Retrieved from <http://libguides.siu.edu/instruction/>

## Faculty Development

The Center for Faculty Development and Innovation (Lovejoy Library 2040) offers many programs to help faculty develop effective teaching skills. All faculty members are welcome and encouraged to participate in our activities. Here is a description of some of the activities we offer.

### Midweek Mentor

Midweek Mentor meets every other week to watch a short video on teaching (e.g., Is my Syllabus Sending the Wrong Message? How Can I Get Useful Feedback on My Online Teaching?). The videos are about 20 minutes long and after the video, faculty participate in a



discussion of the video. Visit the following site for upcoming Midweek Mentor workshops:  
[http://www.siue.edu/facultycenter/events/categories/midweek\\_mentor.shtml](http://www.siue.edu/facultycenter/events/categories/midweek_mentor.shtml).

During the weeks when Midweek Mentor does not meet, we post a blog (<http://www.siue.edu/facultycenter/news/blog/index.shtml>) related to the Midweek Mentor topic.

### **On-demand Videos**

All of the Midweek Mentor videos are available in our On-demand video collection. Once you have an account created, you can watch these videos whenever and wherever you like. Visit the following site to register for On-demand video access:

[https://www.siue.edu/facultycenter/services\\_resources/teaching/teaching\\_on-demand\\_videos.shtml](https://www.siue.edu/facultycenter/services_resources/teaching/teaching_on-demand_videos.shtml)

### **Workshops**

We organize workshops on teaching-related topics throughout the year. Workshops cover a wide range of topics and provide examples of how to improve your teaching. Workshops are typically about 90 minutes long. Visit the following site for upcoming workshops:

<http://www.siue.edu/facultycenter/events/categories/workshops.shtml>.

### **Book Clubs**

There are typically 1 or 2 book clubs offered each semester. Book clubs usually meet about 3 times during the semester and they are faculty-led. Book clubs are generally small (8-10 faculty) so they tend to fill up quickly. We'll provide the book and it's yours to keep. Visit the following site for upcoming book clubs:

[http://www.siue.edu/facultycenter/events/categories/book\\_clubs.shtml](http://www.siue.edu/facultycenter/events/categories/book_clubs.shtml).

To learn more about our activities, visit our website <http://www.siue.edu/facultycenter/>. Events will be announced via email through the faculty listserv also.

### **Communications**

Please check your SIUE email frequently as this will be the primary channel of communication for SIUE-related matters. Blackboard's secure messaging tool should be your main channel of communication between you and your students, especially regarding private information such as grades.

To check your office phone for messages the number is 3142 (or 618- 650-3142 from off campus). You will need your extension number and phone ID to check messages.

### **Human Resources**

Visit [www.siue.edu/humanresources/new\\_employees.shtml](http://www.siue.edu/humanresources/new_employees.shtml) for information about benefits, employment, and payroll.

If you want your salary delivered via direct deposit you will find information on the Payroll website at <http://www.siue.edu/human-resources/payroll/index.shtml>. Your first paycheck will be sent to the mailing address that is on CougarNet, so it is important that you check your CougarNet personal information for accuracy. If you teach in both the fall and spring semesters, but not in the summer, you may want to ask the Office of Human Resources about the option to distribute your nine-month pay over 12 months.



## STATE ETHICS TEST

State law requires all university employees to complete an online ethics test once per year as a condition of employment. Several announcements about this requirement will be sent to your university email address.

## NON-UNIVERSITY EMPLOYMENT

State law also requires all full-time (but not part-time) faculty members to obtain prior written consent before doing paid work (including self-employment) outside the university. Forms to obtain such consent, and to report on non-university employment after it's completed, can be found at: <http://www.siu.edu/provost/>.

## **Emergencies and e-Lert**

SIUE's e-Lert is a text messaging service that will be used to quickly notify faculty, staff, and student cell phones when an urgent situation, such as severe weather, a bomb threat, or a hostile intruder, occurs. It is also used to announce when the University closes due to inclement weather. (Such closings are also posted at <http://www.siu.edu>.) The system is tested periodically, so you will also receive test messages. There is no cost to register for the alerts; however, standard rates may apply if your cell phone plan does not include text messaging. Sign up for e-Lert messages at [www.siu.edu/emergency/elert.shtml](http://www.siu.edu/emergency/elert.shtml).

Make note of signs and exits throughout buildings in case of emergencies. Tornado and fire sirens across campus are tested regularly every first Tuesday of every month starting around 10AM.

For emergency situations, call 911. Contact SIUE police at 618-650-3324 or [police@siu.edu](mailto:police@siu.edu) for non-emergency situations. Please visit [www.siu.edu/emergency/](http://www.siu.edu/emergency/) and [www.siu.edu/emergencymanagement/](http://www.siu.edu/emergencymanagement/) for detailed information on SIUE's emergency and safety procedures and the University Safety Manual.

### References

Southern Illinois University Edwardsville. (2019). SIUE e-Lert. Retrieved from <http://www.siu.edu/emergency/elert.shtml>.



## Other Services and Benefits

### Dining Options

The main on-campus dining area is located in the basement of the Morris University Center (MUC) and includes Grab 'n' Go, Beverages, Chick-fil-A, Entrees, Garden Patch, Boss Burger, Sammiches, The Wok, The Sweet Spot, Pizza Hut, Cocina, and Sweet Eats. The first floor of the MUC, including the Student Success Center, has Auntie Anne's, Kaldi's Coffee, Starbucks, and Union Station. On the third floor bridge between Alumni Hall and Founders Hall is the Skywalk Café. The Student Fitness Center offers Freshens: Energy Zone and the Cougar Village Commons Building offers Commons Dugout Grill.

Morris University Center. (2019). Dining options. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/muc/dining-options.shtml>.

### Campus Recreation

Some services offered by Campus Recreation (<http://www.siu.edu/campus-recreation/>):

- Student Fitness Center (<http://www.siu.edu/campus-recreation/facilities/index.shtml>)
- Indoor Pool (<http://www.siu.edu/campus-recreation/programs-services/aquatics.shtml>)
- Group Fitness Classes (<http://www.siu.edu/campus-recreation/programs-services/index.shtml>)
- Biking and Running Trails (<http://www.siu.edu/campus-recreation/facilities/running-biking-trails.shtml>)
- Cougar Lake Recreation Area (<http://www.siu.edu/campus-recreation/facilities/cougar-lake-recreation-area.shtml>)
- Family Programming (<http://www.siu.edu/campus-recreation/programs-services/family-programming.shtml>)
- Wellness Center

Campus Recreation. (2017). Campus recreation. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/campus-recreation/>.

### Wellness Center

Some services offered by Wellness Center (Campus Recreation, 2019):

- Fitness Assessments
- Fitness Consultations
- Injury Consultations
- Equipment Orientations
- Presentations
- Health Services Referrals

For more information, visit <http://www.siu.edu/campus-recreation/facilities/wellness-center.shtml>.

Campus Recreation. (2019). Wellness Center. Southern Illinois University Edwardsville. Retrieved from <http://www.siu.edu/campus-recreation/facilities/wellness-center.shtml>.



## **Employee Discounts and Tuition Waivers**

SIUE employees can be eligible for various local and national vendor discounts as well as tuition waivers for you and their dependents. For more information, please visit

<https://www.siu.edu/human-resources/benefits/programs-and-services/employee-discount-program.shtml> and <https://www.siu.edu/human-resources/benefits/programs-and-services/>.

Human Resources. (2019). Benefits. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/human-resources/benefits/programs-and-services/employee-discount-program.shtml> and <https://www.siu.edu/human-resources/benefits/programs-and-services/>.

## **Microsoft Office 365**

SIUE has licensed Microsoft Office 365 for students, faculty, and staff as a part of our Microsoft Campus Agreement. Active faculty accounts are eligible to download and use Microsoft Office on personal computers. To install these services and other information, please visit

[www.siu.edu/its/office365/index.shtml](http://www.siu.edu/its/office365/index.shtml).

Information Technology Services. (2019). Office 365. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/its/office365/index.shtml>.

# **Employee Obligations**

## **Title IX**

Discrimination against any person or group of persons based on race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service is specifically prohibited in the SIUE community.

SIUE complies with the requirements of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in all programs and activities receiving federal financial assistance.

All University community members are encouraged to report all incidents of sex and/or gender discrimination, harassment or retaliation directly to the Title IX Coordinator. The Title IX Coordinator is specifically charged with coordinating the initial assessment, initiating the investigation, and responding to allegations of sexual assault, sexual misconduct, stalking, and relationship violence, to stop the harassing conduct, address its effects, and prevent its recurrence. Reports of certain crimes committed on campus will be reported to the SIUE Police Department as required by the Clery Act. The Title IX Coordinator is:



Jamie Ball, J.D.  
Director, Office of Equal Opportunity, Access, & Title IX Coordination  
Rendleman Hall 3310  
(618) 650- 2333

Policies & Procedures. (2019). Non-Discrimination and Non-Harassment Policy. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/policies/2c7.shtml>

Policies & Procedures. (2019). Title IX General Policy Statement- 2C9 & 3C8. Southern Illinois University Edwardsville. Retrieved from <https://www.siu.edu/policies/2c9.shtml>

Policies & Procedures. (2019). Sexual Assault, Sexual Misconduct and Relationship Violence Policy & Procedures- 2C13 & 3C14. Retrieved from <https://www.siu.edu/policies/2c13.shtml>

## **Sexual Harassment**

The University prohibits all forms of Sexual Assault, Sexual Misconduct and Relationship Violence. Sexual Misconduct is a broad term that includes, but is not limited to, sexual assault, sexual exploitation, stalking, cyber-stalking, and aiding or facilitating the commission of a violation, and retaliation.

All University employees (except those bound by a legal privilege, such as licensed medical providers or counselors in Counseling and Health Services) who are informed about a sexual assault, sexual misconduct or relationship violence are required to report the information to a Campus Reporting Contact or to the Title IX Coordinator or designee.

See <https://www.siu.edu/policies/2c13.shtml> and <https://www.siu.edu/policies/2c5.shtml> for more information on sexual harassment reporting and complaint options.

Policies & Procedures. (2019). Sexual Assault, Sexual Misconduct and Relationship Violence Policy & Procedures- 2C13 & 3C14. Retrieved from <https://www.siu.edu/policies/2c13.shtml>

## **Ethics**

See <http://www.siu.edu/human-resources/faqs/ethics-training.shtml> for frequently asked questions about yearly ethics training.

See <http://www.siu.edu/human-resources/faculty-staff/ethics.shtml> for more information about SIUE ethical expectations.

## **RECEIVING GIFTS**

Do not accept a gift or ask for a gift from someone who could be affected by your State employer's actions. If you receive such a gift in the mail, return it immediately, or donate it to charity.

- Example: An employee in the position to select a vendor for a State university should not accept a free vacation from the vendor; accepting such a gift could be viewed as a bribe.

Samples of gifts that may be accepted:

- Promotional gifts that cost less than \$100



- Educational materials that apply to your profession with the State
- Food and drinks consumed where they are purchased and cost no more than \$75/calendar day

Faculty Handbook. (2019). Nepotism Policy, Personnel Policies, SIUE, I-4. Retrieved from <https://www.siu.edu/provost/fhb/9-7.shtml>

Human Resources. (2019). Illinois State Ethics Act SIUE Employee Information. Retrieved from <http://www.siu.edu/human-resources/faculty-staff/ethics.shtml>