Adjunct Faculty Handbook 2015-

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A. ADMINISTRATION

ADDRESS & PHONE NUMBER CHANGES: Any change in your personal address or business address and/or telephone number must be sent to Business Manager Cassie Dorsten and Adjunct Faculty Coordinator, Steve Bridge. Correct addresses and current phone numbers are needed for up-to-date records.

ADJUNCT WORK SPACE: Adjunct faculty may use the cubicles and computers located in the north and south ends of the faculty office suites area, second floor Dwyer (see campus map—Appendix P). Locking file bins are also available for adjunct faculty use, and adjunct faculty lockers are located along the hallway outside the office suite area (see notes on “keys” below).

BOOKSTORE DISCOUNTS: All adjunct faculty are eligible for discounts of 20% off on school merchandise in the bookstore during the term they are teaching. The bookstore runs sales periodically, and adjunct faculty can take advantage of the sales conducted during the semester in which they are teaching.

CONTRACTS/FORMS: New employees will receive in the mail a packet concerning contracts, Income Tax Withholding Forms, I-9 Forms, "Drug-Free Workplace" forms, and Facility ID Card forms. Please return these to Cassie Dorsten, Business Manager. Do not send them to the Dayton Campus. Returning employee contracts will be processed electronically. If there are any changes or discrepancies concerning your contract or your paycheck, please inform Ms. Dorsten at once to ensure prompt action. Pay is directly deposited into the account you specify in your initial paperwork. Changes may be made by seeing Cassie Dorsten.

E-MAIL ACCOUNTS: As soon as you receive a university contract, you will be given a WSU e-mail account. You are encouraged to use this account as a means of communicating with students and staff. If you have questions concerning e-mail, please contact Ron Dorsten, Manager, Technical Services at ronald.dorsten@wright.edu or 419-586-0387 (8387 from campus phone). Pay Advices are no longer sent. To check the deposit for last pay period:

Log into WINGS Express:
To access WINGS Express you will need a University ID (UID) and PIN. The UID is different from your CAMPUS account that you use to access WINGS. To find your UID and PIN, you must first have a CAMPUS username (e.g., w001abc) and password. Under the Employee menu, you may access information on employee time sheets, time off, benefits, leave or job data, paystubs, W2 and T4 forms, W4 data, pay information, direct deposit allocation, earnings and deductions history, or pay stubs. For assistance contact the CaTS Help Desk at (937) 775-4827, 1-888-775-4827 or by e-mail: helpdesk@wright.edu.

AUDIO-VISUAL SERVICES: DVDs can be ordered through the library.
The library provides an audiostreamer duplicating service free of charge to faculty.

KEYS: If you need a key to a laboratory, room, desk, or file cabinet, please complete the Key Request Form (see Appendix F) and return to Lucy Steinbrunner, Administrative Support Staff. For keys to the adjunct faculty lockers and the file storage bins, please see Steve Bridge. Keys should be returned at the end of each semester unless you are scheduled to teach in the following semester.

LEARNING CENTER/LIBRARY: Adjunct faculty can interlibrary-loan books and other library materials via the computers located in the library or from off-site computers. The WSU library
website can be accessed by using the instructor's name and Social Security number. A Photo ID card is required to check out library material and software. Wright One Photo ID cards are issued through the Lake Campus Enrollment Services office. These cards are also valid at the Dayton campus libraries.

**LIBRARY RESERVES:** The library has a reserve service. You may wish to place books, periodical articles, lecture notes, audiocassettes, or other materials on reserve in the library. Students are asked to sign out and study the material in the library unless the instructor specifies otherwise, or copies can be made.

**MAILBOXES:** Faculty mailboxes are located on the second floor through the Faculty Secretaries' Office, Room 268 to the left of the copier. Mailboxes should be checked on a regular basis. This, along with e-mail, is the primary means of communication with you. Messages, newsletters, class announcements, etc. are all placed in your mailbox. Check the counter for packages that are too large for mail slot.

**MEDIA EQUIPMENT:** Mike Baxter is responsible for all media equipment. Equipment not normally in the room must be requested at least 24 hours before needed.

**MESSAGES:** The faculty secretaries will take messages for all adjunct faculty. These messages will be placed in your mailbox.

*Important:* If your home phone and/or business phone are not listed on your syllabus, the faculty secretaries will not give these numbers out to individuals who may request them.

**PARKING:** Parking is available for all faculty in the main lot. The Faculty/Staff lot east of Trenary Hall requires a parking permit. Adjunct faculty members will need to contact B. J. Hobler or Sandy Gilbert, Student Services Officers, to obtain a permit.

*Note:* The circle drive parking is for 30 minute and disability parking only. Additional handicap parking is available in the lot west of Trenary. If you need to use these designated parking areas due to sickness or illness, please see a Student Services Officer for a permit.

**PHONE SERVICE:** Phone service for adjunct faculty is available in the Adjunct Offices. The phone number for Adjunct Office 189A is 419-586-0396 (or 8396 from a campus phone). The phone number for Adjunct Office 189B is 419-586-0397 (or 8397 from a campus phone).

**PREPARING OF EXAMS:** The faculty secretaries request at least three days for preparing exams. Completed exams are placed in the *Pick-Up* file drawer in the work room. The office is locked after 8:00 p.m. Blue exam booklets and ScanTron sheets are available from the faculty secretaries.

**SMOKING:** Smoking is prohibited in the buildings.

**SUPPLIES:** Most supplies are available in the faculty secretaries' office (grade books, transparencies, ScanTron forms, white board markers, etc.). If you call ahead, the items that you need can be left in your mailbox for evening instructors (after 8:00 p.m.) or Saturday pickup.

**TEXTBOOK ORDERS:** Unless a text is mandated by the department in which you are teaching, each instructor is responsible for selecting the text and other required material. If time does not permit the selection of a new text, the text used most recently will be ordered. Please see the Bookstore Manager about this as soon as you are definitely assigned to a class. If you
are unsure about the selection of texts, please contact Dr. Hiskey. Desk copies of texts may be ordered through Steve Bridge, Adjunct Faculty Coordinator.

**Typing & Duplicating of Class Materials:** The faculty secretaries will assist you with class materials, syllabi, and tests that need to be typed and/or duplicated. Please allow the secretaries a minimum of 48 hours preparation time. Please try to do as much of your own typing and duplicating as possible as the secretaries are responsible for not only full- and part-time faculty but also several other programs on campus. Their time is very limited. You may drop off materials in the faculty secretaries’ office, or fax or e-mail the materials to:

**FAX (419) 586-0368**  
**Email: janice.eckstein@wright.edu**  
**gregory.luchnenko@wright.edu**

### B. Syllabi

**Syllabi:** University policy requires a syllabus for each course. The syllabus the instructor hands out on the first day of class must, in these litigious days, be as complete as possible. Attention to these details before the class is underway eliminates misunderstanding and argument later. If you need help with your syllabus, please see Dr. Hiskey or Steve Bridge. A copy of your syllabus must be on file in the faculty secretaries’ office by the end of the first week of class each quarter. They will save them on the K drive.  
*The following points should be covered in your syllabus:*

- Name of instructor, class, section, and quarter  
- Required texts  
- Method for contacting instructor

Office space for adjunct faculty is limited, so office hours are not required. However, the syllabus should specifically state what arrangements students might make to contact the instructor outside of class or to schedule conferences.

- Overall purpose and goals for the class  
  --including a general chronological outline of lecture or project topics  
- Reading and writing assignments  
  --along with dates by which these must be completed. Please indicate the specific style sheet students are expected to follow in writing assignments.

- Test and quiz policy and approximate dates of major exams  
- Grading policy  
  --including any allowances for extra credit. There is no standard university grade scale. Final grades must be recorded without plus or minus.

- Make-up test policy
  
  Note that the current university policy on make-up exams is that each instructor may handle these as he or she sees fit. Some instructors allow them, and some do not. Many offer as an alternate grade extra assignments, research papers or other projects. Make-up exams may be handed to students and received back from them by the Faculty Secretaries. However, the faculty secretaries are in no way responsible for proctoring the taking of the exam. The instructor must proctor the exam or find another faculty member to stand in.

- Student attendance policy  
  --The university has no standard attendance policy. If you plan to make attendance part of the grade, please make this clear on the syllabus.

- Planned cancellations by the instructor
--Any regular class meeting times when the instructor has a prior scheduled commitment and class will be canceled or class will be held at an alternate location must be included on the syllabus/course schedule at the beginning of the semester.

✓ Classroom disruptions
Unfortunately, it is now necessary to specifically ask that cell phones be turned off or set on silent mode during class and any sort of communications device absent during tests. It is also wise to note that any disruption of class (chatter during lecture or student presentations, harassment of fellow students, etc.) will not be tolerated and will be reported to Dr. Hiskey or to Steve Bridge.

✓ Academic integrity policy
Please follow the guidelines outlined on page 14 of this handbook. Make clear to students the definition of a violation and the consequences. Please be aware that if you yourself do not follow the procedures set forth in the official policy, the university cannot be held responsible for upholding any decision you might make in reference to any penalties you might impose. See Appendix A.

✓ Tutoring, study sessions, and disability services
Include information regarding the availability of free tutoring, study sessions, and disability services from the Student Success Center and the Center for Independent Achievement. The following format is suggested:

Tutoring: Wright State University - Lake Campus routinely attempts to offer free tutoring and study sessions through the Student Success Center to all enrolled students. Please contact the SSC at 419-586-0326 as soon as possible.

Disability Services: If a student has a disability that will require special accommodations, it is essential that he or she discuss it with the instructor before or during the first week of the quarter. The Center for Independent Achievement will work with these students on an individual basis to determine what services (i.e., extended test time and textbooks in alternative formats), equipment, and accommodations would be appropriate according to documented needs. Students who believe they may qualify for this type of service should initiate contact with the instructor and CIA as soon as possible to enable the university to meet their needs. For questions regarding these services, please see Deanna Springer in the CIA, or call 419-586-0366.

POSTING OF GRADES
Each semester, grades must be posted online (through Wings Express) by noon on the Wednesday after finals week.

C. COURSE STRUCTURE AND CONTENT

ACADEMIC TERM: Wright State University is on the semester system. Class time per week is 55 minutes per credit hour. Breaks are not included in listed class time.

CLASS MEETING TIMES: All classes must be held at the scheduled times. Exceptions must be approved by the Dean or Associate Dean. (Please post a note on the classroom door if your class is being moved to another location. This avoids the impression that you have simply decided not to have class.)

EXAMS & OTHER SERVICES FOR DISABLED STUDENTS: Students who have been approved to receive assistance through Learning Disability Support Services (LDSS) in CIA, should inform you (as their instructor) of any special accommodations they will need in your
course during the first week of classes. Learning disabled students may use a variety of services which allow them to be equal and competitive in the classroom. Services available include the following: textbooks in alternative formats, test proctoring, and tutoring. Learning disabled students are eligible to receive three hours of peer tutoring per week for each course in which they are enrolled. Test proctoring allows students to take their tests in a quiet room with a proctor and have additional time and reading assistance as needed. Please see Appendix C for questions and answers regarding testing and arrangements for students with disabilities.

**FINAL EXAMS:** All final exams must be given at the time scheduled during final exam week. The times are listed in the back of each semester's class schedule. Finals are given in the same classroom as the lectures; however, these times and days may be somewhat different from regular class times. Please make sure you list the final exam information on the class syllabus and that you announce it in class at least a week prior to the exam.

**GRADING:** Instructors are responsible for grading. A grading scheme should be as explicit as possible and explained on the syllabus. In addition, the Academic Mediation Policy (Appendix B) should be followed to resolve disputes between faculty and students over grades or other academic evaluations. Grades will be posted on-line through Wings.

**MAKE-UP EXAMS:** Make-up exams are given entirely at the discretion of the instructor, and he or she is responsible for administering and proctoring them. Your policy should be reasonable and stated on the syllabus. These exams may be handed out and collected by the faculty secretaries, but the secretaries are under no circumstances to be asked to proctor or be in any way responsible for making sure the students follow directions. We realize that this imposes a hardship on adjunct faculty who travel some distance and who are often here for a limited portion of the day. These individuals might consider a policy of not allowing make-up exams, substituting a paper or other project, or giving a take home or open book exam. If the student is in need of assistance due to a disability, CIA should be advised.

**POSTING EXAM SCORES:** If you elect to post exam scores, post the scores by a random number unique to each student rather than using the student's name or UID number.

**SCORING OF EXAMS:** ScanTron answer sheets for exams are available in the faculty secretaries' office. A secretary will score them for you or you may do it yourself. For additional information on exams, see Appendix N.

**SPECIAL COURSE MATERIALS:** If you are using a required reading list or special required reading materials, one or more copies should be placed on reserve at the Learning Center and, if desired, with CIA.

**D. COURSE ADMINISTRATION**

**ABSENCE FROM THE CLASSROOM:** The university expects all instructors to be in class on time and to remain in class, actively engaged in the business of instruction for the entire assigned class period. However, our adjunct faculty is comprised of busy people from all walks of life. On occasion, for either professional or personal reasons it is necessary for an instructor to miss a class. Actual cancellation of classes should be kept to a minimum, particularly for classes which meet only one day per week. If a class must be cancelled, instructors might consider assigning students a take-home assignment. In order to avoid cancellation, the instructor might arrange for a film, test, or work project under the direction of another member of
the faculty. Obviously, last minute absences due to illness or family emergencies cannot be avoided. Please notify both Dr. Hiskey and the faculty secretaries as quickly as possible if you are canceling a class for these reasons. It is the practice at the Lake Campus to try to notify students, who often drive long distances for a single class, that the session is being cancelled.

**STUDENT SUCCESS CENTER (SSC) and CENTER for INDEPENDENT ACHIEVEMENT (CIA):** These services are free of charge to any WSU-LC student, and they provide opportunities for students to ensure their success in academe. For students, at all levels of academic proficiency, such opportunities include tutoring and study sessions (SSC) and independent/individualized instruction (CIA). The CIA provides audiovisual materials which allow students to improve their basic skill deficiencies or allow advanced students to progress more rapidly in certain subjects or skills. Qualified students are provided supplemental services which include extended testing arrangements, test proctoring, readers, scribes, and textbooks in alternate format.

**AFFIRMATIVE ACTION:** The university is committed to affirmative action. This commitment extends to the classroom. Instructors should not discriminate against students because of race, sex, religion, ethnic background, or disability status. See Appendix D and Appendix G for additional information.

**AUDIT:** If a student audits a class, he/she may choose to participate at whatever level desired.

**EMERGENCY CLASS CANCELLATIONS:**
For last minute cancellation of classes please call the Faculty Secretaries at 419-586-0310 or 419-586-0349 or the Dean's Secretary at 419-586-0328
If unavailable, please notify Dr. Hiskey at 419-586-0381 or Steve Bridge at 419-586-0318.

Please notify Dr. Hiskey in writing as far in advance as possible of an impending planned absence and what, if any, alternate arrangements are being made.

**CLASS LISTS:** Class lists will be available on-line through Wings-Wings Express. You will be able to access this using your UID number, which will be given to you when you receive a contract. If you have any questions regarding this ID number, please contact Cassie Dorsten at 419-586-0350. You will be given a set of instructions for accessing Wings by Academic and Instructional Services. If you have further questions, contact Ron Dorsten at 419-586-0387.

**CLOSED CLASSES:** In the case of a closed class, check with the Registrar before admitting a student to class.

**COURSE EVALUATIONS:** Instructors are evaluated by their students at the end of each semester. Evaluation Forms will be placed in instructors' mailboxes and should be conducted after the fourteenth week of the semester. The procedure for handling the forms is as follows:

a) Allow 15 minutes for evaluations.
b) Assign a student to distribute and collect the forms. Tell the student to seal the envelope in front of the class before you return.
c) Leave the room while students are completing the evaluations.
d) Have the student return the completed forms in the sealed envelope to the faculty secretaries' office (room 268)
e) After the evaluations have been tabulated, a completed summary will be returned to you for your records. Evaluations will be returned to you only after grades have been submitted. One copy of the evaluation will be sent to the Associate Dean's office for review, and one will be kept in the faculty secretaries' office.
DROPPING OR ADDING A CLASS: The Academic Calendar (link to: http://www.wright.edu/raider-connect/classes-and-grades/academic-calendar) for each semester lists the dates students may add or drop a class or withdraw from classes without being penalized. For students still enrolled after the drop deadline, a grade must be given. This could be a grade of "X." See Appendix E for an explanation of grades. Permission to drop or add a course is handled by the student's advisor.

SUBMITTING GRADES: Grades must be posted on-line using Wings Express by noon on the Wednesday following final exam week. Click on posting grades (http://www.wright.edu/registrar/grading) for instructions. This page also has instructions for changing grades and issuing incompleteds. All incomplete work must be made up by the last day of final exams in the following semester. For an explanation of the university grading system, see Appendix E.

INDIVIDUAL HELP: Instructors should be available for a reasonable time before and after class to provide students with individual assistance. These times should then be announced in class or listed on the syllabus.

PLACEMENT TESTING: Placement Testing is provided to all students along with career exploration.

STUDENT COMPUTER ACCOUNTS: User names and passwords are provided to the students in the admissions letter from the university.

STUDENT DISRUPTIONS: We suggest that if the adjunct instructor and student cannot reach some immediate verbal accommodation, the instructor seek the advice of Dr. Robert Hiskey, Associate Dean. He will help you contact the campus conduct officer who will then be notified in writing of any serious offenses. He will then call a meeting of the Campus Conduct Committee, consisting of two full-time faculty and three students. The student will be notified of the meeting and requested to attend. If he does not, the meeting will proceed without him. The student will be fined $25.00 for non-attendance and will be notified of whatever sanctions were imposed if he or she was found guilty. Because we are an educational institution, except in very rare cases of serious misdemeanors, these sanctions are educational in nature, i.e. extra work, a special project.

TUTORING SERVICES: Tutoring is available free of charge for all enrolled students at WSU – LC through the Center for Independent Achievement (CIA). Students should be encouraged to visit the CIA to fill out an application for assistance. Your assistance in identifying and referring potential tutors to CIA is appreciated.

WEATHER CANCELLATIONS: Please do not cancel a class due to weather without consulting the administration. If a decision is made by the administration to cancel classes or close the campus due to weather, you will be notified when possible. You may sign up to be notified by text or e-mail through Wings Express and choosing the Personal tab and then Manage WSU Alert - Emergency Notification (link to http://www.wright.edu/emergency-management/managing-your-wright-state-alert-account).

The following radio stations also will broadcast Lake Campus weather information:
WDRK, Greenville 106.5 FM
WCSM, Celina 96.7 FM OR 1350 AM
WIMA, Lima 102.0 FM OR 1150 AM  
WKKI, Celina 94.3 FM  
WDOH, Delphos 107.1 FM  
WBYR, Fort Wayne 98.9 FM  
WTGN, Lima 97.7 FM  
WZOQ (ZOQ), Lima 92.0 FM  
KOOL 95 (WCLR), Piqua 95.7 FM  
WMVR, Sidney 105.5 FM  
WERT, Van Wert 98.9 FM OR 1220 AM  
Also, call the Lake Campus at 1-800-237-1477 or 1-419-586-0300 for weather messages on voicemail.

**ADDITIONAL INFORMATION:** In addition to the appendices referred to in the text, the following information is also included:  
Full-Time Faculty  
Key People on Campus  
Key Office Hours  
Key Office Hours (Summer)  
Techniques for Teaching Adults  
Guide for the Release of Student Information  
Lake Campus Map

**UNIVERSITY HOLIDAY SCHEDULE:**  
See the Lake Campus calendar ([http://www.wright.edu/calendar/lake-campus](http://www.wright.edu/calendar/lake-campus))

**E. APPENDICES**

**APPENDIX A**

Academic Integrity Violation  
Academic Integrity Violation Notification  
Academic Integrity Resolution  
Incident Report  
Incident Report Addendum

**ACADEMIC INTEGRITY PROCESS AND PROCEDURES:** Academic dishonesty includes, but is not limited, to the following:  
a) Submission of an assignment purporting to be the student's original work that is wholly, or in part, the work of another person (plagiarism).  
b) Dishonest conduct during an examination such as the following: possession of textbooks or notes not authorized by the instructor, or of devices specifically prepared for the purpose of cheating; communication with another person (other than the instructor) by any means; looking at another person's paper; violation of procedures prescribed to protect the integrity of an examination; cooperation with another person in academic dishonesty.  

Any adjunct instructor faced with academic integrity issues should see Dr. Hiskey or Steve Bridge.  
**Office of Judicial Affairs**  
A detailed explanation of the newly revised WSU Academic Integrity Process and Procedure is
A Faculty's Guide to Academic Integrity
Wright State University is committed to academic excellence. It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars. Faculty play a crucial role in educating and upholding these standards. Reporting EVERY incident of academic misconduct is important.

This webpage also includes:

Tips for Faculty About Academic Integrity
Recommended Sanctions for Violations of Academic Integrity

All Judicial Affairs forms may be downloaded either as PDF or MS-Word formats. Downloading a form in MS-Word format allows you to complete the form on your computer before printing it out.

http://www.wright.edu/students/judicial/forms.html

PUBLICLY ACCESSIBLE FORMS

APPENDIX B

ADJUNCT FACULTY ACADEMIC MEDIATION POLICY, LAKE CAMPUS

Intent: To mediate and help resolve disputes between faculty and students over grades or other academic evaluations in which the student feels that he or she has been treated or graded unfairly while preserving the rights of both faculty and students, maintaining academic freedom, and upholding the aims of the university. Recognizing that students should have protection through orderly procedures against prejudice or capricious academic evaluations and recognizing that they are responsible for maintaining standards of academic performance established for each course in which they are enrolled, the university adheres to the following procedures for such protection:

1. It will be recognized that the burden of proof in such cases rests with the student.
2. A student who believes he or she has received a grade or an evaluation based on improper consideration must first consult with the faculty person involved.
3. Should the student not be satisfied with this consultation, the student must then meet with the Director of Student Services who advises the student of the academic mediation process.
4. The next step involves submitting a formal appeal to the Associate Dean. A student who has earned over 45 hours at the end of the semester in which the disputed grade was issued must submit the appeal before the final exam period of the semester immediately following that in which the grade was issued. The appeal should include the following:
   A) A statement of the specific complaint.
   B) A factual summary of the circumstances leading to the complaint.
   C) Presentation of supporting documentation to substantiate the complaint. Such documentation can include, but would not necessarily be limited to, a course syllabus and graded material such as tests and homework.
   D) A statement indicating all previous attempts to resolve the complaint informally.
5. After submitting the appeal, the student may schedule a meeting with the Associate Dean to discuss its particulars and respond to any subsequent questions. The Associate Dean will review the appeal before contacting the instructor, who may submit a written response. The Associate Dean will then attempt to resolve the dispute, producing a summary report within 30 calendar
days from its receipt to be distributed to the student, the faculty member, the Director of Student Services, and the Dean.
6. If the dispute remains unresolved, the student, within 20 calendar days of receiving a copy of the Associate Dean’s Report, may forward the appeal to the Dean for further consideration by the same method. The Dean will then, within 30 calendar days, provide a summary to be distributed to the student, the faculty member, and the Chair of the Lake Campus Petitions Committee.
7. If the dispute has still not been resolved to the student’s satisfaction, he or she may forward the appeal, within 20 calendar days of the date of the Dean’s report, to the Petitions Committee. After reviewing the reports provided by the Dean and, if necessary, after consulting with the Dean, the Petitions Committee will meet to consider the appeal. The Committee may request the attendance of both the student and the instructor. In addition, the Committee may choose to meet with or contact other individuals who may possess relevant information. Within 30 calendar days of its meeting to consider the appeal, the Committee will submit a report to the student, the instructor, the Director of Student Services, the Associate Dean, and the Dean.
8. Within 20 calendar days of receiving the Committee’s report, the student must present any further appeal to the Associate Provost for Academic Affairs. This appeal must include the three reports mentioned above.
9. If the Director of Student Services is the instructor from whom the student is seeking reconsideration, then his or her role in the appeals process will be substituted by the Associate Dean. If the instructor is a member of the Petitions Committee, then he or she will not function as a Committee member during any consideration of that particular appeal; an alternate member will be appointed by the President of the Lake Campus Faculty Senate.
10. The student may request that any of the three reports mentioned above be included in his or her permanent file. All of these reports should contain either a description of any resolution of the dispute or an opinion on the appeal’s validity. The reports may contain recommendations and opinions but will include no mandates.

**APPENDIX C**

**TESTING ARRANGEMENTS FOR DISABILITY SERVICES**

Some students will need special testing accommodations due to the effects of a disability. In order to assist you in administering exams to students who need special testing conditions, we have a test proctoring service available for your use. The following are typical questions and answers that will assist you in understanding how the test proctoring service operates.

1. **How do you determine who needs special accommodations?**

   Students who have difficulty in reading or writing an exam because of visual and/or dexterity impairments will require physical assistance in completing exams. Students who have dyslexia (learning disability) may also need assistance with reading and/or writing and usually require additional time. It is the student's responsibility to notify the instructor of his/her need for testing accommodations at the beginning of the semester. If a student informs you that he or she qualifies for extended test time, feel free to contact Deanna Springer for verification at ext. 8366 (419) 586-0366 from off-campus) or Deanna.Springer@wright.edu.

2. **What types of assistance are available?**

   Some students who need special testing accommodations may use adaptive equipment such as print magnifiers, typewriters, or dictaphones. Other students may use a proctor to provide clerical
assistance in reading or writing. Use of the above accommodations often necessitates additional
time.

3. How much additional time is necessary?
Since additional time affects the equity of the testing situation, it is important for you to
determine how much additional time will be allotted. We generally recommend the following
amount of time: For exams involving primarily multiple choice, true/false, or short answers, we
recommend one and one-half times the allotted exam time (i.e., one and one-half hours for a one-
hour exam). For exams involving essay questions and/or calculations, we recommend double
time (i.e., two hours for a one-hour exam).
A PROCTORING/EXAM REQUEST for Disability Services Students will be sent to you for
completion and should be returned to the Center for Independent Achievement (Dwyer 225). We
will adhere to the time allotment you have specified on the authorization form.

4. When are exams proctored?
It is best to proctor exams at the same time they are administered in the classroom; however, it
may not always be possible to make this arrangement. If a test cannot be administered to a
student during the class time, a mutually agreed upon time will be arranged between the student,
Center for Independent Achievement staff, and the instructor (preferably before the test is
administered in class).

5. How are make-up exams handled?
If a student misses an exam, we will promptly return the exam to you. If you allow the student to
take a make-up exam, we will proctor it with your authorization only, and at a time mutually
agreed upon by you and the Center for Independent Achievement staff.

6. How can you be certain that the proctored exam totally reflects the student's responses?
Proctors provide clerical assistance only. Under no circumstances is a proctor permitted to assist
the student in formulating the answers to an exam. The proctor merely reads the questions as
they are printed and records answers as they are given by the student. No interpretation of
questions is given by the test proctor.

7. How is test security maintained?
Exams are handled in a manner that insures maximum confidentiality. When exams are received
from you, they are stored in a secured location. Students being tested never handle exams
without the supervision of the test proctor. Completed exams are hand-delivered directly to you
or your mailbox in a sealed envelope.

8. Who are the test proctors?
Test proctors are student employees who are lab assistants in the Center for Independent
Achievement. Test proctors are never enrolled in courses for which they proctor exams.
Academic departments are encouraged to refer potential test proctors to us for possible
employment.

9. Whom should you contact if you have additional questions about test proctoring service?
Contact: Deanna Springer (Center for Independent Achievement). If you have any other
questions on how to accommodate students with disabilities in your classroom, feel free to
contact Deanna.
APPENDIX D

INCLUSIVE LANGUAGE POLICY

The Policy
Wright State University, an institution of higher learning in a free society, believes communications should convey social equality, personal worth, and human potential regardless of race, sex, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation. As an equal opportunity institution, Wright State University shall refer to and portray all persons in nondiscriminatory ways. Communications issued by any University office or department shall contain no demeaning or discriminatory material, either verbal or pictorial. Whenever and wherever possible, representations shall include a cross-section of all racial, ethnic, and age groups as well as members of both sexes. Furthermore, representations shall seek to include disabled as well as able-bodied persons and non-traditional as well as traditional students.

The Guidelines
To assist in the implementation of the above policy, the Task Force on Non-Discriminatory Communication has assembled the following Guidelines for the University community. Publications are available as reference sources regarding non-discriminatory communications. For additional information or for assistance in locating reference materials, call:

Office of Affirmative Action Programs
(937) 775-3207
Consulting services are available to departments wishing to have materials reviewed in regard to these guidelines; call:
Office of Affirmative Action Programs
(937) 775-3207

APPENDIX E

THE GRADING SYSTEM

Academic achievement is indicated by the following letter grades and points used in calculating GPAs.
A Excellent-4 points per credit hour
B Good-3 points per credit hour
C Satisfactory-2 points per credit hour
D Poor-1 point per credit hour
F Failed-0 points per credit hour
X Student did not complete course or officially withdraw-0 points per credit hour

A student’s GPA at Wright State is obtained by dividing the number of points the student has earned at Wright State by the total number of hours the student has attempted, excluding the following symbols, which appear on student records but are not used in computing GPAs:
L Audit—given only if arranged when the student registers
N No report—the instructor did not report a grade
P Passing—indicates work of C quality or better; given only for specifically approved courses
Satisfactory progress on a project-final grade assigned upon completion of the project. Those hours are not counted toward graduation. Not used effective fall 1998.

Unsatisfactory performance
Incomplete—given only when part of the required work is missing and arrangements have been made with the instructor to complete the work. The instructor must submit an Incomplete grade contract at the time the grade sheet is submitted to the Office of the Registrar. If the work is not completed by the end of the following semester, or earlier if required by the instructor, the I grade automatically is converted to an F and the grade point is recalculated, unless the instructor submits another I grade. Work for an Incomplete received spring semester does not have to be completed until the end of the following fall semester if the instructor does not indicate an earlier date on the Incomplete grade contract.

Withdraw—given for courses from which the student officially withdrew, that the student dropped during the fourth through seventh week of classes or equivalent, or for which the student successfully petitioned for withdrawal.

APPENDIX F

What is Gender Harassment?

Gender harassment is a form of sexual harassment that consists primarily of repeated comments, jokes, and innuendos directed at persons because of their gender or sexual orientation. This behavior may or may not be aimed at eliciting sexual cooperation from those addressed, but it contaminates the learning environment. Gender harassment closely resembles racial and ethnic slurs and epithets.

Gender harassment may include:

- disparaging an individual’s intellectual abilities and potential
- disparaging an individual’s seriousness of academic commitment
- using sexist humor as a classroom teaching technique
- turning a discussion of an individual’s work into a discussion of his/her physical attributes or appearance

What is sexual harassment?

Sexual harassment. Sexual harassment does not fall within the range of normal personal relationships. It is an abuse of power. When a person with power abuses that power to intimidate, coerce, or humiliate someone because of gender or sexual orientation, that is sexual harassment. It is a breach of the trust that normally exists between students and others in the academic community. Sexual harassment creates confusion because the boundary between professional roles and personal relationships is blurred. The harasser introduces a sexual element into an academic setting where it has no place. The difference between voluntary sexual relationships and sexual harassment is the element of coercion, threat, and/or unwanted attention. Sexual harassment is usually unwelcome and repeated, but it can be an action that occurs only once. In most ordinary personal relationships, people can exercise freedom of choice in deciding whether to establish a close, intimate relationship. This freedom of choice is absent in sexual harassment. You are the victim of sexual harassment if a person in authority has:

- subjected you to unwanted sexual attention, such as making sexually suggestive comments.
- attempted to coerce you into a sexual relationship.
- punished or threatened to punish you for refusal to comply with sexual advances.
- implied that sexual favors may be a basis for grades in a course or for otherwise influencing your academic career.
- engaged in conduct of a sexual nature which has the purpose or effect of interfering with your
performance in class or creating an intimidating, hostile, offensive working or learning environment. *Put simply, sexual harassment is any coerced, unethical, and unwanted emphasis on sexuality or gender.*

**APPENDIX G**

**GENDER AND SEXUAL HARASSMENT**

*Physical harassment* may include:
- patting, pinching, brushing up against the body, and any other inappropriate touching or feeling
- attempted or actual kissing or fondling
- coerced sexual intercourse
- assault
- leering or ogling
- obscene gestures

*Verbal harassment* may include:
- sexual innuendos and comments and sexual remarks
- suggestive, obscene, or insulting sounds
- humor or jokes about sex or women in general
- sexual propositions, invitations, or other pressure
- implied or overt threats

**APPENDIX H**

**2015-16 FULL-TIME FACULTY**

*Lake Campus Dean*.................................Jay Albayyari, Ph.D.
*Lake Campus Associate Dean*....................Robert Hiskey, Ph.D.
*Agriculture*........................................Greg McGlinch, M.S.
*Biological Sciences*.................................Robert M. Hiskey, Ph.D.;

Diane Huelskamp, Ed.D.; Stephen Jacquemin, Ph.D.

*Chemistry*...........................................Mark Cubberley, Ph.D.; David Benson, Ph.D.
*Communication*.....................................Sharon Showman
*Criminal Justice/Law Enforcement*..............Dennis Bulen, Ph.D.
*Economics*..........................................Joseph K. Cavanaugh, Ph.D.
*Engineering Technology*...........................Ruby Mawasha, Ph.D.; Dennis Hance;

Hamed Attariani, Ph.D.

*English*.............................................Martin Kich, Ph.D.; James M. Schwartz, Ph.D.

Christine Wilson, Ph.D.
David Wilson, Ph.D.
Megan Faragher, Ph.D.
Kelly Battles, Ph.D.

*Food Science*.......................................Courtney Simons, Ph.D.

*Geological Sciences*..............................Chuck Ciampaglio, Ph.D.
*Graphic Design/Visual Media*....................Cindy Berelman, M.Ed.; Teresa Richter, M.S.
*History*............................................Dane Daniel, Ph.D.

*Political Science*..................................James Adabor, Ph.D.; Marjorie Hess, M.S.;

Wei Qin Zhang, Ph.D.; Mindy Bettinger, M. Ed.
Mechanical Engineering ........................................... Rachmadian (Doni) Wulandana, Ph.D.;
                          Dennis Hance, M.S.E.E.
Office Information Systems/Information Technology ............... Cindy Berelman, M.Ed.
Organizational Leadership/Agriculture ................................ Greg Homan, Ph.D.
Physics ................................................................. Guy Vandegrift, Ph.D.
Psychology ............................................................ Dave Hochstein, Ph.D.; Michelle Smith, Ph.D.
Science and Mathematics ........................................... Nate Tymes, Ph.D.
Sociology ............................................................... Michelle Smith, Ph.D.; Giovanna Follo, Ph.D.
Teacher Education ................................................... Molly Hay, M.S.; Betsy Crites, M.A.; Mindy Fulks, M.S.

Discipline Faculty Extension
Note: For dialing phone
numbers off-campus, replace
"8" with (419) 386-0.

APPENDIX

KEY PEOPLE ON CAMPUS

Academic Advising ................................................. Mark Hibner, Stefanie Kohne,
                          Evelyn Lauterbach
Adjunct Faculty ..................................................... Robert Hiskey, Stephen Bridge
Admissions/Registration ......................................... B.J. Hobler, Jill Puthoff
Appointment with Academic Advisor ............................ Teresa Bienz
Appointment w/ Dean/Associate Dean/Asst Dean .............. Lucy Steinbrunner
Appointment with Faculty ........................................ Jan Eckstein, Linda Helentjaris
Athletics ....................................................................... Steve Moor
Bookstore ..................................................................... Mary Wenning
Buildings & Grounds .................................................. Betty Staugler
Business Community Outreach/BEC Director ..................... Julie Miller
Business Enterprise Center (BEC) Consultant ................... Ron Kremer
BEC Secretary .......................................................... Carol Jones
Business Services ..................................................... Cassandra Dorsten
Careers Services ........................................................ Carol Jones
Center for Independent Achievement .............................. Deanna Springer
Community Director/Student Housing ............................ Lucas Miller
Computer Services .................................................... Ronald Dorsten
                          Mike Baxter
                          Greg Kremer
Enrollment Services .................................................. Gretchen Rentz, Jenna Shaffer
Extended Test Time .................................................. Deanna Springer
Events/Student Activities .......................................... Candace Phlipot
Faculty Assistance (typing, copying, etc.) ......................... Jan Eckstein, Gregory Luchnenko
Fee Payment/Financial Aid ......................................... Sandy Gilbert
Information, General .................................................. Teresa Bienz
Insurance, Student ..................................................... B.J. Hobler
Keys .......................................................................... Lucy Steinbrunner
Library Services .................................................. Alex Pittman
Lost and Found ...................................................... Teresa Bienz
Maintenance .......................................................... Russ Kerfoot
Miller's Analogies Testing .......................................... B. J. Hobler
Placement Testing .................................................... Teresa Bienz
Police Officer ................................................................ Tyler Potkotter
Practicum Coordinator ................................................ Liane Muhlenkamp
Public Relations .......................................................... Sandi Holdheide
Semester Class Schedules/Room Assignments ................... Linda Helentjaris
Salary/Contracts ......................................................... Cassandra Dorsten
Scholarships ............................................................... Sandy Gilbert
Student Employment ...................................................... Sandy Gilbert
Student Services .......................................................... Sandi Holdheide
Study Sessions ............................................................. Christine Wilson
Switchboard ................................................................. Teresa Bienz
Teacher Education ........................................................ Molly Hay
Textbooks in Alternate Format ........................................ Deanna Springer
Transcript Request ........................................................ B.J. Hobler
Tutorial Services .......................................................... Christine Wilson
Vehicles (University) ....................................................... B.J. Hobler
Sandy Gilbert
Vehicle Rental ............................................................... Cassandra Dorsten
Veteran's Benefits ......................................................... B.J. Hobler
Work Study ................................................................. Sandy Gilbert

APPENDIX J  Hours

KEY OFFICE HOURS
(Fall, Winter, Spring)

ACADEMIC ADVISING .................................................. 10:00 a.m. to 5:00 p.m.
Monday through Thursday
10:00 a.m. to 3:00 p.m.
Friday
Other times by appointment

ACADEMIC & INSTRUCTIONAL SERVICES ........................................... 10:00 a.m. to 9:00 p.m.
Monday through Thursday
10:00 a.m. to 2:00 p.m.
Friday

BOOKSTORE ........................................................................ 9:00 a.m. to 7:30 p.m.
Monday through Thursday
10:00 a.m. to 2:00 p.m.
Friday and Saturday

CAFETERIA (The Boathouse) ....................................................... 11:00 a.m. to 7:30 p.m.
Monday through Thursday
11:00 a.m. to 1:00 p.m.
Friday
Breakfast served 8:00 a.m. to 10:00 a.m.
Monday through Friday
Career Services ......................................................... 9:30 a.m. to 2:30 p.m.
Monday/Wednesday
Computers Labs ....................................................... Changes quarterly
(Rooms 185, 188, 190, 194, 196) Check posted times
Labs 194 and 196—10:00 a.m. to 3:00 p.m.
Saturday
Dean's Office ............................................................ 8:00 a.m. to 5:00 p.m.
Faculty ................................................................. Office hours posted in faculty hallway
2nd Floor near elevator
Appointment suggested
Faculty Secretaries .................................................... 8:00 a.m. to 8:00 p.m.
Monday through Thursday
8:00 a.m. to 4:00 p.m.
Friday
Library ........................................................................ 9:00 a.m. to 8:00 p.m.
Monday through Thursday
9:00 a.m. to 5:00 p.m.
Friday
9:00 a.m. to 4:00 p.m.
Saturday
Placement Testing ..................................................... By appointment
Monday through Friday
Registration/Bursar/Financial Aid ................................. 8:30 a.m. to 6:00 p.m.
Monday through Thursday
8:30 a.m. to 4:30 p.m.
Friday
Student Services Switchboard/Receptionist .................... 8:00 a.m. to 6:00 p.m.
Monday through Thursday
8:00 a.m. to 5:00 p.m.
Friday
Student Services Security ........................................... 6:00 p.m. to 10:00 p.m.
Monday through Thursday
5:00 p.m. to 9:30 p.m.
Friday
8:00 a.m. to 2:00 p.m.
Saturday

Key Office Hours—Summer
Academic Advising .................................................... 10:00 a.m. to 5:00 p.m.
Monday through Friday
Other times by appointment
Academic & Instructional Services ............................... 10:00 a.m. to 7:00 p.m.
Monday through Thursday
Bookstore .................................................................. 9:00 a.m. to 7:00 p.m.
Monday through Thursday
10:00 a.m. to 2:00 p.m.
Friday
Cafeteria ................................................................. 11:00 a.m. to 6:30 p.m.
Monday through Thursday
11:00 a.m. to 1:00 p.m.
Friday
Breakfast served 8:00 a.m. to 10:00 a.m. Monday through Friday

CAREER ASSESSMENT .......................................................................................... By appointment
COMPUTER LABS ................................................................. Changes quarterly
(Rooms 185, 188, 190, 194, 196) Check posted times
DEAN'S OFFICE ....................................................................................... 8:00 a.m. to 5:00 p.m.
Faculty ................... Office hours posted in faculty hallway
2nd Floor near elevator
Appointment suggested
Faculty SECRETARIES .............................................................................. 8:00 a.m. to 7:00 p.m.
Monday through Thursday
8:00 a.m. to 2:00 p.m.
Friday
Library ....................................................................................................... 9:00 a.m. to 7:00 p.m.
Monday through Thursday
9:00 a.m. to 2:00 p.m.
Friday
Placement Testing ...................................................................................... By appointment
Registration/Bursar/Financial Aid ............................................................... 8:30 a.m. to 6:00 p.m.
Monday through Thursday
8:30 a.m. to 4:30 p.m.
Friday
Student Services Switchboard/Receptionist .................................................. 8:00 a.m. to 6:00 p.m.
Monday through Thursday
8:00 a.m. to 5:00 p.m.
Friday
Student Services Security ........................................................................... 6:00 p.m. to 10:00 p.m.
Monday through Thursday
5:00 p.m. to 9:30 p.m.
Friday

APPENDIX K

TECHNIQUES FOR TEACHING ADULT STUDENTS

FIRST CLASS SESSION:
1. You should get to know as many of the students as possible.
2. You should introduce yourself and establish your "humanness."
3. The participants should be introduced to each other.
4. You should eliminate any fear or anxiety by providing a relaxing and informal activity.
5. Participants should be immediately invited to participate, most commonly by having them tell a little about themselves.
6. The subject should be introduced as well as what the course will cover.
7. The style of your teaching should be established and your techniques described to eliminate any fears of a boring class.
8. The participants should become involved in the course in some way.
9. You should encourage your participants' return by describing what they can expect next time.
10. You should try to get any preliminary feedback from your participants at the close of the class or afterward.
11. You should internally review the class session, what went well, what could have been done better, what you can do next time.

APPENDIX L

TECHNIQUES TO BRING ADULTS INTO THE DISCUSSION:
- Don't single out an individual as the quiet one, or make a point of turning the group's attention to the individual. Instead, ask a number of people for their opinions, including the person you are trying to bring out.
- Turn to the quiet person for a response.
- Try to involve the quiet person at first in a "starter" question, like a response, yes or no answer, or personal opinion, rather than asking a difficult or risk-taking question for openers. Some examples: "Brenda, what do you think of what Ken just said?" "Andrew, would you agree or disagree with that?" "Paul, do you personally think media news is slanted these days?"

IDEAS FOR OUT-OF-CLASS EXPERIENCES:
- If guest speakers cannot come to you, go to them. Having them talk in their own workplace or surroundings will be more enjoyable, too.
- Have the class do investigative work in your local library.
- Go on a field trip in or out of town to a factory, worksite, office, or company related to the subject you are studying.
- Visit a museum or local exhibition.
- Attend a meeting of a citizen's group, community action group, club, or organization working with the problem you are discussing.
- Take advantage of conventions, conferences, and other gatherings happening in your area during the time of your session.
- Send class out to interview media people, business leaders, workers, ministers, or other people associated with the topic you are studying.

BEFORE THE TERM BEGINS CHECKLIST:

The instructor can review this list one to three weeks before the beginning of a term to identify those activities which have not been completed.

Write objectives. Make out a complete list of all objectives for the class. This list will include topics covered and should be written in a way that makes it clear just what is required of the student.

Develop a syllabus. The syllabus includes a course description, objectives, textbooks used, teaching strategies, an outline of the course, evaluation methods to be used, and a bibliography. The section on evaluation clearly outlines what is required of the student to pass the course and to attain a certain grade.

Locate classroom. Before the quarter starts, make certain you know where the class will be taught, and visit the classroom whenever possible. This will give you an idea of the environment in which you will be teaching, and you can determine how audiovisual materials may best be utilized in the particular classroom.

Meet with supervisor or master teacher. Talk over your course plans with your supervisor and discuss the way in which you intend to teach the class. Often there has been a precedent established
as to how the course is taught. Material to be covered may be in a previous syllabus. Locate copies of previous syllabi so you can compare them to the one you have prepared.

*Visit previous instructors.* Find out who had taught this course in the past and talk to them about their strategies. Often, instructors who have already been through a course can give you suggestions as to the background of students you can expect, material you can cover in a particular class period, and activities which might be appropriate for the class. They can also suggest local resources that are available to assist you in teaching.

*Visit the Library and Academic & Instructional Services.* Get an idea of the supporting materials that are available there to help you and your students in this particular course.

**BEFORE EACH CLASS CHECKLIST:**

*When preparing for each class session, the instructor can use this checklist as a reminder of necessary activities to be completed in planning for class.***

*Construct a lesson plan.* Before class is to begin, set up a planning sheet for each class day. Include on this sheet the class name, date, time, any announcements to be given, topics to be covered, assignments to be given, jokes or stories to be told, record keeping procedures to be performed, answers to questions that have been asked in previous classes, or review material that might be needed before continuation.

*Set up class projects.* Plan in detail and in advance any activities you will ask students to perform in or out of class.

*Locate relevant articles.* Course topics can be made more interesting by finding human interest stories or current events articles to emphasize points covered. Students' attention can be focused prior to a lecture by sharing this information.

*Use a check list and remember materials.* Prior to entering the classroom, make sure you have all books, handouts, papers to return, transparencies, audio-visual materials, chalk, grade book, pencils, etc., that will be needed in class. A briefcase can be of great help in keeping these materials well-organized and available when needed.

*Grade papers promptly.* Schedule your time so you can grade papers between classes and return all papers by the next class. Students are usually anxious to receive feedback, and immediate feedback is a powerful educational tool.

*Be on time.* If for some reason you will be unable to be on time to a class, make certain you have someone go to that classroom and let students know you will be late.

*Always schedule class activities so they will occupy the entire class period.* If you are giving a short quiz or test, prepare lecture material or other class activity for the balance of the class period. Do not dismiss classes early.

*Examine your physical presentation.* Take a moment periodically to review the type of image you project. Make certain you are personally appropriate in terms of appearance. Consider or examine glasses, breath, hair, beard, clothes, shoes, pockets, and belt to see if they project a professional image as well as an open and available personality.

*Self-evaluation.* Continually review and reflect on your individual performance within the class and note areas of needed improvement. Notice particular ways in which you avoid taking responsibility for classroom failure (how you choose to be a "victim"). "The class doesn't work because of the book, the room, student attitudes, student immaturity, the course outline, my supervisor, the administration, my wandering mind, my fatigue, not enough time, how little I'm getting paid, my forgetfulness, other responsibilities I have, money worries, inadequate support material, my office mate, or the color of the classroom walls." Let go of the excuses, and make it work. A useful device to remember self-evaluation is to give yourself a grade at the end of every class. Take a moment to reflect on the class and your role in it and then assign yourself a grade from A to F.
**Test frequently.** Feedback supports success. Frequent feedback will keep most students from developing an attitude of "Well, I think I am doing OK. I'll wait and see." Most of us do better when we are given small increments of material to master.

**Keep a teaching journal.** Soon after each class, record your observations of the students, the classroom environment, and your own behavior while preparing for and conducting the class. Write about what worked and what didn't. Record your plans for changing how you will conduct the next class or the next course.

**Schedule filmstrips, movies, guest speakers, or field trips.** Occasionally, schedule a filmstrip, slide presentation, a movie, guest speaker, or field trip that will stimulate discussion and add to the material being presented. Consider interrupting movies periodically to add your personal emphasis or to solicit class discussion.

**DURING CLASS CHECKLIST:**

This is a checklist that can be examined at the very beginning or end of a class to make certain these topics have been covered and these activities are performed. This checklist should be reviewed at least once a day.

**Review/preview.** Start each class with a very brief review of what took place in the previous class or classes, and then give a brief preview of what's going to take place in this class. Present a clear agenda for the day, either verbally or by writing it on the board.

**Review/preview.** At the end of each class, take time to review what has just transpired in that class period, and give a brief preview of what will be covered in the next class or classes. Make homework assignments at this time.

**Copy thoughts/questions.** During class when you have an idea of what to cover in a future class, be sure to write it down on the planning sheet you brought for that day. Also, on this planning sheet you may record questions which students have asked but which you did not answer immediately. This will let students know that when you say, "We'll get to that question later," you are sincere. It will also remind you to cover that topic at a future time.

**Advertise your intentions and your activities.** Let students know you are concerned about their progress, are available for outside consultation, well-organized, balanced in your presentation (you utilize lectures, class discussion, role playing, etc.), are open-minded to other points of view, prepared, knowledgeable in your field and other fields, enthusiastic, and interested.

**Avoid "War Stories."** It is interesting to tell of problems that you have encountered, but be cautious. What you may consider an unusual event, students may fear as commonplace. "I remember a computer program once that had a bug I couldn't find. I did everything that I have taught you to find errors, and I just couldn't find the bug. I finally took it to a co-worker of mine. She was known for her ability to locate any programming error, but after days of work she couldn't find it either. I finally had to rewrite the entire program." This is interesting and many students in your class are likely to consider their first or second programming error to be one of the category you described. Teachers are sometimes like performers in front of an audience. The show must go on regardless of perceived student reaction. Act as if students were on the edge of their seats devouring every phrase. Even if it appears to you that students are not paying attention, present your material as if they were. More often than not, they truly are absorbing more than you think.

**Consider the classroom a luxury.** It is expensive to bring several students together with one teacher in a room for an hour. If you see this as a luxury, you may consider using the time for something other than what students could get out of reading a textbook. Given what is possible in a classroom, it is wasteful to use class time for covering material that could be read either from the text or from your prepared handouts. For lectures, consider substituting exercises, group discussion, small group
interaction, guest speakers, frequent testing, question/answer session, brainstorming, role playing, student presentations, movies, slide tape programs, field trips, demonstrations, simulation games, forming study groups, etc. Use the classroom for human interaction. Present content with books, handouts, or computers.

**Utilize audio-visuals.** Charts and graphs, transparencies, films, filmstrips, and slides, in addition to the chalkboard, add interest and effectiveness to presentations.

**Utilize flipcharts.** At times, large pieces of paper on an easel are a good substitute for a chalkboard. When these pieces of paper contain important information, they can be brought to class in the future and taped to the wall.

**Lighten up.** Friendliness and humor are not synonymous with loss of control or unprofessionalism. Relax.

**Retreat from students.** When a student is asking a question, walk away while continuing to face him. This will encourage his projecting (vocally) the question so others can hear it. It will also tend to make others feel they are included (physically) in the answer or in any discussion that follows.

**Paraphrase questions.** When a student asks a question or asks for clarification, restate the question in your own words. This will let the student asking the question know you understood it. This paraphrasing will make a question available to other students who might have not heard or understood it the first time.

**Only lecture when others aren't.** When other people in the room are talking, stop your lecture or presentation. Look directly at students who are having side conversations and, if they do not stop, you can stop talking. If that is not effective, ask them directly (in a friendly way) to please stop.

**Write clearly.** It is very difficult for people to read anything written on the board if it is not done very precisely. Slow down when you write on the board and make sure it is legible.

**Start with a bang.** Begin each class with something that will capture (demand) student attention.

**Maintain eye contact.** Continually search the classroom for students who might have questions, appear bored, or look confused. Share your general observations with the class when appropriate; for example, you might say, "You look confused," "Is it too hot in here?" or "Am I moving too rapidly/slowly?"

**Ask for feedback.** When you ask a general question of the class, expect some type of feedback. Do not let general questions go unanswered. Request that the class either respond verbally or nonverbally with head nods or short questions.

**Break up presentations.** If you have a long lecture or presentation to make, break it up every 15 or 20 minutes with an activity or at least a lighter moment in the presentation (relevant jokes, anecdotes, etc.). Anecdotes or jokes are used to gain attention, and they can be followed immediately with technical material that might not capture class attention by itself.

**Develop a sense of urgency.** Approach information in class and your presentation with a sense of urgency. Your attitude will be contagious, and students will develop an appreciation for the importance of what is being done in the classroom.

**Allow pauses.** In every presentation it is necessary at times to stop and not say anything. It is not necessary to have every 10-second period during a lecture filled with sound.

**Skin notes.** Be aware of being overly dependent on your notes. Make notes prior to class and review them at the start of class. Then be generally independent of those notes.


**OTHER SUGGESTIONS:**
1. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms., first name).
2. Learn the name of each student as quickly as possible and use the student's name in class. Based upon your own style, student preference, and the classroom atmosphere you want to create:
   a) call on students by their first names or nicknames.
   b) call on students by using Mr., Mrs., Miss, Ms.
3. Have the students establish a "buddy" system for absences, work missed, assignments, tutoring, etc. Exchange telephone numbers, pair them by major or geographical proximity (zip codes).
4. Call students on the telephone if they are absent. Make an appointment with them to discuss attendance, make-up work, etc. If you cannot contact them by telephone, drop them a short letter or postcard.
5. Get feedback periodically from students on their perceptions of your attitudes toward them, your personal involvement, etc.
6. Conduct a personal conference with all students sometime during the quarter.
7. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some impersonal activities listed elsewhere or ask the students to submit areas that they would like to learn about during the quarter.
8. List and discuss your course objectives on the first day. Let students know how your course can fit their personal/career goals. Discuss some of the fears and apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning.
9. Provide a course outline for each student; include required and optional textbooks, assignments, grading policies, attendance rules, etc.
10. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
11. Insist that students contact you or a faculty secretary if they are going to be absent for more than one class period.
12. Explain clearly student responsibilities for missed classes, exams, late papers, etc.
13. Be flexible when scheduling make-up tests and quizzes; students may have other classes.
14. If you had to miss a class, explain why and what you will do to make up the time and/or materials.
15. At the beginning of each class period, announce your topic of the day and your objectives.
16. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting and impels you to present your material in an orderly manner.
17. Get to class before the students arrive; be the last one to leave. Meet all of your classes as scheduled.
18. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the room design or furniture arrangement to set up artificial barriers between you and the students.
19. Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
20. Use familiar examples in presenting materials. If you teach rules, principles, definitions, and theorems, explicate these with concrete examples that students can understand.
21. Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction. Remember one approach may work well with one group, but not with another. Each class generates its own "personality" and leadership.
22. Let students know the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material and take them to the location (Academic & Instructional Services, Library, etc.).
23. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation. Librarians are happy to cooperate.
24. If the subject matter is appropriate, use a pretest to determine their knowledge, background, expertise, etc.
25. Devise the first test of the quarter to cover a small unit—fewer topics to study, fewer test questions, etc.
26. Be sure your tests cover the most important aspects of the unit and course. Explain your philosophy and purpose of testing.
27. Return tests, quizzes, and papers as soon as possible. Write comments (+ or -) when appropriate. Explain verbally or in writing the errors that students made.
28. Ask students to evaluate your test either at the end of the test or during the next class period.
29. Explain thoroughly (orally and in writing) your grading methods and procedures. Remind students of those procedures when you return tests, themes, research papers, etc.
30. As often as you can and in as many ways as you can, show your concern for the students' progress in the course.
31. Give each student a midterm grade and indicate what each student must do to improve; a midterm conference may be needed.
32. Let students know that you are able and willing to discuss study techniques and habits for your course.
33. Tell students directly when it is appropriate or inappropriate to ask questions in class or during a lecture. If you tell them it's OK to ask a question when you are lecturing, don't be annoyed if they do!
34. Don't be afraid to admit that you don't know all the answers to questions that students raise.
35. Help students feel free to ask questions. When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own words.
36. Have students read one another's papers before they turn them in. This activity helps them locate one another's errors before being graded.
37. If the class lends itself to a field trip, have the students plan it and make some or all of the arrangements.
38. Ask students to submit sample test questions (objective or subjective) prior to a test. The class itself can compose a test or quiz based on your objectives.
39. Have students set specific goals for themselves throughout the quarter in terms of their learning and what responsibilities they will undertake.
40. Encourage study groups (a form of peer tutoring). Emphasize the fact that students are not competing with one another, but that they can learn from one another.
41. Encourage students to take advantage of tutoring services.
42. Encourage students who do well to become tutors.
43. Invite students to read their papers (or summaries) to the class.
44. Utilize small group discussion in class whenever feasible. Identify a goal to be achieved through the discussion.
45. Take the initiative to contact and meet with students who are doing poor work. Be especially cognizant of the "passive" student, one who comes to class, sits quietly, does not participate, but does poorly on tests, quizzes, etc.
46. Throughout the quarter, have students submit topics that they would like to cover or discuss.
47. Take students on a mini-tour of Academic and Instructional Services, computer labs, science labs, etc. If a particular student needs reading/study skills help, don't send him/her. TAKE HIM/HER!
48. Encourage students to attend cultural activities and to participate in extracurricular activities. Give recognition and/or rewards for meaningful participation.
49. Use samples that include the experiences of all age groups in your classes.
50. Develop library-supplementary reading lists which complement course content. Select books at various reading levels.
51. Use Academic and Instructional Services and library reference shelf for some of your old tests and quizzes. Tell the students that you will use some questions from the old tests in their next tests.
52. Place study guides and lecture notes in a file in the library and/or Academic and Instructional Services.
53. Engage in periodic self-evaluation of each class. What was accomplished? How did students react?
54. Set up special tutoring sessions and extra classes. Make these activities mandatory, especially for students who are doing poorly.
55. Look at your record book periodically to determine student progress (inform them) and determine for yourself if you know anything about that student other than his/her grades.
56. Work with Academic and Instructional Services to discuss procedures to follow up absentees, failing students, etc.
57. Utilize the skills of other faculty members as guest lecturers and discussion leaders.

APPENDIX M

To meet your classroom priorities, the campus has a portable video camera and tripod housed in the Lake Campus Library. Please note the following policy, which is intended to help make the unit widely available with minimum disruptions.

Pick-up
The camera/tripod is housed in the library in 114 Trenary. We ask that you reserve the camera at least 24 hours in advance to avoid possible schedule conflicts, and arrange for pick-up in the Lake Campus Library.
(See Appendix J for library hours.)

Check-out
The employee on duty will check out the camera in its carrying case and the tripod to you or your designee and get a signature. Instructions for operating the camera are also included, and we ask that you secure the camera to the tripod when you reach your classroom. While we are unable to provide an operator, the unit is very user-friendly. Should you wish further operational instructions, please discuss with Alex Pittman at 586-0360.

Video Cassette
We ask that (if possible) you please bring your own supply of mini DV’s. We will have a supply on hand, however.

Return of Unit
Please arrange for the return of the unit to the Lake Campus library following your videotaping session.

CAMERA POLICY
Please contact Alex Pittman with any questions at 586-0360 in the Lake Campus Library.

APPENDIX N

GUIDELINES FOR CONSTRUCTING TESTS

Short-Answer Items:
1. Try to phrase items so that there is only one possible correct response.
2. Phrase items so that the student clearly understands what type of response is demanded; that is, so he knows the length and preciseness of response required, or, in an item with a numerical response, the units in which the answer should be expressed.
3. The response, preferably, should be a single word or short phrase.
4. Avoid using statements taken directly from the text. *(Rules 5-7 apply to completion items.)*
5. Omit only key words, not trivial words.
6. Place the blank near the end of the sentence.
7. Avoid overmutilated items; include a maximum of two blanks within an item.

**Essay Questions:**
1. The question should clearly and unambiguously define the task for the student, without interfering with the measurement of the intended outcomes.
2. The question should indicate the direction and scope of answer desired.
3. The question should require the student to demonstrate his command of essential background knowledge.
4. Use questions that have clearly acceptable answers, rather than ones that only measure opinions or attitudes.
5. It is usually better to use more specific questions which can be answered briefly rather than fewer broad, general questions.
6. Start essay questions with phrases such as: compare and contrast, present the arguments for and against, give the reasons for, explain how (or why), give an example of, and similar phrases.
7. Do not use optional questions.

**Multiple Choice Items:**
1. Each item should test one, and only one, central idea.
2. Each item should be independent of every other item. One item should not aid in answering another item.
3. Write as clearly, simply, briefly, and correctly as possible; eliminate all nonfunctional words.
4. Avoid textbook phraseology and examples; whenever feasible, use new situations and terms.
5. The item stem should present the central problem and all problems and qualifications; it should include all words that otherwise would occur in each alternative.
6. Avoid negatively stated items.
7. If an item includes controversial material, cite the authority whose opinion is being used.
8. Alternatives should be homogeneous in content, form, and grammatical structure.
9. There should be one, and only one, correct response; this alternative should be clearly correct.
10. All distractors should be plausible and attractive to students who do not know the correct answer; yet they should be clearly incorrect or inadequate.
11. Distractors may represent common misconceptions, logical alternatives, frequent mistakes, or other plausible but incorrect information.
12. Alternatives should not overlap, include, or be synonymous with each other.
13. If alternatives fall in a logical arrangement—e.g., alphabetically, by magnitude—list them in this order.
14. The position of the correct responses should not fall in a pattern but rather be randomized.

**True-False Items:**
1. Items should deal with a single idea, not a combination of several ideas.
2. Express each item simply and clearly in words whose meanings are definite and precise; include no more than one qualifying phrase.
3. Statements should be entirely true or entirely false, not partially true and partially false.
4. The crucial element in the statement should be apparent to the student; the truth of the statement should not rest on trivial details or trick phrases.
5. Items should be based on significant facts, principles, and generalizations.
6. Include approximately equal numbers of true and false items on the test; make sure correct responses do not fall in a pattern.
7. Whenever possible, use quantitative rather than qualitative terminology.
8. Do not create false statements by inserting "not" into true statements.
9. Avoid mere repetition of textbook statements and statements that are minor variations of
textbook statements.
10. Avoid specific determiners (i.e., words like sometimes, never, always) that provide clues to the correctness of the statement.
11. When items refer to controversial material or to matters of opinion or value, cite the authority whose opinion is being used.


APPENDIX

GUIDE FOR THE RELEASE OF STUDENT INFORMATION

Public Information may be released to anyone without the student’s consent unless the student
has formally prohibited the release of that information.

Exception: Grades and GPA may not be released except in the following instances:
- To WSU faculty and staff with a legitimate educational need to know;
- In compliance with a lawful subpoena or judicial order (only after an attempt is made to
  inform the student by the Office of General Counsel, unless otherwise ordered).
- Parents of dependent students who request access to all public and grade information
  regarding their son or daughter once dependency status has been determined by the Office
  of the Registrar (Residency Officer, 937-775-5588).

PUBLIC INFORMATION INCLUDES:
- Student's Name
- Dates of attendance
- All addresses including e-mail
- Degrees awarded and total hours earned
- Telephone listings
- Special honors and awards
- Major field of study
- Most recent previous educational agency or institution attended by the student
- Number of hours registered
- Full or part-time status
- Participation in officially recognized activities
- Class standing (freshman, sophomore, junior, and senior, graduate, or professional)
- Weight and height of members of athletic teams

* These items are included in the WSU telephone directory.

DO NOT DO THE FOLLOWING:

- Discuss a student’s record, grades or GPA, or release an advising report without checking his
  or her picture I.D.;
- Release grades, GPA, or other restricted information to parent, spouse, or anyone other than
  the student without a signed Release of Student Information form;
- Release grades, GPA, or other restricted information to anyone over the phone;
- Don’t place in a student’s file any personally identifiable information about another student;
- Release information about a student to anyone in the university who does not have a legitimate
  educational right to know;
- Post student grades in any identifiable format, i.e., alphabetical order, with SSN’s redacted
- etc...

Please call the Office of Student Services (419-586-0324 or 419-586-0331) with any
questions regarding the release of student information.
APPENDIX P

DIRECTIONS TO CAMPUS and LAKE CAMPUS MAP: http://lake.wright.edu/about/map-and-directions