

LEHIGH UNIVERSITY
HANDBOOK FOR NEW FACULTY
2002-2003

Draft: ver 5e (8/01/02)

Compiled by:
New Faculty Advisory Group
Art King
Dina Wills

New Faculty Handbook

Table of Contents

Introduction

- I. Course planning and preparation
 - Semester schedules, Blackboard course management, syllabus, multi-section courses, preparing a syllabus, Expectations for students, Evaluations of teaching, Student Course Evaluations

- II. Course management
 - Attendance policies, registration, drop/add, students with disabilities, late registration penalties, AT's, alternate cuts, auditing/vagabonding, special scheduling, exams, academic standards & grades, pass-fail grading, dropping a course, incompletes, absence from a final exam grade submission procedures, grade submission policies and deadlines, instructions for entering final grades, pin and web access, grade change issue, warning and probationary actions, mid-semester grade warning report, mid-semester grades for freshmen, "section 3" reports, "D" grade, TAs, GAs, Release of student information (privacy issues) Academic integrity

- III. Petitions and forms (exceptions to the academic rules)
 - Change of Roster during a semester with a drop/add slip, waiver of prerequisite, deletion of grade, dropping or adding a course after the 11th week, extension of deadline for incomplete grades, final exam change, make-up final exam, senior reexamination

- IV. Academic services available to students (and faculty)
 - Library and Technology Services
 - Learning Center; ESL Learning Center
 - International Multimedia Resource Center (IMRC)
 - Facilities and Collections
 - Resources and Services
 - Networking and Voice Communications
 - Computing
 - Orientation to technology used with teaching
 - Media Center

The Technology Learning Resource Center (TRLIC)
Media Production
Student Services

V. Adjuncts

CAS, CBE, COE, RCEAS

VI. Academic career management

Rules and Procedures of the Faculty, time
management, university and college committees,
unfair treatment.

VII. Other activities at Lehigh available to faculty

Zoellner Arts Center, Taylor Gym and Fitness Center,
Choral Union, University music and theater programs,
Women's Center, Humanities Center, Visiting Lecturers series.

VIII. Sources of Help for Students

IX. Forms

X. Bibliography

XI. Index of Topics

Introduction

Welcome to Lehigh!

In this handbook, we would like to offer you a guide to various aspects of academic life at this university. We will give you ideas about course planning, preparation, and management; tell you about our library system and technology centers; discuss some career management issues; and point you toward campus activities and places where you may spend some leisure time. An e-copy of this document may be found on the Provost's web page.

I. Course planning and preparation

Semester Schedules

The Registrar maintains the academic calendar for several years ahead on his web page:

<http://www.lehigh.edu/~inrgs/calendar.htm>

Religious holidays that you should be aware of are listed on the following web page:

<http://www.lehigh.edu/~incha/holidays.html>

Blackboard Course Management

Lehigh faculty have access to Blackboard, a web-based course management tool. Contact Margaret Petrovich, 83830 or mjp3, to request Blackboard for your courses. Each college has an in-house LTS team that includes an instructional design specialist to assist faculty in using technology for teaching:

CBE:	Sherry Yerk-Zwickl (shy2)	tel. 8-4009
CAS:	Bill Mitchell (rwm3)	tel. 8-3984
RCEAS:	Robin Deily (rjd0)	tel. 8-4988
COE:	Grace Chiang (glc3)	tel. 8-5045

On Blackboard, you may post course documents, such as your syllabus, handouts, and assignments. Among other features, your students may hold discussions online on the Discussion Board, moderated by you. You have an automatic e-mail list for all students in each class available in Blackboard. To learn how to use the Blackboard system, contact the Instructional Technology division of Library and Technology Services for a list of their seminars for the coming academic year.

Multi-section Courses

In many departments, several faculty members may teach sections of the same course; at times both full time and adjunct faculty teach such courses. To be fair to students, provide consistent student preparation and quality, yet provide leeway for differences in teaching style, faculty find ways to achieve the common learning and instructional objectives for all sections. Similarities among sections may include a common syllabus; common individual questions on homework, quizzes, and midterms; videos and other learning experiences; PowerPoint slides. In some cases, all faculty who teach a common course work together to prepare questions for a common final exam.

Preparing a syllabus

The syllabus for a course is more than a list of assigned readings and the dates on which tests will be given. It is a contract between professor and students, setting out the expectations of the professor, and what the students will be required to do for the course, along with policies on such items as how grading will be done in the course.

When planning your syllabus, start with the development of a rationale for the course and the course objectives within a specific program's objectives. Decide what you want students to be able to do as a result of taking the course, and how their work will be evaluated and graded.

As you write the syllabus, it is important to include basic information, such as the name of the course, semester taught, location of classroom, time of class, your own name and all contact information (phone, e-mail address, office place, office hours). Under "Objectives of the course" include your rationale for teaching the course, and what you expect students to learn from it. Under "Resources" write the name and author of any textbooks, visual materials such as videos, and web sites. Under "Format of the course" tell the students what specific assignments they may expect, such as amount of reading material, journals to be kept, number of quizzes and midterms, whether or not there will be a final, and any other assignments.

Under "Policies for the course" give students your policies on attendance, good reasons for an absence, late assignments, athletic excuses, class participation, and any other item. You may also include a scale that shows what is needed to get a particular grade in your course, and how much weight each assignment for the course has for the final grade. In order to counter the fact that a student taking a course "Pass/Fail" may pass with a D-, you might want to add the line, "Each assignment in the course must be completed for a student to receive a passing grade."

Because some students in your class may have learning disabilities, you might add a sentence similar to this, "If you have a documented learning disability, and will be requesting academic accommodation for this class, please contact Dean Cheryl Ashcroft in the Office of the Dean of Students in her office, UC 212."

The body of the syllabus will give an outline of the content of the course, with dates for reading assignments, midterms, quizzes, and any other assignments that you make for the course. This helps the students plan their workloads for the semester.

An excellent resource for syllabus design is Judith Grunert's *The Course Syllabus: A Learning-Centered Approach*, listed in the bibliography.

Evaluation of Teaching

The College of Business and Economics and other colleges' faculty evaluate their teaching and course using several metrics. One of the most important methods for feedback is a student course evaluation. The University has standard questions that the Psychology Department analyzes and reports to the faculty member, department chair and dean's office. Other metrics used by many departments include senior focus groups organized by the CBE Undergraduate Associate Dean, peer faculty class visitations

and teaching portfolios or dossiers for the promotion and tenure process. New instructors may wish to elicit feedback from students about their courses at some point prior to the end of the semester. Valuable student insights about how to improve the course and changes that could be made may be done with a mid-semester evaluation. For help with this, contact Dr. Dina Wills, Director of Faculty Development.

Student Course Evaluations

Lehigh University, under the auspices of the Department of Psychology, provides local course evaluations using optically readable multiple choice answer sheets. In addition to multiple choice items, there are three spaces on the back of the answer sheet for short essay answers to questions of the instructor's/Department's choice.

The standard set of questions, used during previous years, is reproduced below. If you wish to modify some of the questions, add questions, or otherwise to customize the questionnaire the Department of Psychology will try to accommodate you. **However, please request only changes that are consistent with your Department's or Program's policy.**

A printed summary of the results, including means, standard deviations, and rating distributions for each question will be returned to you, together with the answer sheets, some time after grades have been turned in at the end of the semester. Students should be informed who will have access to their evaluations when the evaluations are done. (Detailed instructions for administration will be provided with the rating forms).

- In the College of Business and Economics, the Undergraduate Program Coordinator (xt. 8-3400) automatically orders evaluation forms for each course offered in the CBE.
- In the College of Education, the department academic coordinator orders the evaluations for each class, and distributes them to the faculty. The evaluations are returned to her, so that she may send them to the Psychology department.
- In the College of Arts & Sciences, each of the eighteen departments orders evaluation forms for the classes taught in that department.
- In the College of Engineering, each department orders its own course evaluations.
- **Orders must be placed in a timely manner.**
- All forms **MUST be returned directly to Course Evaluation Service or to a Department Office with explicit clearance from Course Evaluation Service.** Delivery must be consistent with the printed directions to Instructors and student volunteers. Instructors must designate a student to collect and deliver the forms, and should leave the room while students are completing the forms. These measures safeguard the confidentiality of the system.

Please direct any general questions concerning the course evaluation service to the special email address inpsyev@lehigh.edu. Course Evaluation Service is currently supervised by Professor Padraig O'Seaghda, Department of Psychology, who checks the email account regularly.

Standard Set of Course Evaluation Questions

The standard Questionnaire form instructs the students to answer each question on a five-point scale, ranging from "Agree Strongly" to "Disagree Strongly."

1. Overall, the instructor's teaching was effective.
2. Overall, the quality of this course was good.
3. The instructor stated clearly what was expected of students.
4. The course objectives were clear.
5. The instructor presented the material clearly.
6. The instructor gave good examples of the concepts.
7. The instructor answered questions clearly and concisely.
8. The instructor knew the subject well.
9. The instructor was generally well prepared for the class.
10. The grading procedures for the class were fair.
11. The texts/readings were valuable in learning course content.
12. The assignments helped me learn the subject matter.
13. Tests and papers were graded and returned promptly.
14. The amount of work was appropriate for the credit received.
15. The instructor was enthusiastic about teaching.
16. The instructor was helpful when students were confused.
17. The instructor treated students with respect.
18. Interaction between students and instructor was positive.
19. The instructor was available for conferences with students.
20. I learned a great deal in this course.
21. I would recommend this course to other students.

In addition, there are three write-in areas for "short-answer" responses to questions of the Department's or Instructor's choosing. Wording for these questions may optionally be specified with your Course Evaluation request.

II. Course management

Registration

All students using Lehigh University resources and facilities must be registered.

1. All students register for courses on line using the "Web for Students".
2. It is essential for faculty to learn "Web for Faculty", for example to generate class rosters and to submit grades.
3. Consult your department head, department coordinator and Associate Dean for current policies on enrollment management for course registration in your college.

Students who do not register during the registration period may register on line using the “Web for Students” before the start of classes.

Faculty should check the “Web for Faculty” regularly during the first month of classes to verify that all students attending class are officially registered. If a student is not attending class, complete a “Section 3 Report” as outlined on Pg. Xx.

Students of Lehigh University who are within a few hours of meeting the requirements for a baccalaureate degree may, with the special approval of the associate dean and the instructor, enroll for a limited amount of work for graduate credit.

Drop/Add

Within the first 5 days of a semester (fall or spring), a student may add or drop a course using the “Web for Students”. Between the 6th and 10th days, the student must use a paper drop/add form with the instructor’s *and* adviser’s signatures. After the 11th day, a petition with the appropriate Associate Dean’s signature (see page xx) must accompany the drop/add form. Both forms must be submitted to the Registrar’s office.

Students with Disabilities

In the Office of the Dean of Students, Cheryl A. Ashcroft is the Assistant Dean for Academic Support Services (xt. 8-4152, email caa4). She works in conjunction with faculty members to provide appropriate classroom accommodations for students with diagnosed learning disabilities and other disabilities that may impact the learning process. Students requesting accommodations must give the university a current, comprehensive psycho-educational evaluation. If a student in one of your classes has a diagnosed learning disability, and is working with Dean Ashcroft, you will receive an e-mail message giving you that information. The e-mail message will tell you that the student has a letter from Dean Ashcroft outlining the approved academic accommodations. The student will hand deliver the accommodation notification letter directly to you. Please encourage students with special needs to contact you early in the semester. Some faculty put a disability notification statement on their syllabus. An example of a disability statement may read:

If you have a documented disability and are in need of academic accommodations, please notify me early in the semester and contact Dean Ashcroft at ext. 8-4152.

Some students never give their professors the letter, and do not ask for any accommodation, but most will bring the letter to their professor’s office. Professors are encouraged to contact Dean Ashcroft if they have any concerns about the academic performance of a student, or if a student with a disability is having problems in their class.

A few students may tell their professor that they need accommodation, such as more time on a test, when the professor has received neither the e-mail from Dean Ashcroft nor the letter. In this case, the professor is not obligated to accommodate the student at that time, but might want to contact Dean Ashcroft to see if the student is eligible for accommodations under university guidelines and section 504 of the Rehabilitation Act.

For more information on academic support services, access the university website at:

Late Registration Penalties

A late registration fee will be assessed of students who register between the second and tenth day of class during the Fall and Spring semesters and the second and fifth day of class during the summer sessions. **Students who have not completed the registration process by the tenth day of the regular academic semester or the fifth day of a summer session will not be permitted to attend class.**

Apprentice Teaching

The apprentice teaching program is limited to juniors and seniors who wish an opportunity to learn about teaching to do so under the guidance of an experienced professor. Typically apprentices are associated with a freshmen or sophomore level course and perform a limited amount of lecturing and leading of discussion, assist in making up and evaluating written assignments, and are available for individual consultation with students. The regular or “master” teacher is responsible for assigning all grades given in the course. The duties performed by undergraduate apprentice teachers must in no way be confused with those performed by graduate teaching assistants. To participate in the apprentice teaching program a student:

- (1) Must have a cumulative grade-point average of 2.8.
- (2) Should have a cumulative grade average of 3.32 and completed at least two courses in the major field in which the apprentice teaching is done.
- (3) Previously have taken for credit a course equivalent to the course in which the apprentice teaching will be done.

Students may roster for apprentice teaching only once each semester, only once for a given course, and only twice in their college career. Students register for apprentice teaching by signing up for course number 300 (a number set aside in all departments for a three-hour course called “Apprentice Teaching”).

Apprentice teachers must submit a written “contract” or agreement describing the duties the apprentices will perform at registration. Forms are available for this agreement in the Department Offices and the Dean’s Offices. These forms must be signed by both the apprentice and the master teacher, then submitted for approval to both the chair of the department in which the apprentice teaching will be done and to the Associate Dean of the College and attached to the registration form. The Registrar’s Office will refuse to roster the course for students who have not submitted the approved forms with the required signatures on the registration form.

The Provost shall appoint a central coordinator of apprentice teaching who, with a committee of representatives of the three undergraduate colleges, will oversee and evaluate the program.

Alternative Cuts

When a student has two courses with conflicting meeting times, and the advisor feels that they both could be rostered, a petition for “alternative cuts” should be filed within the first ten days of the semester. The student must outline how s/he expects to receive instruction in both courses. The petition should be approved by both instructors and the advisor, and then be submitted to the College Dean’s office.

Auditing and Vagabonding

A student in good standing (not on probation nor failing any courses during the previous semester) may be admitted as an auditor in not more than one course. Application for such admission shall be by petition within the **first ten days** of the semester. The petition requires the approval of the advisor, the department chair concerned, and the course instructor. In no case shall a student who has attended a course as an auditor be given an anticipatory or challenge examination for credit. Any course audited appears on the transcript with no grade and no credit hours. Occasional visitation of classes (vagabonding) by full-time undergraduates is allowed at the pleasure of the instructor.

With the consent of the Associate Dean and the course instructor, a **graduate** student may audit one or more courses which shall be **outside** the approved program of studies for the intended degree.

A student who has attended a course as an auditor **shall not be given a challenge examination for credit in that course and may not register for the course for credit in the future.**

A graduate student desiring to audit a graduate course without credit should register for the course at zero credit hours. If a graduate student wishes to attend selected portions of graduate courses, he or she may do so with the prior approval of the course instructor.

The fee for an audit is the same as for taking the course for credit.

Requests for Special Scheduling

For unusual circumstances a student may request special scheduling. This must be done at registration time on a special form, to the following offices: (a) for health and religious reasons, at the Registrar’s Office; (b) for gainful employment, at the Financial Aid office; and (c) for athletics, at the Athletic Department. Requests submitted through the Dean of Students office after registration have little chance of being honored.

Academic Standards and Grades

Grade Weights

Course grades and their weightings are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7), F (0).

Note: An undergraduate student receiving a grade of C- is considered to have displayed continuing competency.

A grade of D- is considered passing for classes taken on a Pass-Fail basis.

Pass-Fail Grading

CBE undergraduates may only take courses outside the college pass-fail

CBE Graduate students are not permitted to take any courses with pass-fail grading.

Policies at other colleges?????

Dropping a Course

A student dropping a course within the first ten days of the semester (five days for summer sessions) will have no record of the course on the transcript.

A student who drops a course after the tenth day of instruction and before the end of the eleventh week of instruction will have a grade of "W" assigned to the course. A student who drops a course after the eleventh week of instruction and before the end of classes receives a "WP" or "WF" at the discretion of the instructor. A "WF" is considered to be a failing grade. An Add/Drop must be submitted to the Registrar's Office before the deadlines noted above to be official.

Note: Be prepared for students seeking your advice or signature just prior to these deadlines.

Incompletes

An incomplete grade is used to indicate that one or more course requirements have not been completed. It is the obligation of the student to explain to the satisfaction of the instructor that there are extenuating circumstances which justify the use of the "N" grade. If the instructor feels that the use of the "N" grade is justified, he or she assigns a grade of "N" supplemented by a parenthetical letter grade (e.g. N(B)). In such cases, the instructor calculates the parenthetical grade by assigning an "F" for any incomplete work unless he or she has informed the class in writing at the beginning of the course of a substitute method of determining the parenthetical grade.

Absent from the Final Exam

The grade "X(grade)" is used to indicate absence from the final examination when all other course requirements have been met. The grade in parentheses is determined by including an "F" in the grade calculation for the missing final exam. The "X" grade may be removed by a make-up examination if the absence was for good cause. To be eligible for a make-up examination, a student must file a petition to the Registrar, and the petition must be approved. The instructor schedules and administers the make-up exam. Parenthetical grades are not required for thesis or research courses.

The "Z(grade)" is used to indicate both absence from the final exam and an incompleteness of one or more other course requirements. The instructor calculates the parenthetical grade using an "F" for the final

examination and an "F" or a substitute method of calculation for the incomplete work. The "Z" grade may be removed by the procedures described above for the removal of the "X" grade.

Grade Submission Procedures

You will receive the grade rosters for each term for all gradable course sections. Ungradeable lectures and recitations will not be included. These rosters will indicate all students eligible to be assigned grades in the defined sections. Students not listed on the roster are not eligible to receive a grade. All faculty are expected to submit grades using Web for Faculty. If you have difficulty entering grades staff members from the Registrar's Office will be available to assist you during regular office hours.

“W” grades are pre assigned and may not be changed. “WF” grades may be changed to “WP,” but not to any other grade.

Only the primary faculty member assigned has web access to assign grades. If you do not have access to a CRN that you need to assign grades for please call Carol Goss or Bruce Correll ASAP.

GRADE SUBMISSION POLICIES AND DEADLINES:

- 1) **Grades must be submitted within 72 hours of the final exam. For sections that have final papers, take home exams or term projects, grades are due at a subsequent date, determined by the registrar's office.**
- 2) **Courses with no scheduled final exam are due to be entered online according to the schedule established by the registrar's office.**

Symbols to use:

Straight grade	no symbol
Plus grade	+
Minus grade	=

KEY TO GRADES:

A, A-	Excellent	
B+, B, B-	Good	
C+, C	Competent	
C-	Continuation competency	
D+, D, D-	Passing	
F	Failure	
N (GRADE) *	Incomplete	
X (GRADE) *	Absent from Scheduled final exam	
Z (GRADE) *	Absent from final exam and incomplete	
W	Withdrawn during the first nine weeks	
(A "W" grade cannot be changed if it appears on the grade roster)		
WP	Withdrawn after the eleventh week - Pass grade	
WF	Withdrawn after the eleventh week - Fail grade	

* Note: For undergraduates you must submit a default grade that would be the grade assigned to the student if no further work was completed. This default grade is the lowest grade that may be permanently assigned to the student for that course. An X, Z or N must include a parenthetical grade. Final grades in such courses cannot be lower.

W, WP or WF are unacceptable as grades unless you have been notified by our office that the student has officially withdrawn from the course. You may change a WF to a WP grade. A+, F+ and F- grades may not be used.

Comments, in lieu of a grade are unacceptable, and an administrative "F" will be assigned.

Writing Intensive Course instructors:

Please indicate students passing the writing intensive requirement by writing a **WIP** after the letter grade for the course on the paper roster supplied and sent to the Registrar's Office. These are the only times we will accept paper grade rosters.

Instructions for entering final grades - Web for Faculty

From the Lehigh University homepage select the "Registrar" link :

<http://www.lehigh.edu/~inrgs>

- Select - Login to Secure Area and follow the procedure to log on. Remember that your university ID is your social security number and your pin is the personal identification number you created.

NOTE: In order to submit grades you must be assigned as the primary instructor of the course. If you are not currently listed as the instructor, please call the Registrar's office and we will make the correction. You will have immediate access once the correction is made.

Follow the steps as listed below to enter grades:

1. After login select Faculty Services
2. At Faculty Services menu click on and select a semester
3. Click on select CRN and submit
4. Select the link for Final Grades. This will end the set-up procedure and you are ready to enter grades
5. Your students will be listed alphabetically and all you need to do is enter a grade in the grade box. The form will show you 25 students per screen. **NO ENTRIES SHOULD BE MADE IN THE BOXES MARKED "LAST ATTENDANCE DATE" AND "ATTEND HOURS"**.

Note: You can either use the TAB key (manually typing in the grade) and tab from one grade box to another or you can use the mouse. It is **CRITICAL** that you are aware that if you use the tab method (keyboard) and manually type in the grades that the system will not accept more than one character. Therefore it is impossible to enter (+), (-), (X), or (Z) grades in this manner. It is easier to use the mouse and click on the drop down box and then just click on the grade you want.

6. When you are ready, click on submit grades and you are done.

FINAL NOTES:

- Periodically hit the "submit grades" button during your grade entry
- The system will time you out after 30 minutes, so use the submit grades button to avoid the auto logoff.
- To enter grades for another course just go back and select the link for select CRN. The RESET button at the bottom of the page will reset all grades that have not been saved to the NONE grade. Once grades have been saved this button has no effect. The RESET button should

only be used in the event you need to clear all unsubmitted (or saved) grades.

- Please remember to log off.
- Do not hesitate to contact our office at (610) 758-3200 with any questions.

PIN and Web Access:

Part time faculty with access and PIN problems may call Bruce Correll, Emil Gnasso or Carol Goss to have their access concerns addressed. Full time employees must go to Human Resources to have PIN problems addressed.

Grade Change Issue:

Grade changes: Grades will be rolled several times daily to academic history beginning on December 16th. After a grade is rolled it may no longer be changed on the Web. After the roll procedure is completed the University grade change policy is in effect.

WARNING and PROBATIONARY ACTIONS

Mid-semester Grade Warning Report

These reports are submitted for any student who appears to be failing at midterm.

Mid-semester Grades for FRESHMEN

Faculty of freshmen courses are **strongly encouraged by the Provost** to submit mid-semester grades for their students.

Section 3 Report

Faculty are encouraged to use this form to secure help for students who are doing poorly in a course, not attending, exhibiting behavior problems, or any concern. Advisees are required to meet with instructors, advisors and the Dean of Students in the case of a Section 3 Report being filed.

“D” Grade

A grade of “D-, D, or D+” is defined as unsatisfactory but passing. A student receiving this grade has not, in the opinion of the instructor, acquired adequate proficiency to take the next course for which it is a prerequisite.

Teaching Assistantships

TA's play a vital role in the College by assisting full-time faculty members in conducting basic undergraduate courses. Duties may vary by assignment and may include but are not limited to classroom teaching of recitation sections, grading, preparation of exams, quizzes and homework assignments and office hours.

TA's must be regular full-time students and are required to work approximately 20 hours per week during the academic semester including exam periods.

TA's must also demonstrate satisfactory performance in their TA duties. Evaluations from the supervising professor and academic advisor as well as classroom evaluations will be used to measure satisfactory performance.

Graduate Assistantships

Graduate students may be appointed to graduate assistantships within the College to assist full-time faculty with grading, class preparation, individual student assistance, etc. Tuition remission and stipend are dependent on duties assigned.

Degree Programs and Requirements????

III. Petitions and Forms

A registered student who seeks an exception to a rule or regulation, or who requires formal approval for unusual situations, must petition. The petition process normally starts with the advisor and may require the signature of the course instructor and/or college associate dean (UG or grad) as appropriate. These people should not merely sign the petition, but should provide information to assist individuals on the S.O.S. committee and the Dean of Students staff to arrive at a fair response to the petitioner's request. Simply signing the form without a recommendation or other essential information about the merits of the case can be a petitioner's "kiss of death." Do not hesitate to recommend denial when appropriate. Please advise the student to supply detailed, correct, and unambiguous information related to the situation so that committee members will understand the reasons why they should approve the request.

The following petitions proceed through the advisor and go directly to the Registrar or Dean of Students (as noted below) without the College Dean's office being involved.

1. Change of Roster during a semester with a Drop/Add slip. When a course is dropped from the 11th day of instruction through the 11th week, both the course instructor and advisor must sign the slip. It is then delivered to the Registrar. Please advise the student to keep a copy of the slip in case of clerical error or other mishap. The drop/add slip must be attached to any petition involving course changes. (see petition below)

2. Waiver of Prerequisite. A prerequisite(s) may be waived by presenting evidence on the petition of substantially equivalent preparation that is satisfactory to the instructor in charge of the course and the chair of the responsible department and the advisor. The petition should be submitted to the Registrar at the time of registration. In the College of Business and Economics, the Associate Dean for Undergraduate Studies must also approve the petition.

3. Deletion of Grade. A student may repeat a course in which s/he received a C- or below. The student must file a Repeated Course Declaration form at the Registrar's office, and must repeat the identical course at Lehigh. If the course has been discontinued, the offering department may (but is not required to) designate an equivalent course as an acceptable substitute. Advisors should ensure that the same course is not counted twice for credit. Courses from other institutions, including those in LVAIC, are not eligible for this option.

The following petitions or actions proceed through the College Dean's office.

Dropping or adding a course after the 11th week of instruction. Any course dropped after the 11th week receives a WP or WF, at the discretion of the instructor. A student must justify any argument that the advisor could not be found or that the student was unable to see the advisor before the 11th week. The student must complete a petition and obtain signatures of the instructor, advisor, Associate Dean, Registrar, and Dean of Students office. The S.O.S. committee will typically not approve such petitions.

Extension of Deadline for Incomplete Grades. A student who incurs an incomplete grade in a course must complete that work no later than the 5th day of classes in the first full semester in residency (except summer) following receipt of the incomplete grade. A student may petition for an extension of that deadline. The petition is submitted to the Registrar after being signed by the instructor, advisor, and Associate Dean.

Final Examination Change. A final exam will be changed (other than for very extraordinary circumstances) only if a student has **three finals on one calendar day**. (This is a change from the previous "3 exams within 24 hour" rule.) The SOS committee closely adheres to this new rule.

Make-up Final Examination. A make-up examination may, upon petition, be granted in a case of **unavoidable** absence from a final. The student should petition immediately after missing the exam. Make-ups are scheduled by the Registrar; and no fee is charged if the original exam was missed through no fault of the student. If, however, the student misses the regular make-up exam as scheduled, a \$10 fee is charged for subsequent examination. If a student fails to petition for a make-up exam during the scheduled time, the grade will be converted to the parenthetical grade at the end of the 10th day of instruction of the following semester.

If a student is ill during a final exam, encourage that advisee to go to the Health Center, or the Dean of Students office. The student should also be evaluated by a physician. If a personal catastrophe

occurred prior to the exam, the student should see the Dean of Students office before taking the exam. The petition must provide a complete explanation of why the examination was missed, and be signed by the instructor and advisor (preferably after the student has had any illness verified by the Health Center). After being signed by the Associate Dean, the petition is submitted to the Registrar.

Senior Reexamination. Senior reexamination may be granted (on petition) for not more than one failed course, provided:

- the course is the only current deficiency for graduation,
- the course is needed for graduation,
- the senior had a passing average, as determined by the instructor, when entering the final exam,
- in the case of a first-semester senior, there is no possibility of repeating a required course or finding a suitable substitute in the final semester.

These petitions are normally granted if all four conditions are met. The re-exam fee is \$10; and no re-exam will be given earlier than 30 days after the close of the semester's exam period.

IV. Academic Services

Library and Technology Services (LTS)

The exponential growth and increasing sophistication of information technology offer new and exciting opportunities for enhanced teaching, learning, and research. At the same time these changes blur traditional boundaries between previously distinct academic functions such as library reference and computer consulting services. At Lehigh, one merged organization called Library and Technology Services (LTS) delivers communications, computing, library and media services to capitalize on these new opportunities. LTS services are provided by cross-functional teams organized to facilitate an integrated approach to computing, information retrieval, and the use of instructional technology.

International Multimedia Resource Center (IMRC)

Within the IMRC, which is located in Maginnes Hall, are a multimedia computer lab dedicated to foreign language multimedia applications and the World View Room providing a regular daily schedule of foreign language news and feature programming received via international satellite TV networks. The multimedia lab features a network of IBM computers with laser disk players, VCRs, CD-ROMs designed for use with multimedia software. In addition, the World View Room features a comfortable lounge with a large screen rear projection television, an assortment of foreign newspapers, journals, magazines and short-wave radio. For more information, contact the IMRC in 535 Maginnes Hall or call 758-6067/6134.

Facilities and Collections

With the opening in 1985 of the E.W. Fairchild-Martindale Library and Computing Center, the combined information center merged more than 500,000 volumes in the social sciences with a 200,000 volume collection in the natural and physical sciences, mathematics, and all branches of engineering. The facility also houses government documents and business collections. The historic Linderman Library, part of which was built in 1877, is dedicated to all branches of the humanities. A collection of 400,000 volumes encompasses strengths in British colonial history, and American and English literature. The Bayer Galleria of Rare Books, which opened in 1985, embraces the university libraries' Special Collections Division, estimated to include about 24,000 volumes.

The Chrysler Library on the Mountaintop Campus serves as an electronic access point for the convenience of the academic departments located there.

Resources & Services

The “virtual electronic library” at Lehigh is just as important as the print-based one. Lehigh has available a full range of electronic indexes, reference works, full text databases, and image databases, all of which are accessible to Lehigh students from any computer on campus (including those in the residence facilities) or off campus via modem. A single Web-based interface allows the student to move seamlessly from Lehigh’s own online catalog (named ASA after Lehigh founder Asa Packer) to databases of citations, abstracts, articles or book reviews to the full text of many of these resources. The Lehigh virtual library also identifies for students the most important scholarly and governmental Web sites and connects them easily to these sites and to collections in other libraries, throughout Pennsylvania and around the world. There are easy ways to borrow books from other academic libraries including direct borrowing from other academic libraries in the Lehigh Valley, and interlibrary loan for use of collections throughout the world.

Networking and Voice Communications

Lehigh University is a “wired” campus in every sense of the word. A high-speed fiber optic backbone network ties together all major classroom and administrative buildings, the libraries and the computer center, the new Zoellner Center for the Performing Arts, and all student residences, including fraternities and sororities. This same extensive wiring plant and associated networking hardware and software connect the university to the global resources of the World Wide Web. Electronic communication is a way of life for students, faculty, and staff at Lehigh. Lehigh is also initiating new projects to incorporate wireless connectivity in some library and classroom settings. A sophisticated digital telephone system managed by Information Resources supplies telephone, voice-mail, and some ancillary data services to the entire campus.

Computing

Information Resources provides computing services to all university departments and research centers, serving the needs of students, faculty and administrative users. IR staff are assisting in the installation of

major new administrative systems that will bring more interactive and convenient Web-based services to students. A variety of computing facilities are available: an Information Commons at the Fairchild-Martindale Library, a large site at the Fairchild-Martindale Computing Center, many additional decentralized computing sites with workstations or microcomputers, computer classrooms, computer-equipped lecture rooms, and related printing and plotting devices. Library and Technology Services offers the latest technology to all students and faculty across the entire campus.

The Fairchild-Martindale Computing Center houses a multiprocessor Silicon Graphics compute server and several IBM RISC System 6000s configured for campus communications including electronic mail, campus-wide electronic bulletin boards, the World Wide Web and file storage. The compute server provides computing cycles for compute-intensive applications, including a variety of programming languages, mathematical and statistical software packages, and graphics packages.

The Media Center (Fairchild Martindale Library)

The Media Center resources include audio, video, and electronic media and the equipment and viewing spaces needed for their use. More than 6,000 units, including audio cassettes and CDs, videos, slides, DVDs, and related materials are available. The Center coordinates the purchase, rental, and reservation of films and videos for use in support of instruction. Slide, overhead, and video projectors, as well as laptops, are available at the Media Center for presentations on campus. A supply of laptops for short-term rental by students, faculty, or departments is housed there as well. Assistance with built-in classroom technology is available there. The Media Center also houses a basic self service production facility with scanners, color printers, and facilities for making transparencies.

Technology Resource Learning Center (TRLIC)

The Technology Resource Learning Center, a new part of the Media Center, opened in fall semester, 2002. The TRLIC has a technology laboratory for faculty and a new media classroom for demonstration of innovations in presentation technology. Instructional designers schedule office hours in the TRLIC to work with faculty. A Faculty Fellow who has much experience using technology in teaching will also be available to confer with faculty.

Media Production

Media Production is located in Room 10 of Linderman Library, on the ground floor. This is a full service professional production facility, with resources for studio photography, video recording, editing and duplication, graphics production, and preparation of a wide range of digital media. Assistance is available for students wishing to use extensive self service resources as well. Some equipment is available for loan.

Student Services

The libraries, Information Commons, and most distributed computing facilities are open seven days per week and for extensive evening hours during the fall and spring semesters. For most of these hours, a help desk located at the Fairchild-Martindale Library provides general help for students and faculty on-site and for telephone inquiries relating to both library research and computing. Help desk staff refer difficult or more specialized questions to experts as needed. There are also help desks located at Linderman Library, the Computing Center, and at some distributed sites.

Students may also take advantage of virtual help desks where they enter the questions or problems relating to library research, computing hardware or software, or telecommunications at any hour of the day or night for response at a later time, usually within one working day. Most library and computing services are available electronically; for example, requests for books to be recalled, film rental requests, frequently asked questions (FAQ) files, and seminar registrations.

Each semester Library and Technology Services Client Services division offers an extensive program of seminars and course-based instructional sessions for students. Attendees learn to use software applications, the extensive print and electronic library resources, and the World Wide Web. Students learn how to create their own “home pages” as part of seminars on authoring documents for the Web.

Orientation to technology used with teaching [a description of the seminars offered by LTS]

V. Adjuncts

CAS, CBE, COE & RCEAS

VI. Academic Career Management

Rules and Procedures of the Faculty

This comprehensive collection of the rules at Lehigh, as composed by faculty over the years, is available on the Lehigh web site at [URL]. It is in the process of being revised extensively, but in the meantime, what you find on the web is your guide for academic behavior at Lehigh. Revisions to *R&P* are passed at the university faculty meetings that happen three times each semester.

Time management

The major question that all academics must answer, constantly, is, “How do I manage my time to keep a balance among research, teaching, service, and my family and social life?”

Each fall Faculty Development and the three undergraduate colleges plan a series of sessions in which new faculty may explore this question. One session is specifically on academic time management strategies. A major resource on this question is the senior faculty in your department and discipline, and faculty in other disciplines who seem to have found a satisfactory balance.

Committees

As a new faculty member searches for balance, she or he may receive advice from colleagues about whether or not to serve on committees—in the department, in the college, and at the university level. To some extent, the decision on this should be guided by department colleagues. Serving on a few committees is one way to meet people outside one's own discipline, and to feel connected to the larger Lehigh community.

A complete list of university committees may be found by clicking “Administration” on the left side of the Lehigh home page, then clicking “P”, “Office of the Provost,” “Faculty Information,” and “University Standing Committees.” Some of the committees are Educational Policy, Faculty Compensation, Faculty Financial Planning and Operations, and Faculty Steering Committee.

In each college, there are committees such as the Promotion and Tenure Committee, Nominations, and one on Course and Curriculum. This last one has different names in the colleges. In the department, committees on such issues as course and curriculum changes will be part of every faculty member's life.

Unfair treatment

Lehigh has a comprehensive policy that covers many forms of unfair treatment, such as sexual harassment; discrimination because of gender, race, and other factors; and procedures to follow when you find yourself in a situation that calls for action. This policy was revised in 2001-2002, and may be found on the Lehigh web site at [\[searching for it\]](#).

VI. Other activities at Lehigh

Zoellner Arts Center Look under “Popular pages” on the Lehigh web site for the Zoellner page. Performances in Baker Hall and the Diamond Theater each year include plays, dance ensembles, jazz groups, symphony orchestras, choral music performances, and Edge Events. The Arts Center also houses art exhibits in a two-level gallery.

Taylor Gym and Fitness Center In addition to the Fitness Center, Taylor Gym has two swimming pools. Dressing rooms contain saunas, showers, and lockers. Spouses and families are welcome to use these facilities.

Choral Union Directed by Professor Steven Sametz (83833), this 150-200 member chorus is composed of students, faculty, staff, and townspeople. Professor Sametz often combines the Choral Union with the University Choir and other choral groups, to present such works as Verdi’s *Requiem*, Beethoven’s *Ninth Symphony*, and evenings of opera selections. The Choral Union also sings original Sametz compositions. No audition is necessary.

University music and theater programs Both the Music Department and the Theater Department welcome participation by faculty. Faculty members join students and staff to play in the Jazz Ensemble and the Lehigh Symphony. Tryouts for theater productions are open to all.

Women’s Center Directed by Kristin Handler, the Women’s Center is located on the second floor of the University Center. Besides sponsoring many special programs, the Center is a good place to meet others for brown-bag lunches. Books and magazines are available for reading or lending.

Humanities Center Located at 224 W. Packer Avenue, the Center sponsors a wide range of programs. Each year there is a series of speakers on that year’s topic. Students and faculty meet there informally every Friday afternoon for food and conversation. The Center’s director is Philosophy Professor Gordon C. Bearn, 83777.

Visiting Lecturers series In 2001-2002, feminist Gloria Steinum was one of the speakers in this free university lecture series, for which the speakers are booked by a committee of faculty and students. In addition to this series, special endowed lectures in law, philosophy, and other disciplines take place each year.

Sources of Help

Your department coordinator can help with questions regarding copying, word processing, departmental policies, office supplies, mail and other office tasks.

Referrals should be made to one or more of the following individuals if circumstances warrant:

Academic Support Services

University Center #29

Susan Lantz, Associate Dean (8-4159)

Cheryl Ashcroft, Coordinator of Learning Disability Services (8-4152)

Bursar

Alumni Memorial Building #27

Michael King, Bursar (8-3160)

Career Services

Rauch Business Center, 4th floor

Donna Goldfeder, Director (8-3712)

Chaplain Services

Rev. Lloyd Steffen, Chaplain (8-3877)

Fr. Wayne Killian, Newman Center (8-4148)

Rabbi Allan Juda, Brith Shalom (866-8009)

College of Arts and Sciences

223 Maginnes Hall #9

Carl Moses, Associate Dean (8-3301) of Undergraduate Studies

Ingrid Parsons, Dean of Graduate Studies

College of Business and Economics

105 Rauch Business Center #37

Therese Maskulka, Associate Dean (8-3400) of Undergraduate Studies

Kathy Trexler, Dean of Graduate Studies

College of Education

Iacocca Hall #111

Sally White, Dean (8-3221)

College of Engineering and Applied Science

308 Packard Laboratory #19

Richard Weisman, Associate Dean (8-4025 or 8-3557) of Undergraduate Studies

John Coulter, Dean of Graduate Studies

Counseling Service

Johnson Hall #36

Ian Birky, Director (8-3880)

Dean of Students

University Center #29

Sharon Basso, Dean of Students (8-4159)

ESL

Tim Bonner, Interim Director

ESL Learning Center**Financial Aid**

218 West Packer Avenue #194 (8-3181)

Health Center

Johnson Hall #36 (8-3870)

International Students

343 Whitaker Laboratory #5 (8-4859)

Learning Center (Center for Writing, Math, and Study Skills)

110 Drown Hall #35

Edward Lotto, Director (8-3097)

Lehigh Abroad Program

344 Whitaker Laboratory #5 (8-3351)

Library and Technology Services College Teams

CAS : Roseanne Bowerman (8-3053)

CBE : Sherri Yerk-Zwickl (8-4009)

COE : Jean Johnson (8-4889)

RCEAS : Robin Deily (8-4988)

Pre-professional Advisor (pre-law and pre-med)

484 Rauch Business Center # 37

Donna Kosteva (8-3712)

Registrar

Alumni Memorial Building #27
Bruce Correll, Registrar (8-3200)

Residence Life

University Center #29 (8-6598)

Faculty Development

University Center B8a

Dina Wills, Director (8-3638)

Student Handbook

www.lehigh.edu/~indost/handbook/hbcontents.html

Bibliography

BOOKS ON TEACHING AND LEARNING IN LEHIGH LIBRARIES

Books with [*] are available from both the Lehigh libraries and from the Faculty Development Office, University Center B8a.

378.125 A584C (FM-3-N)

Angelo, T.A. & Cross, K.P. (1993) Classroom assessment techniques: a handbook for college teachers, 2nd edition. San Francisco: Jossey-Bass.

378.12 B678a (FM-3-N)

Boice, R. (2000) Advice for new faculty members: nihil nimus. Boston: Allyn and Bacon.

378.73 B499f (FM-3-N)

Bergquist, W.H. (1993) The four cultures of the academy: Insights and strategies for improving leadership in collegiate organizations. San Francisco: Jossey-Bass.

378.73 B791s (FM-3-N)

Boyer, E.L. (1990) Scholarship reconsidered: Priorities of the professoriate. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching.

Brinko, K. & Menges, R. (1997) Practically speaking: [A sourcebook for new faculty developers.]. Stillwater, OK: New Forums Press.

Brookfield, S.D. (1989) Developing critical thinkers. San Francisco: Jossey-Bass.*

Brookfield, S.D. (1991) The skillful teacher. San Francisco: Jossey-Bass.*

Brookfield, S.D. & Preskill, S. (1999) Discussion as a way of teaching: Tools and techniques for democratic classrooms. San Francisco: Jossey-Bass.*

Cranton, P. (1998) No one way: Teaching and learning in higher education. Toronto: Wall & Emerson.

Cross, K.P. & Steadman, M.H. (1996) Classroom research: Implementing the scholarship of teaching. San Francisco: Jossey-Bass.*

Diamond, R.M. (1999) Aligning faculty rewards with institutional mission. Bolton, Maine: Anker Publishing Co.*

378.122 R311 (FM-3-N)

Diamond, R.M. & Adam, B.E. (Eds.) (1993) *Recognizing faculty work: reward systems for the year 2000*. San Francisco: Jossey-Bass.

001 A184 no. 33 (FM-3-N)

England, J.W., Hutchings, P. & McKeachie, W.J. (1996) *The professional evaluation of teaching*. New York: American Council of Learned Societies.

378.12 R479 (FM-3-N)

Frost, P.J. & Taylor, M.S. (Eds.) (1996) *Rhythms of academic life: Personal accounts of careers in academia*. Thousand Oaks, CA: Sage Publications

Glassick, C.E., Huber, M.T. & Maeroff, G.I. (1997) *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.*

Griffin, G.B. (1992) *Essays on teaching in the mother tongue*. Pasadena, CA: Trilogy Books.

Grunert, J. (1997) *The course syllabus*. Bolton, MA: Anker Publishing Co.*

Grasha, A. F. (1996) *Teaching with style*. Pittsburgh, PA: Alliance Publisher.

Jacobs, L.C. & Chase, C.I., (1992) *Developing and using tests effectively*. San Francisco: Jossey-Bass.*

Johnson, D.W., Johnson, R.T. & Smith, K.A. (1991) *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company.*

378.73 K35a (FM-3-N)

Kennedy, D. (1997) *Academic duty*. Cambridge, MA: Harvard University Press.

Lunde, J.P. & Healy, M.M. (1999) *Doing faculty development by committee*. Stillwater, OK: New Forums Press.

378.001 R287u (FM-3-N)

Readings, B. (1996) *The university in ruins*. Cambridge, MA: Harvard University Press.

Seldin, P. and associates. (1999) *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing Co.*

Silberman, M. (1996) Active learning: 101 strategies to teach any subject. Boston: MA: Allyn and Bacon.

Walvoord, B. & Anderson, V. (1998) Effective grading. San Francisco: Jossey-Bass.

Index of Topics

Absence from Final Exam	
Academic Career Management	
Academic Services	
Academic Standards & Grades	
Add/drop.....	
Adjuncts	
Apprentice Teaching.....	
Auditing and Vagabonding.....	
Bibliography	
Blackboard Course Management	
Change of Roster during semester	
Committees	
Computing	
Course Management	
Course Planning and Preparation	
D Grade.....	
Deletion of Grade	
Dropping a Course	
Dropping a Course after the 11 th week	
Extension of Deadline for Incomplete Grades	
Facilities and Collections	
Final Examinations.....	
Final Examination Change	
Grade Change Issue	
Grade Submission Policies and Deadlines	
Grade Submission Procedures	
Grade Weights	
Graduate Assistantships	
Incomplete Grades.....	
Instructions for Entering Final Grades – Web for Faculty	
International Multimedia Resource Center (IMRC)	
Library and Technology Services (LTS)	
Late Dropping of Courses.....	
Late Registration Penalties	
Make-up Examinations.....	

Mid-semester Failing (GR) Reports.....
 Mid-semester Grade Warning Report
 Mid-semester Grades for Freshmen
 Multi-section Courses
 Networking
 Other Activities at Lehigh
 Pass-Fail Grading.....
 Petitions and Forms
 Pin and Web Access
 Preparing a syllabus
 Registration.....
 Requests for Special Scheduling
 Resources & Services
 Rules & Procedures of the Faculty
 Section 3's.....
 Semester Schedules
 Senior Re-examinations.....
 Sources of Help.....
 Standard Set of Course Evaluation Questions
 Student Evaluation of Teaching
 Student Services
 Study Abroad.....
 Teaching Assistantships
 Technology Resource Learning Center
 Time Management
 Unfair Treatment
 Voice Communications
 Waiver of Prerequisite
 Warning & Probationary Actions