



**College of Arts and Sciences  
Adjunct Faculty Manual**

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### **Welcome from the Dean's Office**

With 19 departments spanning creative and performing arts, education and physical education, humanities, mathematics and natural science, and social sciences, the College stands at the center of Washburn's educational programs. As an adjunct faculty member in the College, you play an essential part in maintaining the high quality of our academic programs.

We hope this manual provides answers to the most important questions you may have about your appointment as a member of the adjunct faculty. Please feel free, however, to visit with us or with your department chair whenever you have a concern. We want to help in any way we can.

Thank you very much for your contribution to the educational goals of our students, to the College of Arts and Sciences, and to Washburn University.

Gordon McQuere  
Dean  
College of Arts and Sciences



## **SECTION I**

### **About the University**

At Washburn University, *Learning For A Lifetime* is more than a motto. . . it's a call to action. Since 1865, the University has lived up to that call through educational excellence. Washburn's success is based on the highest standards for faculty, a commitment to individual student achievement, interactivity between campus and community and an emphasis on technology and the future.

Washburn University is located on a spacious, attractive campus in the capital city of the state of Kansas with more than one million square feet of modern academic and support space. The address for the University is 1700 SW College, Topeka, Kansas, 66621. The main phone number is (785) 670-1010 (an extension, if known, may be entered or ask the operator for assistance.); the online directory is found at:

[https://inb2.washburn.edu:7784/pls/prod\\_web4/bwpkedir.P\\_DisplayDirectory](https://inb2.washburn.edu:7784/pls/prod_web4/bwpkedir.P_DisplayDirectory)

For more information about the University, go to <http://www.washburn.edu>

### **Mission Statements**

#### **Select Mission of the University:**

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential.

—adopted by the Washburn University Board of Regents, 1999

**The College of Arts and Sciences** seeks to engage students in a principled search for intellectual growth and development. In the same progressive spirit that motivated its founders, the College aspires to educate its students in the liberal arts so they can acquire, create, communicate, and integrate knowledge to enrich their own lives and to prepare them for positions of responsibility and usefulness as active citizens of their local communities and our global society. The College finds supportive strengths in its capital city location, its diverse student body, its distinct academic units working to fulfill a shared purpose, and its emphasis on both small classes and individual instruction.

*—adopted by the College of Arts and Sciences, January 29, 2003*

### **Academic Appointments**

**Adjunct Faculty members are appointed** to teaching assignments upon recommendation of the department chair and the approval of the Dean of the College of Arts and Sciences (CAS). Appointments are for one semester and may be renewed from semester to semester, according to curricular needs. Faculty members are responsible to their academic department chair and to the Dean of the College.

**Contracts for instruction** originate in the Dean's Office, are distributed for initial approval by the Department Chair, sent to the instructors for signatures, then returned to the Dean's Office for further processing through University offices. Instructors receive the employee copy of the contract early in the term.

### **Required Faculty Records**

**The University requires** that all faculty vitae, official transcripts and references be made a part of the University personnel records in the Office of the Vice-President for Academic Affairs. Department chairs have the responsibility for ensuring that originals of these documents are sent to the Dean's Office at the time recommendations for appointment are made or as soon after as possible.

**The College of Arts and Sciences (CAS) office** generally requires all new and returning adjuncts (those who have not been employed by the University for several semesters) to come to Morgan Hall, Room 108 to complete a packet of employment forms. These forms include an Employee Oath Card, an I-9 Form, a Part-Time Employment Information Form, and a W-4 Form. The CAS office will contact adjuncts to schedule an appointment to complete the packet only after the Department Chair forwards appropriate paperwork (including vita) to CAS. Because essential functions (e.g., payroll, roster access, website access) may be delayed until the packet is processed, adjuncts should contact the Department Chair or Department Secretary if the CAS office does not contact the adjunct several weeks before the start of the semester.

**Employee's Oath Card:** State statutes require that all University employees have a notarized Employee Oath Card on file in the Payroll Office prior to the

commencement of employment - the payroll check will not be released until this is on file. A notary is located in the CAS Office, Morgan Hall, Room 108 and in the Payroll Office, Morgan Hall, Room 205.

**I-9 Form:** The University is required by law to verify the eligibility for employment of all individuals employed after November 7, 1986. Two forms of ID are needed in completing this form (i.e., Driver's License, Social Security card, or passport). Presentation of the required documents must be made in our office, Morgan Hall, Room 108, in order to complete the I-9. It must be completed before the contract receives final approval.

**Part-Time Employment Information Form:** provides academic and professional data for developing faculty profiles, recognizing professional and academic achievement, and maintaining historical records.

**W-4 Form:** indicates the number of tax exemptions claimed. This record remains in effect for payroll purposes until the employee requests a change.

**Direct Deposit Form:** optional - deposits your check to your checking or savings account. This form can be filled out in the Payroll Office, Morgan 205.

### **MyWashburn/E-mail**

Once your paperwork has been processed, you will be entered into the Banner computer system and assigned a Washburn identification number (WIN). The CAS secretary will notify you by e-mail or phone when this is complete. If you do not receive notification within **1 week** of completing the employment packet, contact the CAS secretary at extension 1633. A WIN allows for you to access MyWashburn (<http://my.washburn.edu>), the web interface that provides access to your Washburn e-mail account, class roster, grade roster, and other campus resources and information. You will be assigned a Washburn e-mail account with the general format of [firstname.lastname@washburn.edu](mailto:firstname.lastname@washburn.edu). Your Washburn University e-mail address will be the official address used by the University and your students for relaying important messages. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to forward your Washburn e-mail to an alternate e-mail address, after accessing your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn e-mails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

The **Washburn iCard** is the official photo ID card for Washburn University. All students, staff, and faculty need this card whenever asked to present university identification. A faculty iCard provides you access to library materials as well as to a number of events and activities at Washburn. Faculty iCards can be obtained from the Ichabod Service Center on the main level of the Memorial Union. Their hours are 8 a.m.-5 p.m., M-F. For more information go to <http://www.washburn.edu/icard/index.html>. You cannot receive a Washburn iCard until a WIN has been assigned.

## **Faculty Payroll**

**The payroll** for adjunct instructors is distributed in four equal payments during the Fall and Spring semesters. Distributions are normally at the end of the month - check the schedule printed on your contract for exact dates. There are two options for receiving your paycheck:

1. Pick it up in the Business Office - Morgan Hall, Room 205.
2. Direct Deposit to your checking or savings account. A Direct Deposit Form needs to be completed in the Payroll Office. They will also need to make a photocopy of a check from your checking or savings account. Please call the CAS office or the Payroll Office at extension # 2076 regarding questions about your payroll check.

## **Academic Responsibilities**

**Syllabus.** It is sound academic practice to inform students of your expectations of them at the beginning of the term. Faculty **must** distribute a syllabus or course outline, including test dates and grading policy, at the start of the term to help accomplish this objective. Questions concerning methods of instruction, curriculum, textbooks, performance standards, testing and grades should be discussed with the department chair at the beginning of your assignment and with students at an early class meeting. **Faculty must provide a copy of the syllabus to the department chair at the start of the semester.** You are also strongly encouraged to post your syllabus online using the "My Courses" feature of My Washburn. More tips on constructing a syllabus can be found in page 19 of this Manual.

The Vice President for Academic Affairs (VPAA) has compiled a number of additions which have been recommended by various university offices for inclusion in all course syllabi:

University Mission  
Academic Misconduct Policy  
Disability Services  
Center for Undergraduate Studies and Programs (CUSP)  
Withdrawal Policy  
Official E-Mail Address

This document can be accessed on the VPAA Web Page at the following URL:  
<http://www.washburn.edu/admin/vpaa/forms/mastersyllabus.doc>

This Word document can be downloaded to your computer and can be either printed as a separate page of your syllabus or incorporated into your existing syllabus. It is also reprinted on page 21 of this Manual. The inclusion of these official policies is highly recommended.

Faculty are encouraged to make time available before or immediately following class for individual student conferences or advisement.

Instructors are expected to meet classes on a regular schedule. Unavoidable

absences should be reported as soon as possible to the chair, so that alternative arrangements can be made. **Please consult the class schedule** for the particular semester in which you are teaching for complete information about the University calendar.

University **classes may be canceled** by the administration during inclement weather. Please listen to your radio or check a local television station for possible cancellations. Even in bad weather instructors need to make a special effort to meet class schedules, since many students commute a considerable distance to attend class sessions.

In the event of severe weather during regular office hours, there is a notification system if classes need to evacuate to safe areas. However, during evening hours, when offices are not open, instructors are encouraged to check out and use weather radios during tornado season. Please notify the chair of your department if you would like to check out a weather radio.

Students also are expected to attend classes on a regular schedule. Although attendance policies vary from one instructor to another, it is permissible to make attendance one element in the final grade. Circumstances which prevent attendance should be reported to the instructor, and arrangements should be made to meet classroom assignments missed. The instructor has the prerogative to drop students from the class roster for prolonged, unexcused absences. Please discuss any such attendance problems with your department chair.

**Examinations**, except the final examination, are scheduled within normal class meeting times at the discretion of the instructor. Final examinations are administered in all courses where applicable. It is not appropriate to give a final exam during the last week of class. *Strict adherence to final examination schedules is essential and any deviation must be cleared with the Dean of the College.* With the approval of the department chair, **make-up examinations** may be administered in the department office on an individual basis at the request of faculty members. Instructors must provide examination materials and instructions for administration. Check with your department chair about procedures for make-up exams in your department.

Student records are **confidential**; the Family Rights and Privacy Act of 1974 prohibits the disclosure of information (other than "Directory Information") from academic records without consent of the student. This means that grades may not be given out over the phone and that if grades are posted, it should be done using an identifier that cannot be linked with a student (e.g., you should not post grades by name, social security number or WIN). Posting grades with an identifying number assigned for a particular test would be acceptable.

In certain exceptional circumstances a **change in course grade** may be necessary. This change is initiated by the instructor, but must be approved by the Department Chair and the Dean of the College. Appropriate forms are available in your department office.

Faculty are required to *keep all tests and papers not returned to students for a semester*, in the event a student wishes to contest his or her course grade.

**Class rosters** are available under the Faculty Tab on My.Washburn (View

Summary Class Roster). Faculty with students whose names do not appear on official class rosters should advise these students to take steps immediately to get the enrollment or roster corrected. The Registrar's Office or the Business Office are most often the places the students should contact. *Students are not allowed to continue to attend class after the third week if they are not on the roster.* Instructors are responsible for seeing that this policy is enforced. After the second week of classes, students may be added to class rosters only in exceptional circumstances.

**Notice of Changes** in enrollment - additions, withdrawals and late enrollments - will be distributed to faculty through the University e-mail. During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course.

For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site ([www.washburn.edu/schedule](http://www.washburn.edu/schedule)). Withdrawals from class may be initiated by the Registrar in cases where the student fails to meet tuition obligations on schedule. The Registrar will notify you by e-mail when a student withdraws from your course.

Students who do not desire credit in a class may attend as an auditor **on approval of the instructor**. Auditors enroll and pay the same fees as students enrolled for credit and are included on the class roster. Students enrolled as auditors who wish to change to credit status must do so during the first week of class; those enrolled for credit, however, may change to audit during the first three weeks of the term.

**Final grades** are entered online using the MyWashburn system. The grade roster can be accessed by clicking on the "Faculty" tab and the link under Faculty/Advisor self-service, "Submit Final Grades." Occasionally faculty entering grades from off-campus computers have been blocked by firewalls so it is useful to check prior to the deadline to see if this will be a problem. The Registrar will notify you by e-mail when you can begin to enter final grades and also when the deadline is for entering final grades. The deadline for entering final grades is very important since it can influence graduation and financial aid for students.

**Incomplete grades** can be issued only with full expectation that the student will complete course requirements satisfactorily within a reasonable time period and only when there is good reason to extend the time allowed for required work. A student must have completed at least three-fourths of the course requirements in order to be considered for an incomplete, and the instructor should discuss the situation with the department chair before granting the incomplete. Incomplete Forms are available in your department office. Incompletes that remain after two weeks before the final examination period of the next semester will automatically be recorded as "F" grades. Please note that notification of the removal of an incomplete must be received in the registrar's office prior to two weeks before the final examination period of the next semester.

**Student evaluations** of instructors are **required** each semester before final

examinations. The primary purpose of these evaluations is to help the chair and the instructors to identify strengths and areas for improvement in instruction. Details about procedures for administering evaluation forms are distributed to instructors near the end of the semester.

**Requests for instructional supplies, clerical services and textbook orders** should be directed to the academic department.

Nearly all classrooms on campus are **mediated** with a PC, data projector, DVD, and VCR. In order to utilize the classroom media, a WUAD password is required. This password and login is separate from the MyWashburn procedure. To obtain a WUAD password, go to the window in Bennett 104; you will need to present your iCard or know your WIN and present a photo ID. Faculty who intend to use classroom media should familiarize themselves with the sign-in process in advance of the first class session. Phone numbers for live tech support are posted beside the classroom media equipment. A list of additional equipment that is available for checkout can be found at:

<https://support.washburn.edu/equipment/>

Other services can be requested from Instructional Services, a division of Information Systems & Services (ISS), located in the lower level of Henderson Learning Resources Center-ext. 1505. These services include multimedia production, satellite conferencing, videoconferencing, media duplication, video streaming, and webcasting.

**Copyrighted materials** may be reproduced for instructional purposes only under certain limited conditions. Instructors may make single copies of chapters, articles, essays or short stories, charts, graphs, diagrams, or pictures from books, periodicals or newspapers. Multiple copies for classroom use may be made - one copy per student - if copying meets the test of brevity, spontaneity, cumulative effect and contains a copyright notice. Your department chairperson will be familiar with the requirements of these tests as well as prohibitions for copying certain categories of published materials.

The University Libraries maintain **course reserves**, in both hard copy and electronic formats, to support the instructional requirements of specific courses. Most materials can be made available electronically such that students can access the material using the internet. The Libraries will obtain permission of the copyright holder as needed. The Course Reserve Placement Form is available online at <http://www.washburn.edu/mabee/services/reserves.html>. The library staff can provide further guidance on specific material. You should allow two working days for processing.

### **Academic Support Services**

**"MyWashburn"** (<http://my.washburn.edu>) is a personalized web interface that provides 24-hour access to WU campus resources and information. It conveniently links students, faculty and staff to one another and to the relevant information they need by integrating the power and access of the Internet with the security and functionality of our existing university-wide computing systems. "MyWashburn" is based on the Campus Pipeline Web Platform. Campus Pipeline is a portal-type system -- in effect, an Internet portal (like Yahoo, for example) that is exclusively for our campus. The portal is one way to make access to technology both simpler and more effective. The MyWashburn system allows campus constituents (Students, Faculty, Staff) to get information that resides in different systems (such as email, student information, WebCT courses, etc.) without having to go through separate login processes for each one. Additionally, the ability to customize content to a particular target audience provides more effective communication to each group.

**Information Systems & Services (ISS)** mission is to provide integrated technology services, including voice, video and computing services, to the students, faculty and staff of Washburn University. The phone extension for Technology Support Services is # 3000. The Operations area located in Bennett Hall, Room 104, is open seven days a week. For more information go to <http://www.washburn.edu/iss/>.

The phone system, a part of ISS, has the university switchboard located in the Operations area. They are responsible for the **phone directory** containing numbers for offices, administrators, faculty, and support staff that is distributed in the fall. Adjunct faculty who have no regular office assignments should list their departmental telephone number as the source for routing calls or messages. Individual voicemail accounts are not available for adjunct faculty. A **University Directory** of offices, administrators, faculty, support staff, and students is also distributed in the fall.

The numerous computer labs on campus have varying hours and days of availability - check the hours of operation posted by their door or check on the ISS website. Terminals are also available in Mabee Library during regular hours of operation. Additional information about hardware and software can be obtained from ISS.

**Using Online Resources.** There are three main ways an instructor can use online resources to enhance or instruct a course. These three methods are fully detailed in The Three Ws: WebCT, the World Wide Web, and Washburn University (see <http://www.washburn.edu/iss/docs/the-three-ws.pdf> ). The method used largely depends on what the instructor wants to accomplish and how sensitive the information is. The Internet is a wealth of knowledge, but not all faculty members are prepared to spread that knowledge among the entire world. If however, faculty members are interested in having a web site at Washburn, every faculty member can set up web space to publish content to the web. MyWashburn also provides an avenue for sharing online content called MyWashburn Course Homepages. MyWashburn Course Homepages can provide a password protected environment to send e-mail, announcements, or share files with students. The final option is to make use of Washburn's Course Management System (WebCT). WebCT is used by instructors to deliver online courses and also by

instructors wanting to mix online and on campus course components. The tools provided by MyWashburn Course Homepages and WebCT are similar, but WebCT adds the ability to provide assignments and tests/quizzes to students for the purposes of evaluation. More information can be found in the MyCourses tab of MyWashburn. Questions specific to online education can be sent to [webtech@washburn.edu](mailto:webtech@washburn.edu).

Setting up a course webpage takes time and knowledge. Access to both the course webpage and available training require adjuncts to be entered into the Banner system (as described on page 4). Therefore, adjuncts planning to set up course websites must be sure that their employment paperwork is moving forward in a timely manner.

**Mabee Library**, located between Moore Bowl and Henderson Learning Resources Center, is a service-oriented library with librarians happy to help faculty and students with their research and study needs. Their phone number is 670-1485.

Among services of particular interest to faculty are:

- 1) Reserves - Materials may be placed on closed, two-day or seven-day reserve, by course number, at the request of faculty. Most materials can be made available in electronic format. The Mabee Library Reserve Request Form is available at: <http://www.washburn.edu/mabee/services/reserves.html>. Please allow two working days for processing.
- 2) Interlibrary Loan - Many bibliographic tools are available for finding materials which are not in Mabee Library, but which may be obtained through a nationwide computer network for interlibrary loans.
- 3) Acquisitions - Funds have been allocated for support of new programs and course offerings. Faculty suggestions for materials to purchase are welcome.
- 4) Bibliographic Instruction - A librarian will be glad to meet with a class to discuss research methods and materials. They also will instruct continuously on a one-to-one basis at the reference desk.
- 5) Computer-Assisted Reference - The staff will conduct literature searches using computerized data bases on subjects from a wide range of disciplines.

The staff welcomes requests from faculty and students for help with particular research problems and will work cooperatively in exploring ways to solve them. For more information go to <http://www.washburn.edu/mabee/>.

### **Office of the Dean**

**The Office of the Dean**, College of Arts and Sciences, in cooperation with the academic departments, coordinates all academic offerings within the College. The office is located in Morgan Hall, Room 108 and is open year round (except for scheduled holidays) Monday through Friday, 8:00 a.m. to 5:00 p.m. The phone number is (785) 670-1636. For more information go to: <http://www.washburn.edu/cas/>

## **Parking**

Free parking for faculty and students is available on campus in areas designated on the campus map. Reserved parking is only available during the day as the parking lot gates are opened at 5:00 p.m. Daytime adjunct faculty needing access to reserved parking should apply through their department chair. The chair can sign a form to be taken to the University Police in Morgan 156 where a rear-view mirror parking placard and/or gate card will be issued. Reserved spaces are limited, however, and adjuncts arriving to campus at certain times of day may find it necessary to arrive early to locate open spaces, especially in the first weeks of the semester.

## **University Police**

The University Police Department operates 24 hours a day, 365 days a year. To report an emergency or suspicious activity on campus, call extension #1153 or use one of the Help Phones located throughout the campus. You should also feel free to call them if you would like an escort while walking on campus at night. Refer to a University Police brochure for more information on the services they provide or go to <http://www.washburn.edu/admin/police/>.

## **Facilities Services**

The Facilities Services Department is the service unit responsible for the construction, operations, and maintenance of the University's facilities. Various programs and services provided include campus recycling, campus beautification, 24-hour emergency services, snow removal, and others. Their main phone extension is #1149.

For more information go to <http://www.washburn.edu/admin/facilities-services/>

Requests for keys to secured laboratories, classrooms or offices to which faculty members are assigned should be initiated through the department chairperson. These keys are normally picked up by the adjunct at the Facilities Services Office, located between Petro Allied Health Center and Moore Bowl. Keys must be returned to the same office at the end of the semester if the adjunct will not be teaching in the subsequent semester. Keys not returned will incur a charge of \$12.00 each.

## **University Mail and Printing Services (UMAPS)**

The University Mail and Printing Services (UMAPS) in Morgan Hall, Room 113, (785) 670-1606, is the central distribution point for campus mail, along with having copy and print services. It is open from 7:30 a.m. to 5:00 p.m. M-F. For more information go to <http://www.washburn.edu/services/servicearea/index.html>

Mail for adjunct faculty is distributed through the department. Mail should be

checked regularly for campus communications as well as for off-campus mail. Outgoing mail left at the UMAPS before 3:00 p.m. leaves the campus at 3:45 p.m. Regular mail services are also available at the **U.S. Post Office** located on campus.

Faculty may use the UMAPS copying machine for duplicating course outlines, syllabi, tests, etc. Check with your department chairperson for authorization to use this high speed copy machine or to utilize the additional copy and print services available. Specialized paper is also available with department authorization.

### **U. S. Post Office**

The U. S. Post Office, (785) 670-1158, located just south of the Physical Plant Office and east of Moore Bowl is a convenient place to purchase stamps and mail packages. Office hours are 8:00 a.m. to 12:15 p.m. and 1:30 p.m. to 3:30 p.m., weekdays, and 8:00 a.m. to 9:00 a.m., Saturday.

### **Holidays**

The University is closed on the following holidays:

1. Martin Luther King, Jr. Day - third Monday in January,
2. Memorial Day - last Monday in May,
3. Independence Day - July 4<sup>th</sup>,
4. Labor Day - 1<sup>st</sup> Monday in September,
5. Thanksgiving - 4<sup>th</sup> Thursday in November,
6. Friday after Thanksgiving,
7. Christmas Day - December 25,
8. New Year's Day - January 1<sup>st</sup>.

In addition, the University is closed all days between Christmas and New Year's. Refer to the Academic Calendar (found in the Class Schedule) for specific dates of closure, along with dates that classes are not held, such as Fall and Spring breaks.

### **University Regulations**

University regulations are contained in three documents:

- a) Statutes, Bylaws, and Summer Sabbatical Program
- b) Business and Financial Affairs Handbook

c) University Faculty Handbook (available online at:

<http://www.washburn.edu/admin/vpaa/fachdbk/index.html>

These documents are available in departmental offices and in the College of Arts and Sciences Office. The final section of this manual contains excerpts that most directly affect the educational role of adjunct faculty members and additional policies and

procedures to which faculty must adhere.

### **Problem Students/Student Problems**

Although most students are rewarding to teach, there are occasions when an instructor may encounter a problem with a student or a student has a problem that goes beyond the classroom. Don't hesitate to consult with the department chair or another faculty member on ways to deal with these problems and resources available to instructors and students. No student has a right to intimidate or disrupt a class. Other campus resources that may be useful:

<b>Issue</b>	<b>Office</b>	<b>Contact Person</b>
Career Counseling	Director – Office of Career Counseling, Testing and Assessment	Don Vest <a href="mailto:don.vest@washburn.edu">don.vest@washburn.edu</a> CUSP in Morgan Hall 122 670-1299
Emotional/Personal Concerns	Director – Personal Counseling	Marilynn Koelliker <a href="mailto:marilynn.koelliker@washburn.edu">marilynn.koelliker@washburn.edu</a> Morgan Hall 122 670-1299
Special Classroom Needs (Students with Disabilities)	Director – Student Services	Jeanne Kessler <a href="mailto:jeanne.kessler@washburn.edu">jeanne.kessler@washburn.edu</a> Morgan Hall 150 670-1629
Reporting of Potential Sexual Harassment or Discrimination	Director – Equal Opportunity	Carol Vogel <a href="mailto:carol.vogel@washburn.edu">carol.vogel@washburn.edu</a> Morgan Hall 380A 670-1509
Reporting of Personal Safety Concerns	Washburn Police Department	Morgan Hall 156 670-1153
Student Involvement – Discipline-Related Issue	Dean of Students	Meredith Kidd <a href="mailto:meredith.kidd@washburn.edu">meredith.kidd@washburn.edu</a> Morgan Hall 104 670-2100
Student Involvement – Academic Impropriety	Dean of Students	Meredith Kidd <a href="mailto:meredith.kidd@washburn.edu">meredith.kidd@washburn.edu</a> Morgan Hall 104 670-2100

### **Activities**

**Season tickets** for Washburn University's basketball teams' and football team's home games are offered at reduced rates to faculty. Call (785) 670-2637 for price information. Tickets may be purchased in the Athletic Department Office located in

Petro Allied Health Center (east side of campus), Room 200 or by completing the Ticket Brochure, available throughout campus or on-line (see address below). Also, baseball, soccer, tennis, volleyball and softball games are played on campus and are free. For information on other sports or other questions go to <http://www.washburn.edu/athletics/>

**The Mulvane Art Museum**, one of the showplaces on campus, is located on the north side near the corner of 17<sup>th</sup> and Jewell. With a permanent collection and changing exhibitions every 4-6 weeks, the Museum serves as a focus for students, faculty and the community. The Mulvane Art Museum offers a Holiday Art Sale in December and an annual Art Fair. The Museum is well known for its art programs for youth and adults and national and international art tours to special exhibitions at other museums. A Rare Prints and Drawing Room is available for research and enjoyment by appointment. The Mulvane Art Museum invites all academic areas to take advantage of its educational programs and museum tours. For more information call (785) 670-1124, Garvey Fine Arts Center, Room 111.

Numerous **musical performances** are available on campus for faculty and their families. Student and faculty recitals, band, choirs, jazz ensembles, orchestra and percussion ensemble concerts are scheduled throughout the year. Most of these programs are free of charge. For more information call the Music Department at extension #1511, Garvey Fine Arts Center, Room 211, or go to <http://www.washburn.edu/cas/music/>.

**The Andrew J. and Georgia Neese Gray Theatre**, attached to Garvey Fine Arts Center, stages several productions each year (for listing go to <http://www.washburn.edu/cas/theatre/productions.html>). It is a beautiful 400-seat thrust theatre with wheelchair accessible seating provided. The lighting, sound and other support facilities are among the finest in the state. The lobby of the theatre also serves as an art gallery with a new exhibit for each production.

For more information call the Theatre Department at (785) 670-1639, Garvey Fine Arts Center, Room 133.

**International Center of Topeka (ICT)**, which shares the International House (located just to the west of the south end of Memorial Union) with Washburn International Programs, serves as a forum for activities of international interest. Selected Wednesdays during the fall and spring semesters, ICT hosts a brown bag luncheon over the noon hour featuring a speaker and topic of international interest. ICT seeks to provide a network of friends for foreign students on campus and always is in need of volunteers to tutor non-native speakers. Call (785) 670-1051 for more information.

**Crane Observatory**, located on the fourth floor of Stoffer Science Hall (corner of 17<sup>th</sup> St. & Washburn Ave.), has a regularly scheduled 'Open House' on most Thursday evenings during the Fall and Spring semesters. **The Planetarium** (located on the first floor, southwest corner of Stoffer Science Hall) also has programs available. For more information contact Brenda Culbertson, Planetarium & Observatory Coordinator, at (785) 670-2264, Stoffer Science Hall, Room 108, or go to <http://www.washburn.edu/cas/physics/crane/>.

For more information about on-campus activities and times of events go to the home page for Washburn University (<http://www.washburn.edu>) and click on Calendars.

### **Student Services**

**Some of the services** available to students are also available to faculty and staff. Please contact the specific area interested in.

**CUSP - The Center for Undergraduate Studies and Programs**, is located in Morgan Hall, Room 122. Their main phone number is (785) 670-2299. Regular office hours throughout the year are 8:00 a.m. - 5:00 p.m., Monday - Friday. For more information go to: <http://www.washburn.edu/services/class/>. The Center works in concert with the faculty to provide the following services essential to our students and alumni:

**Academic Advising** offers professional advising staff for undeclared students to assist with: class scheduling; course requirements; academic program planning; and selecting a major.

**Educational Opportunity Program** offers support to Washburn undergraduates who seek academic assistance and other services to be successful at the University.

**Career Counseling, Testing & Assessment** offers professionally trained counselors to assist with vocational testing, and personal, educational, career counseling and one-on-one help with study skills.

**Student Life** - The mission of the Student Life team is to complement the educational mission of Washburn University addressing issues such as student learning, student advocacy, student development, and transitional support. Six offices make up the Student Life team, each led by a director. The Student Life office is located in Morgan Hall, Room 104, extension #2100. For more information go to: <http://www.washburn.edu/services/studentlife/>.

1. **Dean of Students** -located in Morgan Hall, Room104, (785) 670-2100. Information regarding student rights and the rules governing student behavior are found in the Washburn University Student Conduct Code, which is available in this office. For more information go to: <http://www.washburn.edu/services/studentlife/office/index.html>.

2. **Student Health Center** - located in Morgan Hall, Room170, extension #1470, is available to students, faculty, and staff for treatment of illnesses or injuries free-of-charge. The University physician is **Dr. Iris Gonzalez**. No appointment is necessary. Office hours are M-F, 7:30am-1:00pm, 2:00-4:30pm; physician hours M-F are 8:30am-1:00pm, 2:00-4:00pm. Referrals to other health care providers or services may be made when necessary (*at the individual's expense*). **Emergency cases when the physician is unavailable should contact a family physician or visit one of the following local emergency care centers: Med-Assist P.A., St. Francis Hospital and Medical Center, or Stormont-Vail Regional Medical Center.** (*Medical services at all local emergency care centers are at the individual's expense.*) For more information go to: <http://www.washburn.edu/studentlife/healthserv/index.html>.

3. **Multicultural Affairs** - located in Morgan Hall, Room 110, (785) 670-1622, has a two-fold mission:

To promote a campus and community environment to help students succeed academically and socially by using all available resources and services.

To create an environment in which all students, faculty and staff can develop an appreciation for and understanding of the various cultures represented at the University. This is done by offering academic, social, cultural, and career-oriented activities and experiences throughout the year. For more information go to

<http://www.washburn.edu/services/studentlife/multicultural/index.html>

4. **Residential Living** - located in the Living Learning Center, extension #1065, has the mission to support the university community by providing a comfortable, secure, diverse living and learning environment for students that encourages community relations and personal and academic development. For more information go to <http://www.washburn.edu/services/studentlife/resliving/index.html>

5. **Student Activities & Greek Life** - located in the lower level of the Memorial Union, extension #1723, has the mission to augment the academic life of the campus through recreational, leisure, social, entertainment, cultural and service programs. There are over ninety registered student organizations and clubs on campus that provide an opportunity to serve the university and community, including Greek Organizations with five sororities and four fraternities. For more information go to:

<http://www.washburn.edu/services/studentlife/stuactivities/index.html>

6. **Student Services Office** provides assistance to veterans and students with disabilities. The office is located in Morgan Hall, Room 150, extension #1629.

**Veterans** - the Director, Ms. Jeanne Kessler, is responsible to the University and the Veterans' Administration Regional Office in Wichita for processing the various federal forms related to veterans' educational benefits. The law requires that veterans receiving benefits be in good academic standing and be making reasonable progress toward their degree objectives.

**Students with Disabilities** - The Student Services Office coordinates and provides services to students who have either a permanent or temporary disability. Students who request services for more than one week must present written documentation from a certified professional, which should include a statement identifying the disability as well as recommendations for accommodations. Services, based on individual needs, are note-takers, readers, library assistance, recorders, tapes or other necessary accommodations.

For more information go to.

<http://www.washburn.edu/services/studentlife/stuservices/index.html>

**The Department of Mathematics and Statistics Tutor Lab** is located in the west wing of Morgan Hall, Room 279, directly across from the Mathematics and Statistics Department office. This service is free to mathematics and statistics students. Hours of operation during the Fall & Spring Semester are:

Monday through Thursday - 8:00 a.m. to 8:00 p.m.

Friday - 8:00am to 3:00 pm

Check with the department for summer hours.

For more information contact the department located in Morgan Hall, Room 275, (785) 670-1491, or go to <http://www.washburn.edu/cas/math/>.

**The Writing Center** provides free tutorial services to Washburn students and the Topeka community to help them develop their writing abilities. It is located in Morgan Hall, Room 257 at the south end (facing Moore Bowl) of the second floor of Morgan Hall's center wing (right beside the English Department Office).

Tutoring is offered year round with specific appointment times and drop-in times (no appointment needed). There is no phone so students need to sign up using the schedule board posted outside the reception area. Instructors may use the Center to provide additional instructional help, through tutoring or through consulting texts, for their students.

The Writing Center is also a source for texts, workbooks, and handouts related to writing. The Writing Center Coordinator, Associate Professor of English Roy Sheldon, has an office in Morgan Hall, Room 250. Please call him at (785) 670-1441 or e-mail at [roy.sheldon@washburn.edu](mailto:roy.sheldon@washburn.edu), or stop by if you have any questions.



## **SECTION II**

### **Teaching Tips**

The following ideas about teaching were contributed by current and former Washburn faculty: Dr. David Van Cleaf, Dr. Joanne Altman, and Dr. Mary Shoop.

#### **First Class Session Is Ideal Time For Good Impression**

Because initial impressions are important, it is wise to make a positive impression during the first class period. Most educators agree the learning environment should be business-like and conducted by a knowledgeable, humane individual who is enthusiastic about the students and the course.

Use your first meeting to make an appropriate first impression.

Begin by welcoming students and introducing yourself. The introduction should mention areas of your background that contribute to your ability to teach the course.

At this time it is also advisable to state your office hours and office phone number. Encourage students to seek assistance from you.

During the first class period you should present the syllabus and discuss your expectations. This helps students determine if they are in an appropriate course. It also provides them with information about the type and amount of work they will do during the semester.

An additional means of establishing a business-like, humane setting is to arrive to class a few minutes early throughout the semester.

You can use this time to visit with students informally and answer their questions.

#### **Syllabus Provides Organization Important To Success**

For reasons outlined below, Washburn University requires that a syllabus be provided all students during the first class meeting of a term.

A syllabus is one of the most important modes of communication we have with our students. It is our opportunity to inform them of the requirements for the course and the services the University provides that might enhance their class performance. Beyond communicating our expectations for the course itself, the syllabus communicates general expectations that should be known by all students in all courses.

A good syllabus provides a structure that enables a faculty member to organize a course. Research consistently reveals that organization is an important aspect of a teacher's success. Student appeals of grading decisions are generally unsuccessful when faculty members have all their policies noted on the syllabus.

A good syllabus also provides structure for students too. With a good syllabus, students know where the course is going, what is expected of them, and what they must do to be successful in the course. A good syllabus removes some of the roadblocks to learning and provides a degree of psychological security for the students. It helps to maximize a student's potential for success.

A syllabus may be elaborate and highly detailed, or it may be a more modest outline of important items. As a minimum, a syllabus should contain information in the following categories:

**Course and instructor information.** Course and instructor information should include: course name and number, prerequisites for the course, instructor's name, office number and office hours, office phone number, and Washburn e-mail address.

**Primary course objectives.** With the increasing emphasis on assessment, instructors should take time to organize their courses around important course outcomes. The outcomes are then listed in the syllabus. These outcomes may include principles and important content. Some examples of course objectives are: developing critical thinking, creativity, or communications skills; familiarity with a certain writing style; ability to demonstrate specific research techniques; and a greater appreciation for the topics within the course/discipline. This list alerts students to the focus of the course and enables them to begin conceptualizing course information in ways suitable for the course and the academic discipline it supports.

If the syllabus is for a general education course, it must indicate the general education skills that are intended to be met by the course. This information should be consistent with the syllabus used to obtain approval as a general education course and the syllabus must indicate how the skills are assessed in the course. Department Chairs can assist faculty by providing sample syllabi.

**Course topics and reading assignments.** A list of the course topics and reading assignments is another means of organizing the course as well as helping students manage their time.

A good syllabus includes a list of the topics, the dates on which the topics will be taught, and reading assignments.

**Assignments and exams.** Many students want to know how much work will be involved in a course and when the work is due so they can structure their study time and work hours accordingly. It is helpful to include a list of the course requirements (including assignments, exams, and date assignments are due).

**Grading standards.** Students need to know the grading policy. Thus, a syllabus should state how each assignment and exam will be graded and the minimum requirements for final letter grades.

Grading criteria should be explained prior to assignment or exam due dates and this can be done either in the syllabus or it could be presented at relevant times during the semester.

**Attendance policy.** Each instructor is encouraged to develop an attendance policy. This policy should be included in the syllabus.

**Bibliographic information.** Required texts and supplemental materials should

be listed on the syllabus. Many instructors also attach a bibliography of readings.

**Classroom Policies** spell out what instructors expect of students regarding their behavior in the classroom (e.g., talking in class, arriving late, leaving early, or bringing visitors). Some students just do not know better and stating expectations clearly avoids misunderstandings. Faculty may wish to include their policy towards plagiarism and cheating. Such a statement will be useful if disciplinary action must later be taken against a student who has been caught cheating. An example of a policy statement follows:

Plagiarism is using others' words or ideas and claiming them as your own. This can be a false claim of authorship (copying a paragraph out of a book or from a web page), failure to document your source of information, or using too many of the original author's words when trying to express the idea in your own words. Assignments involving plagiarized material will receive a score of "0". Cheating on an exam will be treated similarly. Evidence of plagiarism and or cheating may result in a failing grade for the course.

**University additions from VPAA.** The VPAA has compiled information that is highly recommended for inclusion on course syllabi. This information includes:

- University Mission,
- Academic Misconduct Policy
- Disability Services
- Center for Undergraduate Studies and Programs (CUSP)
- Withdrawal Policy
- Official E-Mail Address

This document can be accessed on the VPAA Web Page at the following URL:  
<http://www.washburn.edu/admin/vpaa/forms/mastersyllabus.doc>.

This Word document can be downloaded to your computer and can be either printed as a separate page of your syllabus or incorporated into your existing syllabus. The current document is as follows:

## **UNIVERSITY ADDITIONS – COURSE SYLLABUS**

### **Select Mission of the University:**

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

### **Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the

source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs.

For guidelines regarding protection of copyright, consult [www.washburn.edu/copyright/students](http://www.washburn.edu/copyright/students). For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to:

[www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII](http://www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII)

#### **Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

#### **Center for Undergraduate Studies and Programs (CUSP):**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, [advising@washburn.edu](mailto:advising@washburn.edu).

#### **Withdrawal Policy:**

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are **NO** withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site ([www.washburn.edu/schedule](http://www.washburn.edu/schedule))

#### **Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

### **Lecture Ideas**

Good lectures depend a great deal on the personal characteristics of the lecturer. Thus, a person could be an exceptional lecturer and violate many of the principles of effective lecturing. Most individuals do not have these charismatic personal qualities...they need to work hard to become effective. The following ideas are generally considered aspects of effective lectures.

In the beginning you may feel awkward, a bit nervous, and somewhat intimidated by the students. This is normal for most people.

The best way to become effective and overcome nervousness is to plan well. However, be aware new instructors tend to plan too much factual content. They seem to think they can hide behind the content. As you plan you will need to include important content (of course!). Good lecturers also identify numerous examples to help students gain a sound understanding. Often the best examples come from an instructor's personal experiences.

**Introduction:** A good lecture (and a characteristic of effective teaching) is to provide students with an overview of the presentation. A good overview enables the students to see where the class is going and to develop working hypotheses regarding class content. In an introduction you may:

- state the purpose of the lesson
- state your main objectives for the lesson
- refer to previous lessons and indicate how this lesson relates to previous lessons
- begin with an anecdote (story) or example

**Body:** (main part of lecture): The body is the main portion of the lecture. This is where you will present your major ideas and try to accomplish your objectives. Please consider the following:

- organize your information. The relationships of main & subordinate points should be clear
- provided examples to clarify/illustrate main points
- speaking rate is appropriate (practice speaking more slowly...writing things on the chalk board to slows talking down)
- practice voice quality (acceptable volume, articulation, etc)
- use visual aids (chalk board, overhead projector, powerpoint, etc.). This gives students something else to look at from time to time. Also, you can look at your visual aids as you lecture and get away from a reliance on your notes.
- plan questions you can ask at key points in the lecture
- don't bore students. Act as if you are enthusiastic about the subject, interject anecdotes, describe examples, and ask questions.
- indicates why topics are important

**Finale/Closure:** When you are finished presenting the main points, you need to provide closure to the lecture. You might

- summarize/review main points
- encourage questions
- ask students to identify the most important points and a description or an example for each main point.

**Additional Variables:** As you improve your lecture skills, there are a number of additional characteristics to integrate into your repertoire of lecture skills. They include

- humor
- sincerity
- respect for students
- relax
- personal (annoying) mannerisms
- use of nonverbal communication (gestures)
- use a variety of ways to engage students
- increase the degree of student interest (are students smiling, sleeping, cutting finger nails, asking questions, passing notes)
- effective use of class time
- your movement patterns

### **De-Mystifying The Textbook**

Textbooks often bewilder struggling students who are overwhelmed by the sheer mass of information. For some, the opened pages of their texts flash a blinding solid yellow with barely a word left unhighlighted. Others give up after stumbling unsuccessfully from page to page. But, even good readers benefit from some assistance to get the most mileage out of their texts. Here are some helpful guidelines to provide students on the first day of classes when you are introducing your course and the text AND also some thoughts about the assistance you can provide students for your reading assignments.

#### **Explain Expectations for the Text.**

Students need to know how much emphasis is placed on the textbook and what expectations you have on the wealth of information it contains. What kinds of details do you consider important? Is emphasis placed on knowing specific vocabulary terms?

Or are you more concerned that students focus on broad concepts? For example, some professors view the text as support for what is covered in lecture-discussions; while philosophically consistent, the content is not an exact match; however, students will be responsible for basic concepts from the book as well as from class discussions. Letting students know if they are accountable for vocabulary, names, dates, etc. provides them with a framework for reading, highlighting, and eventually studying for the test. You may think of this as giving students the ground rules.

#### **Survey Special Features of the Text.**

Provide a quick overview of the text. What special features does this text give the reader: a chapter overview and/or summary, vocabulary review, glossary of terms, appendices, etc. Discuss how to use features students may be unfamiliar with like footnotes or endnotes. Point out the text features which influenced your decision to adopt this text. And finally, model how to read a chapter to maximize learning. For example, one might explain that if I were a student in this class using this particular textbook, I would read chapter summaries before reading the text itself, pause after

reading major portions and summarize to myself, highlight only main points, and pay particular attention to vocabulary and quiz myself on those terms. Such simple guidance can be insightful and make a world of difference to some students.

### **Predict Problem Passages in Assignments.**

Students expect textbooks to be dry and dull, but at their very worst they are inconsiderate of the reader. Passages often contain too many concepts and provide insufficient explanation with few examples. To the student engaged in reading about a subject for the first time, such text may be incomprehensible. Preview the chapter, predict the problem spots, and attempt to untangle the knots through sufficient attention during lecture. It's important to consider the text from the neophyte's eyes because the author may not have been so considerate. Texts are only effective when they assist the learner. Some texts are not "user friendly;" they mystify rather than clarify ideas. These suggestions reflect the important role you can play in the process of de-mystifying the text and the learning process.

### **Cooperative Learning**

Cooperative learning refers to group work. It is an excellent way to involve students in the classroom and it provides instructors with opportunities to "shift gears" and utilize an alternative instructional approach. Two variations of cooperative learning are described below.

1. After presenting a lecture on a topic, students are presented with a question such as "What are the two most important causes of the problem I just described?" Then students are directed to turn to another class member and identify a response. After a few moments, students are provided an opportunity to share their responses.

You may use a variety of questions or other prompts. For example, ask students to turn to a neighbor and identify unanswered questions, confusing points, examples from their personal lives, etc. A favorite question for this type of format is "What would have happened if...?" For example, one professor asked a group of students how their lives would be different if the French maintained control of the Louisiana Territory.

2. A second strategy to engage students in discussions of main points in important reading assignments. To prepare for the activity, students are assigned a reading passage and a set of three or four important questions to consider. The cooperative learning strategy is conducted during the next class period by assigning students to cooperative learning groups. Each cooperative learning group should have as many students as the number of questions assigned. Group members quickly review the list of questions and each member selects one of the questions for which he or she will become an expert.

Next, students reorganize into expert groups. There should be at least one expert group for each question. Within the expert groups, students review the information in the reading assignment and discuss their question in depth.

Students then re-form into their original cooperative learning groups and share their expertise with one another.

### **Instructors Should Solicit Student Feedback**

Research reveals important relationships between the type of feedback students receive and student success. Instructors, too, need feedback as a means of enhancing their success.

One means of soliciting student feedback is to provide students with index cards during the last class period each week. Students list topics they understood, confusing topics, and unanswered questions. Instructors review the comments on the cards and plan ways to address students' comments.

Another means of soliciting student feedback may be used less frequently. On a monthly basis you may have students identify strengths and weaknesses of you and the course. This information is useful for planning ways to modify the course and your instructional skills.

### **Comparing "A" and "C" Students**

John H. Williams of Pepperdine University makes several important points in a recent article. He defines an "A" student and a "C" student in terms of typical behaviors related to attendance, preparation, curiosity, retention, attitude, talent, and results. He indicates that "While human beings cannot be pigeon-holed, they can be judged on the basis of their achievements. Grades reflect both effort and achievement, not effort alone" (p.1).

He concludes the article by inviting each teacher to establish his or her descriptions of the various grade levels. To do so clarifies the teacher's own thinking and gives students an insight into how their performance will be evaluated.

According to Williams, "A" students excel in the following areas: attendance, preparation for each class, attention to details, curiosity and interest level, asking interesting questions, retention of information, linking new knowledge to past learning, determination, self-discipline, initiative, intelligence, and insight. Also, "A" students generally produce work that is a pleasure to grade.

On the other hand, "C" students: miss many classes; prepare assignments in a perfunctory manner; turn in work that is often incomplete, late, or messy; lack commitment to the class; act disinterested; exhibit poor self-management skills; and earn grades that are either relatively weak or inconsistent. The work of the "C" student may indicate that the student has some knowledge of a concept but has not achieved mastery of the concept.

For a more thorough description see John H. Williams' article, "Clarifying Grade Expectations," in the August/September 1993 issue of *The Teaching Professor*.



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### **SECTION III**

The following information is taken from the *University Faculty Handbook, 10<sup>th</sup> edition, 1/1/97*. It is available in hard copy in department offices or on the Washburn University website - go to <http://www.washburn.edu/admin/fac-handbook/FHSEC2.htm>.

#### **Section Two** **Conditions of Employment**

##### **I. Statement on Academic Freedom**

Washburn University strives to promote the search for truth and its free exposition and thus to provide the best education possible for its students. Academic freedom is for the furtherance of these purposes and applies both to teaching and research. Freedom in research is fundamental to the advancement of law and fact. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom carries with it duties correlative with the rights.

A. The faculty member is entitled to full freedom in research and in the publication of the results subject to performance of his/her other academic duties, but research for pecuniary return should be based upon University policy as stated in the Faculty Handbook (see [Sections 2.VIII](#) and [5.II](#)).

B. Faculty are entitled to freedom in the classroom in discussing their subjects and must exercise professional judgment in selecting the material they wish to use.

C. The Washburn University faculty member is a member of a learned profession and an academic member of an educational institution. When the faculty member speaks or writes as an individual he/she is free from institutional censorship or discipline and must avoid identification of Washburn University with his/her words or acts as an individual. As a person of learning, the faculty member must remember that the public may judge the profession and Washburn University by his/her utterances. Hence, the faculty should at all times endeavor to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should avoid indication that he/she is an institutional spokesman unless he/she has been so designated.

## **II. Faculty Responsibilities**

Each faculty member is a member of a learned profession and an academic member of the University responsible for the mastery of and a continuing commitment to a subject discipline, the competent transmission of it to students and the exercise of professional judgment concerning curriculum, instructional content and methods, research, faculty status and those aspects of student life which relate to the educational process. Faculty members of each department of the College and of the Schools are responsible to the Dean of those academic units for the orderly and competent conduct of classes within the department or the school concerned.

## **III. Affirmative Action Policy**

Washburn University is committed to a policy of equal educational and employment opportunity without regard to race, color, religion, age, national

origin, ancestry, disability, sex, marital or parental status, or sexual orientation. Each unit within the University is charged with conducting its practices in conformity with these principles.

**1.1 Equal Educational Opportunity** . Equal educational opportunity includes, but is not limited to, admissions, recruitment, extracurricular programs and activities, counseling and testing, financial aid, health services, and employment.

**1.2 Equal Employment Opportunity** . Equal employment opportunity includes, but is not limited to, recruitment, hiring, assignment of duties, tenure and promotion determinations, compensation, benefits, training, and termination. Positive action shall be taken to assure the full realization of equal opportunity for all Employees of the University.

**1.3 Responsibility** . Responsibility for monitoring and implementation of this policy is delegated to the Equal Opportunity Director; however, all Employees will share in the specific activities necessary to achieve these goals.

**1.3.1 The Equal Opportunity Director is** Ms. Carol Vogel, Morgan Hall, Room 380A. Phone: 785-670-1509. Email: [carol.vogel@washburn.edu](mailto:carol.vogel@washburn.edu)

**1.4 Complaints.** Complaints of discrimination are to be made to the Equal Opportunity Director, Ms. Carol Vogel, Morgan Hall Room 380A. Phone: 785-670-1509. Email: [carol.vogel@washburn.edu](mailto:carol.vogel@washburn.edu)

#### **IV. Sexual Harassment and Harassment Policy**

**2.1 Responsibility** . All individuals must be allowed to pursue their activities at the University free from sexual harassment and unwelcome sexual advances. Such conduct will not be tolerated. All individuals must be allowed to pursue activities at the University free from harassment based on color, race, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation. Responsibility for maintaining a harassment free campus environment rests with all employees and students, and others while on the University campus or involved in University-sponsored activities.

**2.2 Sexual Harassment Defined.** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment; or,
- Such conduct emphasizes the sexuality of an individual in a manner which prevents or impairs that individual's full enjoyment of work and/or educational benefits, environment, or opportunities.

**2.3 Unwelcome Sexual Advances Defined.** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- The conduct has the purpose or effect of interfering with the individual's work or academic performance, or of creating an intimidating, hostile, or offensive working or educational environment, or,
- It is imposed by an employee or agent of the University and denies, limits, conditions, or provides different aid, benefits, services, or treatment.

**2.4 Harassment Defined.** Harassment is defined to have occurred when, on the basis of color, race, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation, a hostile or intimidating environment is created in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual's work or education, or affect adversely an individual's living conditions.

**2.5 Complaints.** Complaints of sexual harassment or harassment (as defined above) are to be made to the Equal Opportunity Director, Ms. Carol Vogel, Morgan Hall Room 380A. Phone: 785-670-1509. Email: [carol.vogel@washburn.edu](mailto:carol.vogel@washburn.edu) Complaints must be filed within 180 days of the latest alleged incident.

**2.6 Establishment of Regulations.** The administration shall develop regulations and procedures consistent with this policy.

### **VIII. Statement on Professional Ethics for Faculty**

(The following is adapted from the American Association of University Professors' "Statement on Professional Ethics," which was adopted by the General Faculty 2/3/92)

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to students, and in their conduct when resigning from their institution or when undertaking government-

sponsored research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee on Professional Ethics, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 **Statement of Principles on Academic Freedom and Tenure** and the 1958 **Statement on Procedural Standards in Faculty Dismissal Proceedings**.

A. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. The primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise freedom of inquiry.

B. As teachers, professors encourage the free pursuit of learning in students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect academic freedom.

C. As a colleague, the professor has obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgement of colleagues. They accept their share of faculty responsibilities for the governance of their institution. In the exercise of the right to criticize, faculty members should seek to remain

professional, addressing the issues at stake, and avoid attacks on an individual or individuals because of the views such person(s) may hold.

D. As members of their institution, professors seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

E. As members of their community, professors have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression that they speak or act for their college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom

## **Section Six: Classroom Procedures & General Faculty Responsibility**

### **I. Student Records**

The University Registrar's Office is charged with the responsibility of maintaining the permanent records of each student who enrolls at Washburn University. This is an impossible task without the complete and prompt assistance of the faculty member. Furthermore, all persons concerned with the records of the student, including faculty, shall recognize the confidentiality of them. The Family Rights and Privacy Act of 1974 prohibits the disclosure of information (other than "Directory Information") from academic records without consent of the student.

### **II. Class Rosters**

Class rosters authorizing class attendance for all students who have completed the total registration procedure on the regular enrollment days are made available to the faculty as soon as possible. Students are not eligible to attend class unless they are duly registered. Any student whose name is not on the class roster should be directed by the instructor to check with the University Registrar's Office to correct the error. Students who do not appear on the class roster by the end of the enrollment period should not be

allowed to continue attending classes.

### III. Grading Procedures

The essential purpose of grades is to differentiate accurately and appropriately between the students as to achievement in a particular course. An instructor must exercise great care in determining final grades of the student.

#### A. Grade Reports

Term grades are submitted on-line and are due after the final examination period as specified in the appropriate class schedule so the necessary processing can be completed before the next semester/term. A targeted announcement will be sent to the faculty indicating the deadline for submission of grades. Grades not submitted by the deadline will be recorded as "NR" (not recorded). After the deadline, grades or grade changes must be submitted using the formal paper process on a "Change of Recorded Grade" form.

#### B. Grades and Grade Points

The following symbols and their values are used in grading except for the School of Law.

Symbols	Meaning	Grade Points Per Hour of Credit
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F*	Failure	0
I**	Incomplete	0***
IP	In Progress	0***
W	Withdrawn	0***
CR	Credit - Letter grade C or better	0***
P	Credit - Letter Grade D	0***
AU	Audit	0***
NC	No college credit	0***
NR	Not recorded	0***

\*Students who unofficially drop by not attending class will receive a grade from the course instructor based on the grade earned. Students who officially withdraw during a semester prior to the twelfth week deadline receive a W.

\*\*The letter "I" indicates "incomplete work". The report "I" will not be used when a definite grade can be assigned for the course. It will not be given for the work of a student in any course except to indicate that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed. The student must have completed three-fourths of the course requirements. The "I" grade should be used only when, in the opinion of the instructor, there is expectation that the work will be completed.

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in undergraduate courses must be completed by the last day of classes. The instructor must submit grades to the University Registrar's Office using an "Incomplete Grade Report Form" by the grade submission deadline of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise, an "F" grade will be recorded.

\*\*\*Not included in grade point average

### C. Change of Grade

After a grade has been rolled to the transcript or an "I" grade has been automatically changed to an "F" by the University Registrar's Office (because it has not been submitted by the deadline), the grade may be changed with the approval of the department chairperson and Dean of the College/School by using a "Change of Recorded Grade Form." Exceptions may be made as a result of a decision by the Grade Appeal Committee or, in case of a law student, a decision by the Grade Review Committee. It is important to proofread grade rosters carefully for errors before submitting them. The "Change of Recorded Grade" forms for initiating grade changes may be obtained in the University Registrar's Office. The School of Law Grade Review Committee and the Grade Appeal Committee may direct grade changes that will be implemented by the Vice President for Academic Affairs following the appropriate appeal process described below. ([See F., 1. & 2. below](#))

### D. A/Pass/Fail Option

Under certain circumstances, undergraduate students have the option to elect to enroll in a course for a letter grade or for "A/Pass/Fail." A student can enroll in a course with the A/Pass/Fail option under the following conditions:

1. Must have a minimum of twenty-four semester hours completed.
2. Must have a cumulative G.P.A. of 2.0 or higher.

3. Courses in a student's major (including minor and correlate courses) cannot be taken for A/Pass/Fail without written permission from the appropriate department chairperson or dean on file in the University Registrar's Office.

4. May take the A/Pass/Fail option for only one course per semester (not including PE 198).

If the student earns an "A" in the course, this is recorded on the transcript. If the student earns a grade of "B" or "C" this is recorded as "CR" (Credit) or if earning a "D" a "P" (Passing) is recorded on the transcript. Recorded grades of "CR" or "P" are not figured in a cumulative grade point average. If the student fails the course, a grade of "F" is recorded, and this grade is figured in the cumulative grade point average. While there is no specific limit to the total number of semester hours that may be taken on a non-graded basis (Pass/Fail, credit by examination, advanced placement, and/or military service), a minimum of 84 hours presented for graduation with a Bachelor's degree, 42 with an associate degree must be on a graded basis.

Subject to the provisions above, a student may elect graded or A/Pass/Fail status for a course at any time during the period in which that student may elect to withdraw from that course. Certain courses may not be taken for a grade, but may only be taken pass/fail. The above policy does not pertain to such courses.

#### E. Examinations

All examinations, with the exception of the final examinations, are scheduled at the discretion of the instructor. Final examinations are administered in all courses where applicable. All examinations are proctored by the instructor or, under certain circumstances, by persons appointed by the instructor. Strict adherence to final examination schedules is essential and any deviation from the printed schedule must be cleared with the Dean of the college or school. The faculty is urged to limit graded testing during the four days prior to the beginning of the scheduled finals period to allow for proper preparation for the finals. No final examinations may be given by an instructor during the four weekdays prior to the first day of final examinations. Instructors may however, at their own discretion, in very unusual circumstances, arrange to give an individual the opportunity to take a final examination at another time. In the College of Arts and Sciences, chairpersons submit to the Dean a list of courses from the departments in which final exams are not "applicable." These lists should be compiled with the approval of departmental faculty.

#### F. Procedure for Contesting Grades

The College, Schools, and Graduate Programs, except the School of Law

The obligation of the instructor to evaluate the performance of students on sound academic grounds is basic to the formal education process. A student who believes the grade awarded him/her by an instructor is based upon reasons other than the student's academic performance may appeal the grade received in a course.

**Consultation with the Instructor.** A student must first attempt to resolve his/her dispute concerning the final grade received in a course through consultation with the instructor of the class. Such consultation normally shall take place following award of the grade but in no event shall such consultation take place later than the fourth week on the next regular academic semester following the award of the grade. In the event the course instructor is no longer at the University or is on a leave of absence during the semester following the contested grade or the instructor shall have refused to consult with such student, the student may proceed to the next stage, mediation by the Department Chair (where such exists). If no Department Chair exists, the next stage is mediation by the Dean of the College or School in which the course was offered.

**Mediation by the Department Chair.** If the student is dissatisfied with the result of his/her consultation with the instructor or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Department Chair in the unit in which the course was offered. The instructor shall make available to his/her Department Chair all of the materials in his or her possession and the criteria which entered into the determination of the student's final grade in the course. The student shall provide the Department Chair, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Department Chair shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

**Mediation by the Dean of the College or School in which the course was offered.** If the student is dissatisfied with the result of his/her consultation with the instructor and with the department chair (where appropriate) or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Dean of the College or School in which the course was offered. The instructor shall make available to the Dean all of the materials in his or her possession and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Dean, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Dean shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

**Appeal to Grade Appeal Committee.** If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean which shall specify the relief requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the instructor and student during the mediation process to the Vice President for Academic Affairs. The Vice President for Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons, comprised of three faculty members (two from the same department, area or graduate program, and one faculty from another department, area or graduate program), and two students (must be graduate students for graduate student appeals; the two must be from different graduate programs, and cannot be from the same graduate program as the student making the appeal), to serve as the Grade Appeal Committee. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard. The committee shall advise the student and the instructor of the hearing date.

**Hearing.** The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim.

**Decision.** At the close of the hearing the Committee shall meet and determine, by vote, whether the student has proved the relief sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade changed. A vote of four out of five members is required to change the grade. The Committee shall report its decision in writing to the student, the instructor and to the Vice President for Academic Affairs. The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, the Vice President for Academic Affairs shall notify the student, instructor, and the University Registrar, who will enter the changed grade which will be initialed by both the Vice President and the University Registrar.

#### G. Credit by Examination

Students may receive credit by taking examinations constructed by the departments concerned which are comparable to end of course examination. Students may also receive credit through the Advanced Placement Examinations, the National League for Nursing Examinations and the College Level Examination Program. Details for administration of these examinations can be obtained in the University Registrar's Office or the offices of the Academic Deans.

### IV. Class Attendance

These regulations do not apply to the School of Law; Law School class attendance requirements are printed in the Law School catalog.

The value of a college education is enhanced by full participation and attendance in class activities. Because classroom activities are intended to assist the students in the learning experience, it is expected that they will attend class sessions whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason, each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course. The faculty member's attendance requirements must be included in a course syllabus that is distributed to the class and/or is subsequently available to class members upon request. There is no University-wide attendance policy.

An instructor, after giving due notice to the student, may request withdrawal of a student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

## **V. Change of Schedules**

### **A. Adding a Class**

A student wishing to add a course to his/her schedule may do so on the web when it is available for registration/enrollment. Specific instructions will be available in the appropriate Class Schedule Bulletin or on the web.

A student adding a course to his/her schedule may need for an instructor to place an override or a combination of overrides on the My.Washburn account. Placing an override on the student's account provides special approval to enroll for a student who has circumstances which have prevented the student from adding the class. Some types of overrides that may be needed by the student to register include: capacity, class (classification), level (i.e., undergraduate, graduate, law), link (linked courses), corequisite, prerequisite, special (special permission), and time (time conflicts). Students may add a class at any time throughout the registration period prior to the last day to enroll in a course without instructor's permission. After this date, all course additions require the student to utilize the late add process found on the registration screen on the My.Washburn account. Courses added after the last day to enroll without instructor's permission require that the instructor provide a late add override through the My.Washburn account thereby permitting the student to register if the instructor believes this is appropriate. When an instructor places a late add override on a student account after the last day to enroll without instructor's permission, this single override will

take the place of all overrides the student might need and assures the student will be added into the class.

## B. Dropping/Withdrawing

### 1. Initiated by Student: Withdrawing from class(es) or from the University

A student who wishes to withdraw from a course may do so on the web when it is available for registration/enrollment. Specific instructions will be available in the appropriate Class Schedule Bulletin or on the web.

The date of withdrawal is determined by the day the withdrawal is processed. Students who cannot complete the withdrawal process on the web must notify the University of their intent to withdraw by sending an e-mail using their MyWashburn account to [enrollment@washburn.edu](mailto:enrollment@washburn.edu). To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account on-line and view the "Detail Course Schedule" link on the Student Tab. The status will indicate withdrawn and the date the course was withdrawn successfully.

The responsibility for initiating and processing withdrawals rests with the student, not the faculty. Failure of the student to officially withdraw requires the instructor to record an "F" grade at the end of the semester/term. Students are responsible for all assessed charges.

Specific dates for withdrawal deadlines are listed in the academic calendar, in the appropriate Class Schedule Bulletin, and on the web using the "last day" deadline link. When a student drops a course, an e-mail is automatically generated and sent to the instructors' MyWashburn account as notification of the drop..

### 2. Initiated by Instructor

#### a. Withdrawal for Lack of Attendance

An instructor may request withdrawal of a student from a course because of nonattendance. (Instructors may not initiate or process any other type of withdrawal since it is the responsibility of the student to withdraw.)

An instructor, after giving due notice to the student, may request withdrawal of a student from a course because of nonattendance. The Instructor must inform the University Registrar's Office that the student is being withdrawn for lack of attendance. In such cases the grade W is recorded if the withdrawal is on or before the last day to withdraw.. After the last day to withdraw, a student cannot be withdrawn by the instructor.

#### b. Administrative Withdrawal

Instructors may administratively remove students from the class roster who are inappropriately registered in a class or classes at the completion of registration/enrollment. The most common example of inappropriate registration would be that the student has not satisfied the prerequisites for the course. The instructor may write a memo to the Office of the University Registrar providing the name of the student, his/her student identification number, and the name and course reference number of the class as well as stating the reason for the removal of the student from the class. The request for administrative withdrawal must be submitted by the end of the second week.

### C. Changes to an Individual Class

A student may make other changes to his/her class (i.e. change of section; involving pass/fail, audit, or grade status; change in credit hours, etc.) by submitting the change on the web registration form.

## VI. Honors

Washburn has a variety of means to provide proper recognition for outstanding academic success and several programs to encourage highly motivated and talented students to undertake work at the honors level. For information about honors recognition and programs, please refer to the *Washburn University Catalog*.

## VII. Academic Fresh Start

Students who have performed poorly in their first year or two at college and then withdraw or are dismissed frequently return to school at a later date to resume their education. Unfortunately, their prior academic record often presents a major obstacle to their overall success.

Persons in this category who want an opportunity for a fresh undergraduate start at Washburn University, without the handicap of their prior academic record, may apply for admission under Academic Fresh Start subject to the following conditions.

A. All previous academic work at any college or university will be disregarded with respect to Washburn University graduation requirements. The prior academic record remains a part of the student overall academic transcript, but none of it is carried forward as part of his/her program. The transcript will indicate "Academic Fresh Start" and the date it was granted. The student will then begin his/her college study again under the current catalog with no credits attempted, no credits earned, and no grade points earned. This policy applies only to Washburn students. A student transferring from Washburn University to another institution will have to follow the receiving institution's policy.

B. A person may receive Academic Fresh Start only once.

C. At least three years must have elapsed between the end of the semester in which the applicant was last in attendance at college and the beginning of the semester in which he/she intends to re-enroll.

D. A student granted Academic Fresh Start is considered an entering freshman and as such is eligible for consideration for all academic opportunities afforded any Washburn students. Granting of Academic Fresh Start does not mean the student is eligible for financial aid. An individual request for reinstatement of federal aid should be directed to the financial aid office in writing.

The applicant will present his/her petition for Academic Fresh Start to the Academic Advising Center. If the applicant is a transfer student or a former Washburn student who subsequently attended another institution, an official copy of all transcripts must be on file in the Office of Admissions before the application is considered. Students must apply 30 days before each semester's enrollment period.

### **VIII. Academic Misconduct**

See [Section 7](#) of the *University Faculty Handbook* for details.

### **IX. Auditors**

A person who does not desire credit in a course may attend class as an auditor on approval of the instructor. Auditors enroll for the course and pay the same fee as the students enrolled for credit. The names of auditors are entered on the class roster as evidence of their eligibility to attend class. A student who enrolls as an auditor in a course may change to credit status the first week of classes and may change from credit status to auditor during the first three weeks of classes.

### **X. Repetition of Courses**

Undergraduate courses in which the student receives a D or an F may be repeated. The transcript will contain a complete record of all courses taken and grades earned. The repeated and not the original grade will be included in determining the cumulative grade point average. However, after a student has repeated the same course three times, or has repeated three different courses, that student must have the permission of his/her academic dean before repeating any course. Students who are taking graduate courses (excluding law courses) may repeat courses in which they received a grade of C, D or F if the repeat is granted by the dean/chair of the academic unit/department offering the course. The dean/chair must provide a letter to the Office of the University Registrar indicating approval has been given to the student to repeat a graduate course in which a C, D or F grade was received. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in

a repeated course will be used to compute the cumulative grade point average. Law students can repeat only those courses in which they earned an E, unless approval of the faculty Curriculum Committee is obtained in advance. The transcript of a law student will contain a complete record of all courses taken and grades earned, and all grades earned in repeated courses will be averaged to compute the cumulative grade point average.

### **XI. Student Evaluation of Faculty**

The most effective evaluation of faculty for promotion and tenure is by a combination of peer group, student, and Dean evaluation within the department and school or college.

Student evaluations can be helpful information for faculty members who may want to consider strengthening their teaching techniques through professional development. Accordingly, schools and departments are encouraged to use the student evaluations for purposes of professional development.

### **XII. Absence of the Instructor from Class**

Travel authorization forms are available in the Dean's office for instructors who plan to be absent from class because of attendance at professional meetings or because of some other professional activity. These forms provide not only the data for compensation for travel but also serve the purpose of notifying the various offices of such absence from class. If absence from class is necessary as a result of sudden emergencies such as illness or other unforeseen circumstances, the chairperson of the department should be notified in every case and effort should be made to make some arrangement for the class meeting. Classes are dismissed only when no such arrangement can be appropriately made.

### **XIII. Copyrighted Materials for Classroom Use**

#### **A. POLICY STATEMENT**

It is Washburn University of Topeka policy, in order to help ensure compliance with federal copyright law, that its administration and faculty adhere to the "Guidelines For Classroom Copying in Not For Profit Educational Institutions."

#### **B. SINGLE COPYING**

A single copy may be made of any of the following materials:

A chapter from a book, an article from a periodical or newspaper; a short story, short essay, or short poem, whether or not from a collective work; a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

### C. MULTIPLE COPYING

A faculty member preparing materials to be reproduced for sale or distribution to students in his/her classes may do so without permission of the copyright holder under the so-called "fair use" doctrine under the federal copyright law generally only when

1. the material represents only a small portion of a work (brevity test);
2. the decision to use the material is spontaneously made and there is not reasonable time to obtain permission (spontaneity test);
3. the material includes a notice of copyright;
4. the copying is not a substitute for the purchase of books, publisher's reprints or periodicals; and,
5. no charge to student will exceed copying costs.

(These statements are characterizations of guidelines adopted by agreement of educators, authors and publishers in an Agreement On Guidelines For Classroom copying in Not-For-Profit Educations Institutions with Respect to Books And Periodicals. The complete text of the Guidelines are found in [Appendix VII](#).)

Otherwise, the general rule is that permission is required for copying articles from periodicals, chapters from books, brochures, pamphlets and other publications, poems and graphs; illustrations, charts and pictures even when the materials are being used for educational purposes. Continuing reproduction of materials from year to year for a repeating course does not fall within the "fair use" doctrine.

Responsibility for complying with applicable copyright law rests with the faculty member preparing the material.

### D. REQUEST

When requesting the University to reproduce materials for a class, the faculty member shall certify that:

- a. reproduction of the materials for classroom use meets the fair use test expressed in the Guidelines ([Appendix VII](#)); or
- b. permission has been obtained from the copyright holder and, if applicable, an agreement made for the payment of royalties.

In the event faculty member's payment of royalties is contingent upon the number of copies sold or on amounts collected by University from sale, the faculty member shall provide the University with a copy of the agreement so that it may include the amount in the retail sale price of the material and properly account for and pay to the faculty members all amounts due him/her.

#### **XIV. Claims for Damages on University Property**

The University, by operation of the Kansas Tort Claims Act (KSA 75-6101 et seq and amendment), may be held liable for damages caused by the negligent or wrongful act or omission of any of its employees acting within the scope of their employment. Employees may also be held liable for tortious acts in the course of their employment.

The University shall provide for the defense of an employee named as a defendant in a civil lawsuit in either his/her official or individual capacity on account of an act or omission in the scope of his/her employment; provided, however, that a request for such defense be made in writing to the Vice President for Administration within fifteen (15) days after service of process upon the employee.

The University may refuse to provide for the defense if the University determines:

1. The act of omission giving rise to the action was not within the scope of the employee's employment; or
2. Such employee acted or failed to act because of actual fraud or actual malice; or
3. The defense of the action of proceeding by the governmental entity would create a conflict of interest between the governmental entity and the employees; or
4. The request for defense was not made within fifteen (15) days of service of process.

#### **XV. Participation in Activities**

It is assumed that all faculty members will attend faculty meetings and participate in commencement activities in proper academic regalia unless arrangements are made with the Dean of the school. All faculty are urged to participate as fully as possible in assemblies, lecture series, concerts, plays, and whatever other activities contribute to the cultural life of the University community.

#### **XVI. Office or Conference Hours**

In accepting employment at Washburn University, the faculty member accepts the objectives of the University and, among these objectives, the idea of a close

association with students on an individual basis. This implies that faculty members are available to students for individual advising. To this end, all faculty members must establish a schedule of office hours sufficient to meet this obligation and display this schedule of office hours on the office door. Conference hours should be scheduled at periods when the students are most likely to be able to utilize them. Conference hours should be kept as faithfully and regularly as class hours.

## **XVII. Committee Responsibilities**

Much of the planning and studying of the University's program is done by standing and special committees. They are basic to the shared faculty, administrative, and student organization of the University. Washburn University seeks to encourage the fullest possible participation of the total faculty in such committee activity. On the other hand, election and assignment to committees will be distributed so that the work does not intrude too deeply into the time of any faculty member. During the first year of employment faculty members generally are not given committee responsibility.

## **XVIII. Tutoring**

### **A. Faculty Tutoring**

Faculty members are encouraged to assist individual students. The degree to which any faculty member wishes to devote time to helping the individual student in academic work must be determined by the faculty member. In no case is a faculty member permitted to accept payment from students for tutorial work.

### **B. Peer Tutoring**

Certain departments are granted funds for organized student, i.e. peer, tutoring. This service is intended primarily to aid beginning students or those in lower-class courses in areas in which tutoring has proven valuable, and in which the student is most vulnerable. Requests for tutoring funds are made to the academic deans.

## **XIX. Professional Meetings**

The faculty are encouraged to participate in state, regional, and national professional meetings. Even though attendance at such meetings conflicts with classroom teaching and laboratory supervision at times, it is essential to professional growth to meet with peers from other institutions in professional discussion and to present professional papers.

Washburn University also favors such meetings on its own campus, and faculty members should invite their respective professional organizations to the campus. In order to prevent serious problems of space utilization, such arrangements should be discussed with the Dean of the appropriate school and cleared by the Office of Facilities Use so that conflicts may be avoided. Invitations to the organizations are issued by the President.

## **XX. Emergencies**

In cases of accident or sudden illness in the classroom, the University Health Service should be notified immediately. The office is in Morgan Hall, Room 170; the telephone extension is 1470. If it is at all possible, members of the family of the person involved should be notified immediately so that they can make whatever arrangements are necessary for seeking the services of a physician, an ambulance, hospitalization, and the like. In any case, the welfare of the person involved should be the first consideration. The Student Affairs Office must be notified also.

## **XXI. University Smoking Policy**

Smoking is prohibited in all University buildings, exclusive of residential halls, except in specially designated smoking permitted areas and in individual enclosed offices. See the *Business and Financial Affairs Handbook* for details.

## **XXII. Faculty Members as Advisors**

Advising is an integral and natural part of teaching and research. At Washburn University advising is under the general direction of the Deans of the various schools and colleges. Each school develops its own program. On occasion faculty members may be asked to assist the Director of Admissions in making new student contacts and in explaining specific programs in their area. Faculty members are urged to cooperate whenever possible.

## **Section Seven: Services for and Responsibilities of Students**

### **VIII. Academic impropriety policy**

- A. Preamble
- B. The Basic Presumption
- C. Academic Improprieties
- D. Academic Action

- E. Procedures and Appeals for Academic Actions
- F. Procedures and Appeals for Disciplinary Actions

#### A. Preamble

The grades and credits earned by college students in their courses provide an important measure of the quality and extent of their academic achievements. Preserving the integrity and significance of grades and credits is a professional responsibility of the teaching faculty, but requires the cooperation and support of students. The present policy is designed to assist faculty and students in this task. First, it identifies the basic presumption underlying the integrity and significance of academic grades and credits. Second, it defines as academically improper, and officially forbids, all forms of student behavior that undermine, or that could reasonable be interpreted as undermining, the validity of this basic presumption. Finally, it requires faculty to take reasonable steps to prevent such behavior from occurring and to take appropriate academic action when it does occur.

#### B. The Basic Presumption

Grades or credits are fair and equitable measures of academic achievement only on the presumption that the academic work submitted by each student is his or her own and is created under course conditions or rules (e.g., time and resources allowed for the completion of an examination) common to all students in that course. The moment this presumption's validity is reasonably doubted, the integrity of grades and credits as signs of actual academic achievement is seriously undermined. Therefore, it is incumbent on students and faculty alike to ensure that the validity of the basic presumption is preserved beyond any reasonable doubt.

#### C. Academic Improprieties

An academic impropriety is any student action that undermines, or could reasonably be interpreted as undermining, the presumption that the academic work being produced or submitted by a student is his or her own, or that undermines, or could reasonably be interpreted as undermining, the presumption that the student is not enjoying, or has not enjoyed, an unfair advantage over other students in the production of the work in question. Thus, an academic impropriety is any action by a student that either actually undermines, or could reasonably be interpreted as undermining, the validity of the basic presumption.

All academic improprieties are hereby officially forbidden.

Academic improprieties may or may not involve dishonesty. Accordingly, the claim or determination that a student has engaged in academically improper behavior does not always require the claim or determination that the student acted dishonestly.

There are two kinds of academic improprieties: Academic irregularities and academic dishonesties. Each kind is defined below.

All academic improprieties, whether irregularities or dishonesties, require appropriate academic action by the faculty member in whose course the impropriety takes place. Academic action is defined below. Academic dishonesties require, in addition, appropriate disciplinary action by the Dean of Students.

### 1. Academic Irregularities

An academic irregularity is any form of academic impropriety whose commission by a student does not by itself imply any dishonest motive or intent on the part of the student and which either is expressly described in this document or is both described and prohibited by the course instructor in a syllabus or other announcement.

Although academically irregular behavior does not necessarily involve dishonesty on the part of the student, it does not preclude it either. Thus, an instance of academic irregularity may subsequently be determined to be also an instance of academic dishonesty.

The following actions, unless specifically authorized by the course's instructor are academic irregularities:

#### a. During an examination, test, or quiz:

(i) Failure or refusal to follow the instructor's instructions concerning seating arrangements or rearrangements during the examination, test, or quiz period.

(ii) Failure or refusal to follow the instructor's instructions concerning the distribution of the examination, test, or quiz period.

(iii) Failure or refusal to stop working on the examination, test, or quiz at the end of the examination, test, or quiz period.

(iv) Communicating in any way, shape, or form with any person other than the course instructor.

(v) Looking at or in the direction of another person's examination, test, or answer sheet.

(vi) Looking at or manipulating books, notebooks, papers, notes, cards, etc. that are not part of the examination, test or quiz materials.

(vii) Looking at or manipulating any written or symbolized material that is not part of the examination, test, or quiz materials.

(viii) Looking at or manipulating radios, tape or cassette players, calculators, or other devices not required or authorized for use during the examination, test or quiz.

b. On all external assignments for course credit (including term papers, research papers, take-home examinations or tests, exercises, independent lab work, etc.):

(i) Failure to turn in the assignment on the day and time it is due.

(ii) Failure to acknowledge the incorporation of another person's work into one's own, including the failure to properly identify as such material that is being paraphrased or quoted.

(iii) Failure to document properly all works consulted, paraphrased, or quoted.

(iv) Submitting the same work for more than one course, unless authorized to do so by the instructors of all the courses in question.

(v) Submitting work previously submitted by another student in an earlier semester, provided that the instructor has retained a copy of the original submission.

(vi) Submitting under one's name a research or term paper bought through the mail from "paper mills," provided that the instructor has a copy of the original work.

This list of examples is not meant to be all-inclusive, but is presented for guidance in defining acts of academic irregularity which, if they are found to have occurred, require academic action by the faculty in whose course they occurred.

## 2. Academic Dishonesties

An academic dishonesty is any form of academic impropriety whose commission by a student involves a dishonest motive or intent. The following actions are examples of academic dishonesty:

a. Cheating on examinations, tests, or quizzes.

b. Copying from another student's examination, test, or quiz.

c. Using unauthorized materials during an examination, test, or quiz.

d. Unauthorized collaboration with another person during an examination, test, or quiz.

e. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of, or information about, an unreleased examination, test, or quiz.

- f. Bribing another person to obtain a copy of, or information about, an unreleased examination, test, or quiz.
- g. Bribing or allowing another person to substitute for oneself to take an examination, test, or quiz.
- h. Plagiarism, which shall mean the appropriation of another person's work, with or without that person's consent, and the unacknowledged incorporation of that work into one's own work offered for credit.
- i. Collusion, which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.

This list of examples is not meant to be all-inclusive, but is presented for guidance in defining acts of academic dishonesty which, if they are found to have occurred, require academic action by the faculty in whose course they occurred.

#### D. Academic Action

An academic action is any action undertaken by faculty to prevent the continuation of a student's academically improper behavior or to offset, through an adjustment in the evaluation of the student's course performance, any possible advantage that might otherwise accrue to the student as a result of his or her academically improper behavior.

When it is determined that an academic impropriety has occurred, the faculty member teaching the course in which it occurred may make an appropriate adjustment to the student's grade.

The following are examples of academic actions intended either to prevent the continuation of a impropriety or to offset the advantage gained through an impropriety:

1. Verbal warning to the student that he or she is acting improperly.
2. Instructing the student to move to another seat or desk.
3. Collecting or voiding the student's examination, test or quiz, with or without the opportunity for a make-up. If a make-up is granted, it may include a grade reduction to offset the advantage the student gains from having additional time to study for the examination.
4. Adjusting the grade in an examination to offset the advantage gained by the student by continuing to work on the examination after the examination period has ended.
5. Adjusting the grade in an assignment to offset the advantage gained by the student by submitting the assignment late.

6. Giving a failing grade to, or granting no credit for, the work submitted.
7. Giving the student an F for the course.

This list of examples is not meant to be all-inclusive, but is presented for giving guidance relative to appropriate academic action.

#### E. Procedures and Appeals for Academic Actions

An academic action that does not involve a grade adjustment is not subject to appeal. Nonetheless, at the earliest opportune moment, the instructor should communicate the rationale for such an action to the student or students affected by it.

Whenever an academic action involves a grade adjustment, the instructor shall communicate to the student the nature of the impropriety and the intended academic action, and shall provide the student with the opportunity to be heard. If, after reviewing the situation with the student, the instructor determines that an academic action is required, he or she shall so notify the student. The instructor shall keep a record of the nature of the impropriety, of the time and date of its occurrence and, if applicable, of any relevant evidence. The instructor shall also keep a record of the academic action taken and of its rationale.

When the impropriety is an irregularity, but the faculty member has reasons to believe that it also constitutes an attempt by the student to improve his or her grade or course standing by dishonest means, the faculty member may file a complaint with the Dean of Students. Investigation of the complaint, in accord with the provisions of Washburn's Student Conduct Code, may or may not result in a disciplinary sanction imposed on the student by the Dean of Students or by the Appeals Board. In no case, however, is the academic action for the irregularity dependent on the outcome of the disciplinary investigation. If the investigation results in a finding of dishonesty, the faculty member may take additional academic action to supplement the original one.

When the instructor believes an academically dishonest action has occurred, but the action is not an instance of academic irregularity, the instructor should file a complaint with the Dean of Students. The instructor cannot take academic action unless a complaint is filed and the investigation the complaint leads to a determination of dishonest or guilt.

A student who believes that an academic action is unjustified or excessive may request mediation first by the department chair or area head and then by the Dean of the College or School. IN both cases the mediator serves as an advisor only and the student has no further recourse unless the action demonstrably affects the course grade earned, the dissatisfied student, in accord with the established procedure for contesting course grades may petition the Vice

President for Academic Affairs to convene and chair a committee for the final determination of the matter.

#### F. Procedures and Appeals for Disciplinary Actions

Disciplinary action necessitated by academically dishonest behavior is imposed either by the Dean of Students or by the Appeals Board. It is not imposed by the instructor in whose course the dishonest behavior took place.

The procedures and appeals for disciplinary actions are covered in the University's [Student Conduct Code](#).