

Resources for  
New CHBS Adjuncts  
and Faculty

Radford University

College of Humanities  
and  
Behavioral Sciences

2021-2022

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## Introduction

This document gathers together resources for instructors in the College of Humanities and Behavioral Science. It is designed to assist you as you navigate some common issues that you may encounter as you teach at Radford University and to help you answer questions that may arise about your roles or responsibilities as a member of the CHBS teaching community. In addition to this resource, some departments may have department-specific guides or policies. Finally, your chair will be an invaluable resource.

Throughout this resource, the word “instructor” is used generically rather than to refer to a particular classification. Whether you are adjunct, special purpose, full-time temporary, or tenured/tenure track, this resource is intended for you. At some points, “adjunct” will be specified when a topic is discussed that is of interest to adjuncts in particular. Otherwise, the information included in this handbook is of relevance to all.

Similarly, “department” is used as shorthand for department, school, or program; and “chair” is used for chair or director.

Thank you to Dr. Frank Napolitano, who generously allowed the College to make use of material from the Department of English’s Graduate Teaching Fellows Mentor Program handbook, and to Dr. Jeff Aspelmeier, chair of the Department of Psychology, who contributed material from a handbook he prepared for adjuncts in his department. Thank you as well to Ms. Connie Leathers, IT Support Specialist and Trainer, who provided information for the sections on technology, and to Dr. Stirling Barfield, Department of Psychology, who provided the information for the section “The Whole Adjunct: Support for YOU.”

Dr. Kim Gainer  
Associate Dean, CHBS  
Editor

## Special Section: COVID-19

During the 2021 Fall semester, and possibly during the 2022 Spring semester, Radford University may be following procedures to keep its students, faculty, and staff safe during the COVID-19 pandemic; and as the year progresses, issues may arise specific to teaching during a pandemic. Your chair is always a resource in these instances. *Be cautious of responding to any student requests for COVID-related accommodations before you have had an opportunity to review any relevant policies and discussed them with your chair.*

The [Campus Reopening](#) website provides numerous links to resources and procedures for addressing pandemic-related issues. It includes a link to a [Fall 2021 Semester Operational Plan](#) distributed March 15, 2021, but please see updates to this Plan. Below are two links to updates effective June 15, 2021. Keep in mind, though, that the situation may continue to evolve, so be alert for additional updates that may be announced by email and posted to the [Campus Reopening](#) website.

Updates as of June 15, 2021:

- [Main Campus](#)
- [Radford University Carilion](#)

The [Center for Innovative Teaching and Learning](#) created a website called [Keep Teaching](#) in response to the university's pivot to online learning in the spring of 2020. Although the university has reopened for face-to-face instruction, the links on this website for making use of tools for flexible instruction, such as Zoom and D2L, continue to be valuable.

There is also a Resilient and Flexible Teaching Resources platform accessible as a course on your D2L homepage. If you do not see it among your courses, scroll down until you see View All Courses. Click so that a search box opens near the top of your homepage. Entering Resilient will be enough to pull up the course. Once you have located it, hover your cursor over the upper right-hand corner of the course to give you the option to Pin the course for quick access.

## OneCampus Quick Start

[OneCampus](#) is a portal that allows you to connect to a number of university systems and services. You will see a link to OneCampus on most Radford University web pages (upper-right underneath the Quick Links button), or you can navigate to OneCampus by typing <https://onecampus.radford.edu/> into your browser. Here are a few suggestions so that you can make immediate efficient use of OneCampus.

When you first visit OneCampus, you will see tiles for numerous systems and services. Some you may never use; some you may use frequently. As you become familiar with what OneCampus offers, you can customize the page so that the tools you use frequently rise to the top. Simply click the heart icon on the tiles for the systems or services that you rely most often. Once you've clicked on at least one tile, a *My Favorites* section will be created that will precede all other sections.

At the outset, though, before you've selected any favorites, you might have to scroll through numerous tiles to locate a system or service. Instead of scrolling, using the search bar may be a faster way to locate tools. For example, if you type *parking* into the search bar, a dropdown menu will appear that will include links to tasks such as *Parking Permits*.

That quick method is the one that is relied on in this guide to resources. For example, the section on entering midterm grades advises you to type *midterm* into the OneCampus search bar, which will immediately bring up the tool *Enter Midterm Grades*.

You will find more details about OneCampus in the Technology FAQ in Section VII.

## Section I: College Organization and Contact Information

### *CHBS Mission Statement*

Radford University College of Humanities and Behavioral Sciences supports programs that develop a broad range of discipline specific and professional competencies, and the College contributes to the larger liberal arts and general education goals at Radford University. Through traditional course work and a variety of experiential learning opportunities, students learn to think critically, to write effectively, to speak compellingly, and to explore issues and problems from a variety of well-informed perspectives, for academic and professional success, as well as active and productive citizenship. The College is committed to faculty that provide excellent teaching, exemplary mentorship, high quality scholarship and creative work, and service to their disciplines and to the communities in which they live.

### *Dean's Office*

Hemphill Hall (HH) 3401

Phone: 540-831-5149

Email: [chbs-dean@radford.edu](mailto:chbs-dean@radford.edu)

Dean  
Associate Dean  
Executive Secretary  
Assistant to the Dean

Matt Smith  
Kim Gainer  
Stacey Griffin  
Kerie Benson

### *Advising*

Lead Academic Advisor for CHBS

Young Hall (YG) 402F

Phone: 540-831-6517

Email: [sbrillhea@radford.edu](mailto:sbrillhea@radford.edu)

Sarah Bradbury

### *Career Coaching*

CHBS Career Coach

Russell Hall (RU) 347

Phone: 540-831-5771

Email: [eltaylor@radford.edu](mailto:eltaylor@radford.edu)

Ellen Taylor

*Writing Center*

HH 4800

Phone: 540-831-7605

Email: [writingcenter@radford.edu](mailto:writingcenter@radford.edu)

Director

Katie Garahan

*IT Support***CALL 540-831-7500 FOR IMMEDIATE CLASSROOM ASSISTANCE.**

IT Support Tech for Hemphill Hall

Jeremy Jennings

HH 3313

Phone: 540-831-6143

Email: [jajenning@radford.edu](mailto:jajenning@radford.edu)*Departments: Chairs*

<b>Department</b>	<b>Chair</b>	<b>Main Office</b>	<b>Main Ext.</b>
Communication	Jennifer Walton	HH 2111	6553
Criminal Justice	Eric Williams	HH 5402	6148
English	Robert Williams	HH 4108	5614
Foreign Languages/Literatures	Robert Williams	HH 4108	5614
History	Sharon Roger-Hepburn	HH 4602	5147
IDSL	Dan Woods	HH 4127	5097
Military Science (ROTC)	Melissa Manigault	HH 3301	5288
Philosophy/Religious Studies	Paul Thomas	HH 4202	5213
Political Science	Chapman Rackaway	HH 5302	5698
Psychology	Jeff Aspelmeier	HH 5108	5361
Sociology	Beth Lyman	HH 3106	5615

*Departments: Administrative Assistants*

<b>Department</b>	<b>Admin</b>	<b>Office</b>	<b>Ext.</b>
Communication	Ann Marie Cox	HH 2111	6553
Criminal Justice	Lynn Arnold	HH 5402	6148
English	Holly Whipp	HH 4108	5614
Foreign Languages/Literatures	Trena Fields	HH 4108	5120
History	Kimberly Lookabill	HH 4602	5147
Military Science (ROTC)	Rick Harrison	HH 3301	5288
Philosophy/Religious Studies	Trena Fields	HH 4108	5213
Political Science	Laura Metz	HH 5302	6598

Psychology  
Sociology

Erin Thompson  
Sidra Kaluszka

HH 5108  
HH 3105

5361  
5615

## Section IIA: Employment Policies & Procedures (All Instructors)

### *The Teaching and Research Faculty Handbook*

The rights and responsibilities of Teaching and Research faculty at Radford University are outlined in the Teaching and Research Faculty Handbook, usually referred to as the T & R Faculty Handbook. A link to the T & R Faculty Handbook, periodically updated, is available under Quick Links on the home page of the [Division of Academic Affairs](https://www.radford.edu/content/provost/home.html) at <https://www.radford.edu/content/provost/home.html>.

### *Resources for New Instructors*

The [Center for Innovative Teaching and Learning](https://www.radford.edu/content/CITL/home/training/faculty-resources.html) (CITL) maintains a page of links to [New Faculty Resources](https://www.radford.edu/content/CITL/home/training/faculty-resources.html). The list, available at <https://www.radford.edu/content/CITL/home/training/faculty-resources.html>, is divided into categories including Employee Resources, Administrative Resources, Safety and Security, Teaching Resources, and Technology Resources.

**For adjuncts in particular**, the Provost's Office maintains an [Adjunct Resources](https://www.radford.edu/content/provost/home/resources/adjunct-resources.html) page. This page, available at <https://www.radford.edu/content/provost/home/resources/adjunct-resources.html>, provides links to resources under the headings Employee and Salary Resources; Re-Appointments; Separation from Radford University Family; Dates, Calendars, and Handbooks; and How Will an Adjunct Know if They Have a Class Assignment. Also included, under Odds and Ends, are links to a Campus Map, to Parking and RU Express, and to several technology-related sites.

The [Office of the Registrar](https://www.radford.edu/content/registrar/home.html), responsible for scheduling classes, registering students, verifying enrollment, and maintaining grade records and transcripts, also maintains a list of useful links. The Quick Links at <https://www.radford.edu/content/registrar/home.html> will connect you to such resources as the Exam Schedule, Course Offerings, the Academic Calendar, RU's FERPA Policy, the Undergraduate Calendar, a list of building codes, and information about summer sessions.

### *Activate Your Radford University Account*

If you are new to the university and you have not already activated your Radford University account, you must activate it to make use of OneCampus features.

- Navigate to the [OneCampus](https://onecampus.radford.edu) portal. (The OneCampus button is available on most RU pages in the upper right-hand corner. Alternately, type <https://onecampus.radford.edu> into your browser.)

- Ignore the Sign In button and type *password* to locate the *Claim/Activate Your Account* tool.
- After you have selected the *Claim/Activate Your Account* tool, provide the requested information to complete the process.

### *Download Duo Two-Factor Authentication*

All users—faculty, staff, and students—are required to use two-factor authentication when logging in to their university accounts. Radford University uses Duo to establish two-factor authentication. There are a few options for using this service, but most people download the Duo app to their smartphones.

If you need assistance downloading and activating Duo, call the [Technology Assistance Center](#) at 540-831-7500 for Phone Support or visit the Center at Walker Hall 153 for Walk-In Support.

For more information on two-factor authentication, see below, under Section VI: Technology FAQ: What Is Two-Factor Authentication?

### *Reset Your Password on a Regular Basis*

Your password for your Radford University account must be reset every six months. You will receive email reminders as the time approaches for resetting your password. Before the deadline is reached

- Sign in to [OneCampus](#).
- Type *password* into the Search bar to locate the *Manage Password & Profile* tool.
- After you have selected the *Manage Password & Profile* tool, enter your username.
- Then enter your **current** password.
- The *My Profile* page will open. Switch to the *Reset Password* page by clicking on its tab and then create and confirm your new password.

If you miss the deadline for changing your account and find yourself locked out, try to regain access by following the steps below under *Forgotten Password*. If those steps do not work, call 540-831-7500.

### *Forgotten Password*

- Go to [OneCampus](#) even though you cannot sign in.
- Type *password* into the Search bar to locate the *Forgot/Reset Password* tool.
- After you have selected the *Forgot/Reset Password* tool, follow the steps for verifying identity so that you can create a new password and regain access to your account.

### *Office Assignments, Keys, and Phone Numbers*

See your department admin for your office assignment and in order to pick up your keys, which may include building, office, suite, and mailroom/workroom keys, depending on your role and where you have been assigned.

Adjunct Faculty: If you have been assigned to a shared space, you may not have an office phone. In that case, you may use your department's main number as your contact number for syllabi and other university paperwork.

### *Summer and Intersession Teaching Opportunities*

Each department has different staffing needs for the summer and for intersessions. Additionally, each department has developed its own policy for determining who will teach any courses offered outside of the standard academic year.

You are encouraged to provide your department secretary with updated contact information for the summer to ensure that you can be reached should any courses open up that you may be eligible to teach.

### *Faculty Load and Compensation (FLAC)*

Adjuncts will always need to acknowledge their class assignments online in the Faculty Load and Compensation system. Other instructors, for example, special purpose faculty or tenure-track faculty, will need to acknowledge assignments in FLAC only if they teach during an intersession or take on an overload. Regardless of your category, for instructions on accessing FLAC, see *Acknowledging Class Assignments* below in Section IIB: Employment Policies & Procedures (Adjuncts).

### *Payroll Information*

For the payroll schedule, go to [Employee Pay Schedules](https://www.radford.edu/content/payroll/home/pay-schedule.html) at <https://www.radford.edu/content/payroll/home/pay-schedule.html>.

If you wish to access your paystubs, go to [OneCampus](#) and type *pay stub* in the search bar to locate the *Employee Pay Stub* tool.

### *Travel Policies*

If you are traveling and representing the university in some capacity (such as conference travel or instructional travel) you will need to follow both department and university travel guidelines.

Request support from your department well in advance of your planned travel. Requests **must** be approved prior to travel in order to be eligible for reimbursement. It is **strongly recommended** that you allow 30 days to approve travel within the contiguous United States and 60 days to approve “international” travel (includes travel to Hawaii, Alaska, and Puerto Rico). Be advised, though, that your department may set earlier deadlines for indicating that you plan to travel in order to make decisions about allocating travel funds among faculty.

**Do not purchase plane tickets on your own. Plane tickets must be purchased through the university’s approved travel agent.** Check with your department’s admin for up-to-date information about the current approved travel agent.

Requests for travel must be made through a program called Chrome River. Work with your department’s admin to complete applications within Chrome River.

Be careful to save receipts for all travel expenses other than meals, which are reimbursed on a per diem basis.

For details on travel policy and procedures, Accounting Services maintains a [Travel](#) page at <https://www.radford.edu/content/accounting-services/home/travel.html> that provides link to several resources, including the State Travel Policy, the University Travel Policy, and a Chrome River FAQ.

### *Professional Development*

You are encouraged to attend workshops and training sessions, including those sponsored by the [Center for Innovative Teaching and Learning](#) (CITL), designed to help you develop your teaching philosophy, improve your teaching skills, and communicate with your students effectively. Most programs are open to all instructors, regardless of category or rank.

CITL sponsors workshops throughout the year, but offers an especially large number during Our Turn. Our Turn takes place three times a year: the week before the start of the Fall semester, the week before the start of Spring semester, and the week

after the conclusion of Spring semester. Each Our Turn offers classes and training to RU faculty and staff on a wide range of topics, including using D2L, understanding fair use, and implementing new teaching strategies.

In addition to offering workshops and training sessions, CITL maintains a page with links to [New Faculty Resources](https://www.radford.edu/content/CITL/home/training/faculty-resources.html) at <https://www.radford.edu/content/CITL/home/training/faculty-resources.html>.

## Section IIB: Employment Policies & Procedures (Adjuncts)

### *Adjunct Resources*

The [Adjunct Resources](https://www.radford.edu/content/provost/home/resources/adjunct-resources.html) page is maintained by the Division of Academic Affairs at <https://www.radford.edu/content/provost/home/resources/adjunct-resources.html>. This page provides a wealth of links useful to adjuncts (and many useful to any instructor). There are links to pdfs on the evaluation process and the reappointment process, and to instructions on how to acknowledge a class assignment in the Faculty Load and Compensation (FLAC) system, as well as to many other resources, such as the academic calendar, the holiday schedule, and the Teaching and Research Faculty Handbook. It is highly recommended that you spend some time familiarizing yourself with the information and links on this page.

### *Length and Conditions of an Adjunct Appointment*

Adjunct appointments are for three years. An adjunct appointment places you within a pool of instructors who may be assigned sections but is not a guarantee of a teaching assignment in any given semester during the three years covered by the appointment. Course assignments are based on factors such as department need and availability of funding.

### *Reappointment of Adjuncts*

At the end of the three years, adjuncts may be reappointed for another three-year period. There is no limit on the number of times that an adjunct may be reappointed. Reappointment is dependent upon with demonstration of effective teaching and compliance with university, college, and department policies. Reappointment also may depend upon factors such as department need and availability of funding.

For details about the reappointment process, consult [Re-Appointing a Current Adjunct](https://www.radford.edu/content/dam/departments/administrative/Provost/Re_Appointing_Adjunct_Process_UpdatedJune212018.pdf), available at [https://www.radford.edu/content/dam/departments/administrative/Provost/Re\\_Appointing\\_Adjunct\\_Process\\_UpdatedJune212018.pdf](https://www.radford.edu/content/dam/departments/administrative/Provost/Re_Appointing_Adjunct_Process_UpdatedJune212018.pdf).

### *Acknowledging Class Assignments*

Adjuncts must access the Faculty Load and Compensation (FLAC) system in order to accept their teaching assignments. To acknowledge your class assignments, go to

[OneCampus](#) and type *faculty load* in the search bar to locate the *Faculty Load & Compensation* tool.

Before the semester starts, an email will be sent to alert you that it is time to accept your teaching assignment (essentially your contract for the semester). It is very important that you access FLAC at this time to indicate your acceptance to avoid any delay in the processing of paychecks.

### *Adjunct Annual Evaluations*

Your department chair will evaluate you annually using this [form](#). These evaluations are based largely on student evaluations and other feedback provided to the chair, reviews of course syllabi, and materials that adjuncts may wish to submit. Adjuncts also may ask the chair to observe their classes. Chairs' written evaluations are distributed to the adjuncts in late May to early June. Adjuncts may then request to meet with their chairs to discuss the evaluation and/or to request changes to an evaluation. Ultimately, adjuncts sign and return the completed evaluation form, and the signed copies are kept on file in the department.

## Section III: Teaching Guidelines and Policies

This section explains university policies that pertain to your employment by the university and to your work with students. It covers both general responsibilities and expectations and specific guidelines that touch on everything from the posting of office hours to the submission of final grades. If you have any questions about the information in this section, your chair or a mentoring instructor may be able to help you to interpret it. Please do not hesitate to ask for clarification or help whenever you need it.

### *General Responsibilities*

General expectations include:

- A. Prompt submission of information requested by university officials such as a department chair, a department secretary, the registrar, or the college dean (examples: syllabi, schedule cards, corrected rosters, grade reports [both midterm and final], book orders).
- B. Appropriate use of supplies and secretarial service for instructional support
- C. Respectful use of public spaces (such as workrooms, offices) and equipment (copiers, computers, printers)

In addition, as university employees, instructors must:

- D. Complete any paperwork required by the Personnel and Payroll offices.
- E. Abide by the terms of their contracts.
- F. Abide by all policies governing faculty and staff at Radford University.
- G. Refrain from use of alcohol or illegal drugs in offices and classrooms.

### *Specific Guidelines and Policies*

#### *Absence from Class (planned or unplanned)*

Instructors who expect to miss a class should fill out a standard RU Leave of Absence Form in the office of the departmental admin. They should also notify their chair ahead of time and arrange for a substitute or other activity, in accordance with departmental policy.

Instructors who unexpectedly need to miss their class due to unforeseen

circumstances should be sure that the department admin or a designee informs their class of their absence at the scheduled class time and explains briefly what the students should do for the next class. Ideally, arrange for a substitute or other activity, in accordance with departmental policy.

### *Academic Integrity*

#### Honor Pledge and Standards of Student Conduct

It is essential that you stress the importance of Radford University's honor code and the expectation that students avoid violations of Academic Integrity. You are required by the University to include in your syllabus the following Honor Pledge:

I shall uphold the values and ideas of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards.

The *Standards* are available through a link on the homepage of the [Office of Student Standards and Conduct](#). Go to <https://www.radford.edu/content/student-conduct/home.html>. Look for a button for [Standards of Student Conduct \[PDF\]](#). The Honor Pledge quoted in the preceding paragraph is on the first page.

#### Academic Integrity Violations

Violations of Academic Integrity are described on pages 7-8 of the [Standards of Student Conduct \[PDF\]](#). Briefly, the most common violations reported are

- Fabrication: Inventing, altering or falsifying any data, citation, or information or statements....
- Cheating: Using unauthorized assistance, materials, study aids, or other information in any academic exercise....
- Facilitation: Helping another student commit, or attempt to commit, any academic integrity violation....
- Plagiarism: Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise....

Other behaviors that may be considered violations of Academic Integrity include

- Falsification: Knowingly furnishing, or causing to be furnished, false information....
- Forgery: Making, possessing, or using any forged, altered, or falsified document, record, or identification.

- Classroom Disruption: Any behavior that substantially interferes with the conduct of a class....
- Possessing Unauthorized Materials/Stealing: The unauthorized appropriation, possession, concealment, or use of property of another....

### Procedure in the Case of Academic Integrity Violations

If you believe that an Academic Integrity violation may have taken place, **notify your chair** and review the Guidelines for Faculty on the [Academic Integrity](https://www.radford.edu/content/student-conduct/home/academic-integrity.html) page located at <https://www.radford.edu/content/student-conduct/home/academic-integrity.html>.

The Guidelines for Faculty state that you should contact your Academic Integrity Case Coordinator after speaking with students, but you may consult the Coordinator at any stage of the process, both before and after you meet with your student.

CHBS's Academic Integrity Case Coordinator is the Associate Dean, Dr. Kim Gainer. You may contact her by email at [kgainer@radford.edu](mailto:kgainer@radford.edu) or by phone at 540-831-5154. Also feel free to stop by her office on a drop-in basis (HH 3405; enter via HH 3401).

Please note: In your syllabus, you should stress the importance of academic integrity and you must include the Honor Code, but be cautious about spelling out predetermined penalties for specific violations, and please do not mete out such penalties without going through the process spelled out on in the Guidelines for Faculty on the Academic Integrity page. The procedures are meant to protect both instructor and student, as well as the institution, and should not be sidestepped.

### *Attendance Policy*

During the first week of each course, inform students of the attendance policies for the course. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences for documented official university-sponsored activities, health problems, other emergencies, and a student's religious holidays (which must be reported by the student during the first week of class). It is the student's responsibility to make acceptable arrangements with the instructor to complete work missed during the student's absence from class.

Official university sponsored activities include, but are not limited to, those events which students attend as official delegates funded by the university or at which they represent a university-funded all-campus organization, intercollegiate athletic team, or performing group, and academic course related field trips in which participation is mandatory as approved by the appropriate academic dean.

No absences of any nature will be construed as relieving the student from responsibility for the completion of all work assigned by the instructor.

A student registering late for a class will be responsible for all work assigned and material covered during the class sessions missed due to the late registration.

The first meeting of an evening class, which meets one night per week for 14 weeks, represents about seven percent of the total class time; this first meeting is a regular class.

(Source: Academic Policies, [Undergraduate Catalog](#))

### *Class Absence Notices*

Encourage your students to deal directly with you in the case of student absences. At your request or the request of your student, the Dean of Students Office will issue absence notices only under the following circumstances:

1. When the student expects to be away from the university for a week or more of classes and the student is unable to make contact with his/her professors.
2. When the student is dealing with a significantly traumatic situation which the student is unable or reluctant to discuss with his/her professors.
3. When the student will be absent from classes due to his/her participation in official university-sponsored activities (i.e. conferences attended as an official delegate funded by the university or in which the student represents a university-funded all-campus organization, conduct hearings, special meetings with the Board of Visitors or other dignitaries). Notices may be issued by other offices concerning absences of students participating in intercollegiate athletic teams, performing groups and academic course related field trips in which participation is mandatory, as approved by the appropriate academic dean.

The Student Health Center will issue absence notices to students only if it is evident to the clinical provider that the student should not be in class due to illness. No generic 'seen and treated' notes will be issued to students. In all other circumstances, students should communicate directly with their professors about their absences from class for reasons of illness or other reasons for which they are requesting special consideration.

**NOTE:** When the Student Health Center or the Dean of Students Office agrees to issue absence notices to students or faculty, these notes do not excuse the absence, nor do they guarantee the student will be permitted to make up tests or other missed assignments. Only you can make those decisions. The absence notes simply document that the student's illness or other circumstances indicate that they should not or are unable to participate in class for the time period designated.

(Source: Academic Policies, [Undergraduate Catalog](#))

## *Course Overrides*

During registration periods, you may be contacted by students who wish to enroll in classes that are full. First, make certain the student has put themselves on the Electronic Waitlist for the course, an option available through the Online Course Registration System.

If a seat does not become available via the Waitlist, make certain the student understands (1) that you, personally, do not have access to the registration system and (2) that any override must be approved by the chair. Different departments may have different policies for evaluating override requests, but one constant is chair approval.

Pending the chair's decision, do not promise a seat to a student, do not permit the student to attend the class, and do not accept work from the student. Instead, let your chair know that you are referring a student who has requested an override and provide any information about the request that may be relevant.

## *Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy*

Radford University maintains a [Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy](#) (amended May 10, 2019). For the full policy, including reporting procedures, visit the [Title IX](#) page maintained by the Office of Institutional Equity at <https://www.radford.edu/content/institutional-equity/home/title-ix.html>. Andrea Zuschin, the Director of Institutional Equity and Title IX Coordinator, can be contacted by phone at 540-831-5307 or by email at [azuschin@radford.edu](mailto:azuschin@radford.edu).

As an employee of Radford University, you will be required to complete training related to our Title IX policies. You will be contacted by the Title IX office at some point during your first semester to attend a training session.

Though you must read the complete policy for detailed definitions of Discrimination, Harassment, Sexual Harassment, Hostile Environment, Sexual Misconduct, Stalking, and Retaliation, it is important to highlight that you, as a Radford University employee, are designated a mandated reporter. As such, you are required to report any violations of the university's Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy as outlined in the excerpt from the policy.

Mandatory employee reporting: All employees, other than the confidential employees detailed in Section D(5) and Section H of this policy, who receive information regarding a complaint or report of discrimination, sexual harassment, sexual misconduct, or retaliation must report any relevant information about the alleged incident to the Title IX Coordinator without delay

after addressing the needs of the victim. No Radford University employee shall undertake any independent efforts to determine whether or not the report or complaint has merit or can be substantiated before reporting it to the Title IX Coordinator.

The implication of this is that if a student or colleague tells you something that indicates that they or another person (student or employee) were either a victim of or perpetrator of a violation of Title IX standards, you are required to report that information to the Title IX office. This is a federal law, and not just a university policy. You may want to remind students who want to share sensitive information with you that faculty are mandated reporters. You also may want to make certain that students who wish to speak confidentially to someone on campus can talk with physicians and licensed medical personnel at the Student Health Center, or licensed counselors at the Student Counseling Services, or trained personnel at the Sexual Abuse and Violence Education Support Services (SAVES) office. If a student shares information with you and you are not sure whether you have to report it, then you should consult with your department chair and/or the Title IX office. If you do make a report to the Title IX office, then it is college policy that you inform your Chair that you made a report.

### *The Family Educational Rights and Privacy Act (FERPA)*

For the [RU FERPA Policy](https://www.radford.edu/content/registrar/home/about/ferpa-policy.html), see the information on <https://www.radford.edu/content/registrar/home/about/ferpa-policy.html>, as well as the links to additional FERPA information at the bottom of that page.

FERPA requires that we, as employees of the university, only share educational information about students with other university employees who need this information to do their job in furthering the mission of the university as it pertains to individual students. Information might be shared, for example, in the context of advising or counseling or for reasons of financial aid or in furtherance of a student's job placement. Information that may be shared includes grades, student id and social security numbers, enrollment or attendance information, class schedules, and classroom performance. For most instructors, the practical consequence of FERPA is that if a student is an adult (18 or older) we cannot share information about their academic performance with their parents or guardians without permission from the student. Permission must take the form of a FERPA Release signed by the student. Unless the university has such a FERPA release on file, you cannot share information about grades, classroom performance, class schedules, or attendance. You can certainly talk to a parent if they want to share information about the student's situation or if you share *general* information about your course and strategies that students could employ to be successful.

To find out whether a student has a FERPA release on file, you can contact the Dean of Students Office, the college advising office, or possibly your department admin/chair.

**To avoid violations of FERPA rules, DO NOT:**

- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus
- Circulate a printed class list with student name and social security number (whole or partial) or grades as an attendance roster
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students
- Use the social security number (whole or partial) or student id number of a student in a public posting of grades
- Link the name of a student with that student's social security number (whole or partial) in any public manner
- Provide anyone with lists of students enrolled in your classes for any commercial purpose
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student

**Posting of student grades**

The public posting of grades, whether by the student's name, id number, or whole or partial social security number is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses.

Emailing/texting grades to students is not recommended as this is not an encrypted and secured transmission system. The institution would be held responsible if an unauthorized third party gained access, in any manner, to a student's educational record through any electronic transmission method.

The most secure and practical way to post grades would be through a Learning Management System (LMS) like D2L.

***Final Examination Policy***

You must abide by the university's final examination policy, which states:

Faculty are to give exams where and when scheduled. Do not combine classes or change the class exam time. Changes of exam time for individual students are at the discretion of the faculty member teaching the course. If an exam is changed for an individual student, the faculty member must file a change form with the

department chair.

Because you may wish to assign take-home essays rather than papers or tests to be done during the exam time, some meaningful, significant final activity such as student conferences is a permissible alternative to an exam. Whatever activity you plan during the exam time, you must be available to students during the scheduled exam time.

### *Grades: Standards and Expectations for Courses and Assignments*

Grades should reflect explicit standards or expectations as stated in the syllabus. Additionally, students find it helpful if standards and expectations are articulated in instructions for individual assignments. Make every effort to grade in a fashion that is consistent with those standards and expectations.

Keep an up-to-date copy of the class's grade book, with all items clearly marked.

The university's Grading System and Grade Point System is outlined in the Academic Policies Section of the Undergraduate Catalog. Go to <https://catalog.radford.edu/index.php>. Select *Academic Policies* in the sidebar menu and then click on the *Grades and Credit* link.

### *Grading: Midterm Grades*

Midterm grades are required for the following students: freshmen (students with credit for fewer than 26 hours, regardless of entry date), transfer students in their first semester, athletes, readmitted students, and students on academic probation. However, it may be a good practice to give **all** your students midterm grades. The beneficiaries of midterm grades include not only students but also advisors and other individuals who participate in Radford University's retention efforts.

Midterm grades will be due during the eighth week of the semester. At this point, your evaluation of student work presumably would be sufficient to provide students with meaningful feedback on their overall progress. Please watch for email announcements and reminders of the deadline for midterm dates. To report midterm grades, go to [OneCampus](#) and type *midterm* in the search bar to locate the *Enter Midterm Grades* tool. Within *Enter Midterm Grades*, select the term, and then select a course to bring up a grade entry page. The Registrar's office also provides directions on how to enter final grades in the email announcing the availability of midterm grade rosters.

Note: Midterm grades are not the same thing as the Midterm Progress Surveys that Starfish prompts you to submit. These are two completely different things. Any

information you enter in Starfish will not be shared with the Registrar, just with the student, the student's advisor, and any other support person authorized to see the information.

### *Grading: Final Grades*

Final Grades are due by 10 a.m. on the Monday following finals week. You will receive an email from the Registrar's office when the Final Grade Rosters are available. To report final grades, go to [OneCampus](#) and type *final grades* in the search bar to locate the *Enter Final Grades* tool. Within *Enter Final Grades*, select the term, and then select a course to bring up a grade entry page. The Registrar's office also provides directions on how to enter final grades in the email announcing the availability of final grade rosters.

On the grade roster you can assign grades A-F, P (for Pass in Pass/Fail courses only), IP (In Progress), and I (Incomplete—see section on *Incomplete Grades* below). For A-F grades, the awarding of pluses and minuses should be consistent with your syllabus and department policy, if any. IP is for classes that take place over multiple semesters, as with thesis projects, internships, or practicum experiences. Incompletes should be given only under special circumstances, and it is recommended that adjuncts confer with their department chair when giving incomplete grades.

If your final grades are not entered before the rosters close, you will have to submit Change of Grade forms (one for each student) to assign final grades.

If a student stops attending your class, but never withdraws, you will need to assign them the grade they earned, however low it may be, and then indicate the date (or approximate date) on which they stopped attending.

### *Grading: Incomplete Grades*

At the instructor's discretion, a grade of "I" (Incomplete) may be assigned if a student has completed all but a small portion of course work and is unable to complete the remainder before the end of the semester because of circumstances beyond their control that create a clear hardship for the student. Examples of such circumstances might be a disabling accident or illness or a family-related emergency.

Incompletes also are given when there is no time to resolve Academic Integrity issues that arise at the very end of the semester.

When you enter an incomplete grade into the online Grade Roster, you will need to fill in the incomplete grade form that pops up when you click to submit the roster.

In the case of unfinished work, indicate exactly what assignment(s) the student needs to complete. You also may specify the final date by which the assignments must be submitted. If you do not specify a date, the default will be the end of the fourteenth week of the next regular semester.

In the case of an Academic Integrity issue, type in that the course grade is an I pending resolution of an Academic Integrity issue.

Once the student has completed their coursework (or the Academic Integrity Issue has been resolved), you must submit a Change of Grade form (available at the Registrar's office, in department offices, and at the CHBS Advising Center). Do so by the beginning of exam week or the grade will automatically change from an I to an F.

**Note: In the case of a graduating senior, a different deadline applies for reporting the resolution of an Incomplete.** Degrees cannot be awarded with Incomplete grades. The deadline in this case is the census date of the next regular semester. If the resolution of the Incomplete is not reported by that census date, the student's degree cannot be awarded and they will need to reapply for graduation in a new term.

### *Grading: Change of Grade*

Change of Grade forms are available at the Registrar's office, in department offices, and at the CHBS Advising Center. Change of Grade forms must be signed by your department chair.

### *Grading: Grade Appeal Policy*

Students rarely appeal course grades; nevertheless, it is important to understand the policy in case this happens. The best way to avoid any grade conflicts is by telling students what will be expected of them and how they will be evaluated. Establish a specific grading scale by determining how many assignments will be given and how much each one will count towards the students' final grades. Most importantly, discuss these requirements with students and include them in your syllabus.

The university's grade appeal policy applies only to a student's final grade in a course. If a student is not satisfied with a final grade, he or she may appeal it. To appeal successfully, the student must prove at least one of the following:

- The student has been assigned a grade on the basis of something other than his or her performance in the course.
- Standards utilized in the determination of the student's grade are more

- exacting or demanding than those applied to other students in the course.

  - The grade is based on standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.

The student must initiate a grade appeal by contacting the instructor within the first ten days of the semester following the one for which the grade in question was given (excluding summer sessions). For example, if a student is dissatisfied with a grade earned in the fall semester, that student has until the tenth day of the following spring semester to initiate a grade appeal by contacting the instructor. Similarly, a student appealing a grade given in the spring must initiate an appeal within the first ten days of the following fall semester. If the instructor and student cannot reach a satisfactory resolution as a result of this informal appeals process, then the student may submit a Notice of Intent to Formally Appeal a Grade no later than the fifteenth day of classes. Procedures for both the informal and formal appeal are detailed on the [Grade Appeal Procedures](https://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html) page, available at <https://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html>.

### *Harassment Policy*

Harassment is a serious and complex matter that needs to be understood by all instructors at a university. Most typically we hear of sexual harassment, but harassment can involve other behaviors involving repeated intimidation, disrespect, or interference with one's academic, work, or living environment.

It is also important for instructors to realize that harassment may be perceived in various settings. In the classroom, students must be free from harassment by faculty; and faculty members have the right not to be harassed by disruptive students. Outside the classroom and among colleagues, the same expectations apply. Instructors have the right to expect a work environment free from harassment by other instructors, by their students, and by their supervisors.

Sensitivity to the perceptions of those we teach and work with is essential in maintaining both a good rapport with others and an environment that is free from feelings of harassment.

In order to clarify these matters, you should read carefully Radford University's [Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy](https://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002_DiscriminationHarassmentSexualMisconductRetaliationPolicy.pdf), available at [https://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002\\_DiscriminationHarassmentSexualMisconductRetaliationPolicy.pdf](https://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002_DiscriminationHarassmentSexualMisconductRetaliationPolicy.pdf).

In situations where an instructor feels harassed by a student, it is important to address the problem with your chair as soon as possible. Typically, Radford students are cooperative and respectful toward their instructors and peers. However, if you should encounter a student who repeatedly disrupts class or acts provocatively toward you or your students, inform your chair so that you can work together to address the matter. It is advisable to begin documenting the dates and behaviors of the harassment as soon as possible, so that a pattern of inappropriate behavior (and your response to it) can be demonstrated. Any instructor experiencing harassment can rely on his or her chair to be an advocate in addressing and resolving the problem with the student or, if necessary, with the administration.

### *Office Hours*

Instructors are required to schedule a minimum of one office hour per three-credit hours of scheduled teaching. At these times you will be available to meet with students. When scheduling your office hours, please try to set them at different times to minimize the possibility that students' schedules will conflict with your office hours. For example, if you schedule office hours on Mondays and Wednesdays, do not set them for the same time on both days. If a student has another class scheduled Monday, Wednesday, and Friday at that time, they may not be able to meet with you without special arrangements. *If a student states that they plan to skip a class to meet with you, indicate that skipping one class to meet with the instructor of another class is not appropriate.*

Post your schedule and contact information on your office door if you have an individual office or in your desk area if you are in a shared space for the benefit of students looking for you in person.

### *Rescheduling of Classes*

All instructors are expected to meet every class, including those scheduled before breaks. **No university class session may be "canceled"** because such cancellation implies that students are not receiving required instruction.

Any time you do not meet your class at the regular time and place, it is important to **reschedule** the class via arranging appropriate alternative activities that all students are able to attend, even if not at a time or place that the class usually meets. An example might be attendance at the showing of a movie in the Hurlburt Hall auditorium. Classes also may be rescheduled in the form of student-teacher conferences, which typically take place in the instructor's office.

As long as these dates appear on your syllabus, you do not need to notify anyone of rescheduled classes.

*Note: Instructors who reschedule class on a date or in a location not listed in their syllabus should drop a brief note to their chair noting the change before the class meets.*

### *Retention of Grades and Student Work*

Student Work retained by the instructor (exams, quizzes, papers, etc.) should be kept for one year.

Retain class rolls (attendance sheets) and records of grades for three years. If you post your *complete* grades (e.g., grades for every single assignment as opposed to summaries/totals) on D2L, that record will suffice.

### *Situational Awareness Policy*

#### **SITUATIONAL AWARENESS POLICY**

**College of Humanities and Behavioral Sciences  
Approved by CHBS Leadership Team 3/29/2017**

#### **Purpose**

To ensure that appropriate department/school and college administrators within the College of Humanities and Behavioral Sciences are notified of serious incidents involving students, faculty, or staff.

#### **Scope**

The intent of this policy is to apply to all full-time and part-time employees within the College of Humanities and Behavioral Sciences, including but not limited to, administrative and professional faculty, teaching and research faculty, adjunct faculty, classified staff, wage employees, graduate student employees, and work study employees.

Serious incidents include, but are not limited to, incidents that require reporting under Title IX (behavior consistent with the Radford University Discrimination, Harassment, Sexual Misconduct, and Retaliation policy), student behaviors of concern (behaviors that may represent a threat to self, others, or the safety of the University community), incidents involving campus police or EMS in the CHBS building or other classrooms on campus, or employment issues (e.g., grievances or disciplinary actions) that may involve HR.

#### **Policy**

When any full-time or part-time employee of the College of Humanities and Behavioral Sciences makes a Title IX report or a serious incident occurs that involves other campus offices (e.g., Dean of Students, Campus Police, EMS, or HR), the following procedures shall apply:

- A. The employee making the report shall record incident details for their own records.
- B. The employee shall notify the department chair, school director, or relevant supervisor that an incident has occurred.
- C. The department chair, school director, or supervisor shall notify the College Dean and Associate Dean of the incident.
- D. If the incident only involves faculty or staff (e.g., a Title IX complaint by one employee against another), the Associate Dean shall not be notified.
- E. If a department chair, school director, or supervisor is making the initial report, then the information shall be reported directly to the Dean and Associate Dean, unless only faculty are involved, in which case only the Dean shall be notified.

### **Authorities and References**

Office of Diversity and Equity, Title IX Page:

<http://www.radford.edu/content/diversity-equity/home/title-ix.html>

Office of the Dean of Students, Behaviors of Concern Page:

<http://www.radford.edu/content/dos/home/behavior-report.html>

Radford University Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy, available from:

[https://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002\\_DiscriminationHarassmentSexualMisconductRetaliationPolicy.pdf](https://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002_DiscriminationHarassmentSexualMisconductRetaliationPolicy.pdf)

Radford University Discrimination Grievance Procedures, available from:

<http://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PR-1002-Discrimination-Grievance-Procedures-Adopted-Oct62015.pdf> [document superseded by above document]

Radford University Threat Management Policy, available from:

<http://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PO-1300ThreatManagementPolicy.pdf>

Radford University Threat Management Procedure, available from:  
[http://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PR-1300\\_ThreatManagementProcedure\\_web.pdf](http://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PR-1300_ThreatManagementProcedure_web.pdf)

### *Student Evaluations of Faculty*

COVID-19 Note: in 2020-2021, we only did evaluations online (link emailed to students). There were no evaluations given in classes, even ones meeting face-to-face. It is not clear what will be done this year. Below is what we normally do.

During the 13<sup>th</sup> and 14<sup>th</sup> week of classes all adjunct and untenured faculty are expected to conduct student evaluations for each course they are teaching. Prior to the 13<sup>th</sup> week, instructors teaching face-to-face classes will be provided with evaluations packets with directions for conducting evaluations in the classroom. The evaluations themselves will be completed online. During a class session, each student will be given a unique web address linked to your class, which can only be used once. Students will complete the evaluations in class using either their smartphone, tablet, or computer.

Evaluations should be administered by someone other than the instructor. Untenured faculty should get a tenured faculty member to administer their evaluations. Adjuncts should get a faculty member (tenured or otherwise to administer their evaluations) whenever possible.

Students taking online courses will get access to the course evaluation through their email. They will have 24 hours to complete the evaluation and then the link will be deactivated.

## Section IV: Course and Classroom Management

### *Before the Semester Begins*

#### *The Syllabus*

Per the T & R Faculty Handbook, instructors are required to inform students of course policies in both written and oral formats. An important part of your preparation for a course, then, is the crafting of the syllabus.

Make certain that your academic policies are stated clearly and unambiguously in your syllabus. Go over the syllabus and these policies at the beginning of the semester, and apply policies consistently. Treat the syllabus as a binding agreement that should not be changed during the course of the semester. If you believe circumstances warrant an adjustment, **inform your chair**. Be certain to alert students, both orally and in writing, of any adjustments.

The university asks that some items be included in your syllabus, such as the Honor Code. Additionally, our accrediting body, the Southern Association of Colleges and Schools (SACS), recommends that certain elements be included. Consult the following checklist, largely based on SACS recommendations, as you develop syllabi for your courses.

Syllabi are archived, in part for accreditation purposes, so please be alert for requests to provide copies of your syllabi to the department representative and submit them by the designated deadline.

#### Check Sheet for Undergraduate Syllabi

##### **1. Course Information**

- Course Title
- Catalogue Description
- Course Number and Section
- CRN
- Credit Hours
- Class Meeting Days and Times
- Room where class is held

- Is this a regular, online or blended course

## 2. Instructor Contact Information

- Instructor Name(s)
- Office Hours and any online hours
- Office Location
- Office Phone Number
- Instructor E-mail

## 3. Course Content

- Course Goals/ Student Learning Objectives/Outcomes
  - These should be consistent with the Official Detailed Course Description. (See next section.).
- Prerequisites and Co-requisites if any
- If Dual Level (400/500)
  - Different Syllabi or separate information for each level
    - Differential Course Assignments
    - Differential Assessment and Evaluation Procedures
- Required Materials (e.g., textbooks)

## 4. Assessment and Evaluation

- Assignments, exams, quizzes (unless “pop”), participation, etc.
- Grading Policies
- Schedule of Reading Assignments and Due Dates
- Method of Evaluation (points, percentages)

## 5. Policies

You may choose to reference some university policies and then list the stable URLs where students may access the details online. But do include the following information about the [Center for Accessibility Services](#) (CAS) and the Honor Code. You may wish to preface the CAS information with a welcoming sentence such as, “If you are a student with special needs or circumstances, I invite you to

contact me early in the course so appropriate supports and scheduling can be addressed.”

- Accommodating students with disabilities: Include the following statement from the [Center for Accessibility Services](#) (CAS) in your syllabi.
  - *Students seeking academic accommodations under the Americans with Disabilities Act must register with Radford University’s Center for Accessibility Services (CAS). The policies regarding students with disabilities may be found at <http://www.radford.edu/content/cas/home.html>. You may also contact the CAS office at [cas@radford.edu](mailto:cas@radford.edu) or 540-831-6350 or via VP 540-922-1176 for ASL users. *Note: Accommodations are not retroactive.**
- Honor Code: Include the following statement in your syllabi.
  - I shall uphold the values and ideas of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards.
- Other policies you hold to in this or all your classes (for example, do you accept handwritten work, what is your attendance policy, what are the penalties for missing deadlines, do you offer extra credit)

## 6. Class Calendar

### *Official Detailed Course Description*

In addition to the checklist above, as you design your syllabus be certain to consult the Official Detailed Course Description. The Official Detailed Course Descriptions for CHBS may be accessed via this page maintained by the Office of the Registrar: <https://www.radford.edu/content/registrar/home/course-descriptions/chbs-descriptions.html>. Each description provides the following information:

1. Catalog Entry: Department prefix and number of the course, its title, number of credit hours, and a brief summary of the content of the course. If relevant, prerequisites and a REAL designation also will be listed.
2. Detailed Description of the Course: Content of the course; topics covered.
3. Detailed Description of the Conduct of the Course: Format of the course, e.g., what methods of delivery are relied upon?
4. Goals and Objectives of the Course: What skills and knowledge will the students be able to demonstrate by the end of the course? Any assessment of the course

(as opposed to assessment of individual students within the course) will be based on the stated goals and objectives.

5. **Assessment Measures:** How will the students demonstrate their mastery of course content, i.e., how will grades be determined (as opposed to how the course itself will be assessed).
6. **Other course information:** Place for any other information that explains the role or significance of the course, e.g., whether the course may count for a particular minor.

The information in an Official Detailed Course description will be immensely helpful as you prepare to teach a course and design your syllabus. In some instances, you may copy some of the material directly into your syllabus. In other instances, you may include material that, while not directly quoted from the Official Detailed Course Description, will reflect the expectations outlined in that document.

### *Ordering Books*

The RU bookstore sets deadlines for submitting book orders—typically about halfway through the preceding semester. To order textbooks, go to [OneCampus](#) and type *textbook* in the search bar to locate the *Faculty Textbook Adoption* tool. Once inside *Faculty Textbook Adoption*, you will be guided through a step-by-step process for submitting your textbook order.

If you find yourself unable to adopt text books via the *Faculty Textbook Adoption* tool, you may contact the book store directly. Email [rubookstore@radford.edu](mailto:rubookstore@radford.edu) or call 540-831-6060 and ask to be put in touch with the textbook manager.

Generally, it is best to order books as early as possible. If you wait, it is possible that your books will not be available to students when classes start. Additionally, the bookstore may not be able to stock used copies of your textbooks, which hold down our students' textbook costs.

### *Once the Semester is Underway*

#### *Starting and Ending Class*

Arrive at your classroom at least five minutes before the beginning of class. Students resent late instructors. (This issue has shown up on student evaluations.) Beginning on time and with a clear plan for the period sets an appropriate tone for the class.

Similarly, avoid early dismissal if at all possible. Come prepared with additional material and activities so that your students make productive use of the entire class period.

On the other hand, do not go over the scheduled time. Please keep in mind that another instructor may need access to the classroom after you and that students need to arrive at their next classes on time. Both your colleagues and your students will be grateful if you end class on time and promptly vacate the room.

It is also important to leave the room in a tidy and organized state for the next instructor. If you rearranged the room during your teaching, be sure to return it to the appropriate arrangement before you end class.

Note: If you are administering an exam or quiz, have a plan for what you will do if some students are still working on it when class ends.

### *Consistency*

Some students may ask that you make exceptions for them with regard to, for example, late work and absence policies, but if you accede to these requests, other students may conclude that policies are being applied inconsistently. You may want to consult with your chair or ask the advice of a mentor before making an exception to existing course policies even in a case when a student presents what seems to be a valid reason for the exception.

If a student requests accommodations on the grounds of a disability, **do not** determine on your own whether the requested accommodations are appropriate. Instead, refer the student to the [Center for Accessibility Services](#) (CAS). The CAS is located on the third floor of Russell Hall (Suites 301-327). Contact the CAS at [cas@radford.edu](mailto:cas@radford.edu) or 540-831-6350, or via VP for ASL users at 540-922-1176.

Accommodations worked out between CAS and the student (Access Plan) are not in place until the student and the instructor have met, agreed to the accommodations, and e-signed the Access Plan. *Accommodations are not retroactive.* For additional information about CAS and Access Plans, visit the page for [Faculty](#) at <https://www.radford.edu/content/cas/home/faculty.html>.

### *Inclement weather*

If weather conditions deteriorate to the point that classes are cancelled, the cancellation will be announced through the RU Alert system, campus email, the campus homepage, and local media.

As an instructor, use your best judgement if the weather is bad but the university has not closed. If you do not feel safe traveling to/staying on campus or feel it is not safe for your students, then you may consider replacing your class meeting with an

alternative out-of-class activity/assignment. Make an announcement to your class via email and D2L and post a sign on the classroom door if at all possible.

### *Facility/Room Issues*

If you have classroom facility issues such as problems with the temperature of the room, missing/broken chairs/desks/furniture, cleanliness, or anything else, please let your chair and the department admin know. They will contact the appropriate offices to have the issue dealt with as soon as possible.

If you are teaching and need immediate help with a classroom's technology, call 540-831-7500. After you are instructed to stay on the line to talk with a technician, select the option for immediate classroom assistance. This option should put you in touch with a technician who will assist you as soon as possible.

Always have a backup plan so that you can continue teaching as you wait for help (and in case the problem is not immediately solvable). For example, bring printouts of your notes, carry dry-erase markers and be prepared to go low tech, or be ready to pivot to discussion questions or a group activity.

If you have recurring technology problems in a classroom, please let the department chair and department administrative assistant know so they can get the appropriate people involved.

### *Disruptive Behavior*

You may find yourself in a situation in which one or two students are causing problems that interfere with the conduct of the class. The disruptive behavior may be intentional or unintentional and may reflect factors that have nothing to do with the class itself. Regardless of cause or motivation, however, disruptive behavior must be addressed so that an appropriate learning environment is maintained.

Keep in mind the following recommendations in the event of disruptive behavior.

- Whenever disruptive behavior occurs, document it with detailed, dated notes.
- Never touch a student or their property unless it is a matter of safety, whether yours, the student's, or other students'. For example, if the disruption consists of the student talking on a cell phone, do not take hold of the student's phone.
- Ask the student in a non-confrontational manner, privately if possible, to stop the behavior. Try to avoid "calling out" the student. Aim to deescalate rather than escalate.
- If the student continues to be disruptive in subsequent class sessions, consult with your chair to develop strategies for coping with the behavior. The chair

may wish to observe the class.

- If the behavior continues, a meeting may be scheduled with student, instructor, and chair to work out a contract establishing acceptable behavior. Copies of the contract should be distributed to the student, the instructor, the chair, and, if appropriate, the director of the Center for Accessibility Services or the Dean of Students.
- If the student fails to adhere to the contract, it may be necessary to refer the case to the Dean of Students for possible consideration by the Conduct Court.

You may find yourself in a situation in which the disruption of a particular class meeting is so extreme that you feel it necessary to ask the student to leave the classroom.

- If the student refuses to leave and continues to be severely disruptive or if at any point you feel the student has become verbally or physically threatening (whether to the instructor or to other students), then dismiss the class.
- You and your students should leave the classroom. In the case of verbal or physical threats, contact RU Police (831-5500) immediately.
- Contact your department chair.
- The chair may advise you to contact the offices of the College Dean and the Dean of Students or may contact these offices on your behalf.
- The student might not be allowed to return to class until after meeting with a representative from these offices and/or Department Chair. Under some circumstances, the student may be dis-enrolled from your course.

### *Student Complaints and the Chain of Command*

If you teach long enough, you may face a situation in which a student has become unhappy with you or your class. Please encourage your students to respect the chain of command when they have class-related concerns. Their first stop should not be the department chair or college dean, who will most likely will simply refer them back to an earlier stage in the process.

- A student who has concerns should first contact their instructor, set up an appointment, and discuss the matter in person.
- If the matter cannot be resolved by the instructor, then the student may contact the department chair, set up an appointment, and discuss the matter in person.
- If the matter cannot be resolved by the department chair, then the student may contact the college dean, set up an appointment, and discuss the matter in person.
- If the matter is still not resolved, then the student may contact the Office of the Dean of Students for further assistance.

Note: If a student is having non-conduct issues that affect multiple classes (such as prolonged illness, injury, or other absence from school), then the Office of the Dean of Students might be the best place to start.

### *Campus Emergencies*

In the event of a campus emergency, announcements and directions will be made through the RU Alert system. These alerts will be pushed to all computers and electronic information boards on campus (including those in classrooms, offices, and computer labs), audible announcements will be made on the siren system, through email, text messages, and webpage notifications.

Students, faculty, and staff are automatically enrolled into the Radford Alert system, sends out messages via cell phone, messaging, and personal email addresses. To review and update phone numbers and personal email addresses, go to [OneCampus](#). And type *update* into the search bar to locate *View/Update Email Addresses* and *View/Update Phone Number*. Once you are inside one of these tools, you can access the other one by clicking on *Personal Information*, which will open a page with tiles for both tools, plus *Manage My Addresses* and *Manage My RU Emergency Contacts*.

More information on emergency preparedness can be obtained here:  
<https://www.radford.edu/content/emergency-management/home.html>.

## Section V: Support Services for Your Students

As you interact with your students, you may become aware that they have academic, personal, and social needs that may need to be addressed if they are to continue to progress academically, personally, and professionally. This section of the Handbook points you toward resources that you or your students can access to help your students meet their goals.

### *The Whole Student: Emotional, Physical, and Financial Well-Being*

#### *Dean of Students*

The [Office of the Dean of Students](#) assists students by working with them to ensure that they have access to resources and support. The Office provides information, responds to students' personal concerns, and oversees the protection of student rights. Links available from the [Office's homepage](#) and from the associated [Advocacy Overview](#) page include

- [Obtaining a medical withdrawal](#)
- [Obtaining an absence notification](#)
- [Registering for disability accommodations](#)
- [Reporting a sexual assault](#)

The Office of the Dean of Students is located in 274 Heth Hall. Its phone number is 540-831-6297, and its email is [dos-web@radford.edu](mailto:dos-web@radford.edu).

#### *Center for Accessibility Services (CAS)*

The [Center for Accessibility Services](#) (CAS) is committed to access and inclusion so that all individuals on campus can fully participate in the university experience. The CAS serves and supports students, parents, and visitors seeking reasonable accommodations under the Americans with Disabilities Act. Individuals with both short-term and long-term accessibility needs may request accommodations through the Center. A list of types of disabilities that would make an individual eligible for services is available at <https://www.radford.edu/content/cas/home/services.html> under Overview of Services.

To receive assistance, students with disabilities must register with the CAS. Resources and services coordinated through the CAS include but are not limited to the following: proctoring for students who need to take tests outside of the classroom setting; note taking; alternative texts; assistive technology; accessible communication services, such as assistive listening devices, interpreting services, and Communication Access Real-time Translation (CART) services; and on-campus

housing accommodations. CAS also will work with RU students who need confirmation in order to receive accommodations for Educational Testing Service (ETS) exams.

Accommodations worked out between CAS and the student (Access Plan) are not in place until the student and the instructor have met, agreed to the accommodations, and e-signed the Access Plan. *Accommodations are not retroactive.*

Additional information about CAS services and Access Plans is located under [Resources for Students](https://www.radford.edu/content/cas/home/student-resources.html) at <https://www.radford.edu/content/cas/home/student-resources.html> and under the [Faculty](#) tab at <https://www.radford.edu/content/cas/home/faculty.html>. Note the *ACCESS CAS Student Video Resources* and, for faculty, *How do I use ACCESS CAS?*

The Center for Accessibility Services is located on the third floor of Russell Hall, in rooms 301-327. Its phone number is 540-831-6297, its email is [cas@radford.edu](mailto:cas@radford.edu), and its VP for ASL Users is 540-922-1176.

### *Center for Assessment and Psychological Services (CAPS)*

The [Center for Assessment and Psychological Services](#) (CAPS) provides assessment, consultation and counseling/intervention services for both children and adults. CAPS applies a team-based approach to evaluation and therapy, with advanced level graduate psychology students providing services under the direct supervision of licensed RU psychology faculty.

CAPS is open Monday through Friday (8:00am-5:00pm) during Radford University's Fall and Spring sessions. Winter and summer session hours are available, but more limited. Appointments in the evening (5:00-7:30pm) or when RU is on break are available by request.

CAPS is located on the fifth floor of the College of Humanities and Behavioral Sciences, in HH 5201. Its phone number is 540-831-5019, and its email is [caps@radford.edu](mailto:caps@radford.edu).

Note: Assessment and counseling/intervention services are offered at a discount to RU students, RU faculty/staff and their dependents.

### *Center for Career and Talent Development*

The [Center for Career and Talent Development](#) strives to create an innovative community that fosters career and talent development. Students can collaborate with career coaches, faculty, alumni, and employers to discover their career paths,

gain relevant experience, and thrive personally and professionally. The Center offers one-on-one and small group career-coaching sessions; a series of career and professional development workshops; career fairs and events; a [Career Closet](#) offering free professional attire; and online resources such as Handshake, a career center platform accessible through [OneCampus](#) by typing *handshake* into the search bar. The Center strives to work with its College partners to create meaningful programming for your students. Each College has been assigned a Career Coach. Reach out to your College's career coach to begin a conversation about what the Center can offer your students, and encourage your students to take full advantage of the Center, starting with their freshman year.

Ellen Taylor is the Career Coach for CHBS, as well as for the Artis College of Science and Technology. Her office is Russell 347, her phone is 540-831-5771, and her email is [eltaylor@radford.edu](mailto:eltaylor@radford.edu). The Center itself is located in Russell 331, its phone is 540-831-5373, and its email is [csc@radford.edu](mailto:csc@radford.edu).

### *Financial Aid*

The mission of the [Financial Aid Office](#) is to assist prospective or enrolled students and their families in identifying and securing financial aid to support their studies at Radford University.

Phone: 540-831-5408  
 TDD: 540-831-5128  
 Email: [finaid@radford.edu](mailto:finaid@radford.edu)

### *Food Pantries*

The [Highlander Pantry](#), in Heth 243, is available to all Highlanders—students, faculty, or staff—offering discreet access to free food items. Bring your University One Card to the Dean of Students Office, Monday - Friday between 8 a.m. and 5 p.m. to utilize this service. For more information, phone 540-831-6297 or email [dos-web@radford.edu](mailto:dos-web@radford.edu).

Free food, school supplies, and toiletries also are available in the McConnell Lounge on the third floor of McConnell Library and in the Writing Center in 4700 Hemphill Hall.

### *HEHROS*

The [Helping Eradicate Homelessness through Resources Opportunities and Supplies](#) (HEHROS) program focuses on supporting Radford University students who have food insecurities, are homeless, at risk for becoming homeless or in transition while

on campus. Radford University's HEHROS aims to mitigate the challenges our students face, enhance quality of life by connecting them with available resources and empowering them to succeed. HEHROS recognize the importance of addressing the needs of all students on campus and seek to support every member of the Highlander family. The HEHROS homepage at <https://www.radford.edu/content/hehros/home.html> includes "I need help with" links that guide students, faculty, and staff toward assistance and resources for numerous scenarios, for example, "Registering for disability accommodations" or "Food insecurity or needing shelter." Among the sidebar links on the HEHROS homepage is a link to the [Highlander Pantry](#).

### *Student Counseling Services*

[Student Counseling Services](#), located in the lower level of Tyler Hall, provides free, confidential, mental health services for eligible students. Student Counseling Services supports Radford University's academic mission by providing learning opportunities for students to grow as individuals, to form deeper relationships with their peers, and to develop as successful members of our community and society at large. **Please consult [Emergency Contacts](#) page if situation seems critical.**

Phone: 540-831-5226

**Note:** Radford University Carilion (RUC) students seeking counseling services and support should contact the RUC Student Affairs Office at 540-985-8395. **Please consult [Emergency Contacts](#) page if situation seems critical.**

### *Student Health Center*

The [Student Health Center](#) provides basic health care to students on an outpatient basis, Monday through Friday. The health center is equipped to provide diagnosis and treatment for the most common health problems encountered by students. More serious medical situations are referred to a network of local specialists. All registered students currently enrolled at Radford University can receive the following services:

- Primary Care—treatment of common medical problems encountered on college campuses.
- Nurse Access/Medical Information Service—24/7, toll-free telephone service (866-205-2164) puts students in touch with a registered nurse.
- Specialty Care—access to specialists may be offered on-site or provided by a network of local experts.

- Immunizations and Travel Health—preventive immunization services, counseling for students on immunizations required for travel, and help arranging for country-specific immunizations at local health department
- Annual Flu Clinic—flu shots during the fall and spring semesters (while supplies last).
- Allergy Injections—allergy shots administered using antigen supplied by the student’s allergist and according to instructions from student’s physician.
- Laboratory and Radiology—certain lab test available in-house, with more complex testing handled by external lab; radiology and digital reports ordered and reviewed.
- Medications—over-the-counter medications and prescriptions **if written by RU Health Service staff**
- Women’s Health—assessment and treatment of infectious diseases, annual examinations, pregnancy testing, and birth control. Services are available by appointment (call 540-831-5111).

### *Support for Students in Distress or at Risk*

#### *Behavioral Consultation Team*

If you know or suspect that a student is in crisis or moving toward a crisis, seek intervention according to the level of seriousness of the situation. Below are some descriptions of levels of seriousness that may help you in your decision-making process. You may also reach out to [Office of the Dean of Students](#) at 540-831-6297. If the matter seems urgent, ask to speak to someone swiftly or even immediately.

With or without the assistance of the Dean of Students, *if you are unsure about the seriousness of the situation, adopt the err-on-the-side-of-caution approach: choose an appropriate level that will lead to the swiftest intervention.*

1. **Emergency.** The student may be at immediate risk of self-harm or may be an immediate risk to others: call RU police at 540-831-5500 if the student is on campus or 911 if the student is off campus. Examples: student has a weapon or is reported to have a weapon; student seems incoherent—is behaving or talking irrationally; student sends an email or makes a phone call threatening to harm themselves or others.
2. **Emergency may be imminent.** The student manifests a level of distress or dysfunction that leads you to believe that a crisis may be imminent and that intervention should be swift: report to the [Behavioral Consultation Team](#) (BCT) via the [Radford University CARE Report](#) form at [https://radford-advocate.symplicity.com/care\\_report/index.php/pid042427?](https://radford-advocate.symplicity.com/care_report/index.php/pid042427?) **Reports are only monitored M-F during normal business hours. In case of emergency or**

**immediate threat of harm contact the Radford University Police Department at 540-831-5500 or call 911.**

Examples of behaviors that might trigger a report to the BCT are listed under [Warning Signs](#) at the [Threat Management Education and Behaviors of Concern](#) page (<https://www.radford.edu/content/bct/home/warning-signs.html>). See also the list at the [Students in Distress](#) page maintained by [Student Counseling Services](#).

In isolation, each behavior might not warrant a report to the BCT. However, if a student's behavior has markedly or swiftly changed or is becoming extreme, BCT may be the correct referral, i.e., if you find yourself becoming alarmed rather than feeling somewhat concerned, fill out the Reporting Form. Sample scenario: a student has attended class reliably, participated fully, completed all assignments, and replied to all emails; this student now disappears for several days at a time without explanation, does not submit work, and when they do attend appears apathetic and unkempt. Your gut may tell you that the student is in serious distress. If so, report your concern via the [Radford University CARE Report](#) form at [https://radford-advocate.symplcity.com/care\\_report/index.php/pid042427?](https://radford-advocate.symplcity.com/care_report/index.php/pid042427?)

3. **Emergency may not be imminent, but the student may benefit from assistance.** The student is manifesting one or more of the behavioral concerns listed under [Warning Signs](#) or under [Students in Distress](#) and/or you are concerned that the student's behavior may interfere with the student's well-being, and you believe it may be helpful if the student were guided toward supportive services. Starfish is a mechanism for helping connect students with such assistance, from counseling to tutoring. Unlike the BCT inbox, Starfish reports will not necessarily be acted upon within twenty-four hours, but within a few days the student will be contacted or their welfare checked on.

The next section of the Handbook will go into greater detail about Starfish and describe reporting tools, such as the Social Concern flag in the Flag dropdown menu, the Wellness Concern flag in the same menu, and the Behavior of Concern Reporting Form.

### *Starfish*

Starfish is a system that allows you to flag students who may need assistance for any number of reasons. It could be that a student has been absent excessively or has been failing to turn in assignments. You may become aware that the student is dealing with a family or financial crisis. It could be that the student is disruptive in class, a situation that may signal that the student is in distress. By flagging a student

who may be in need of assistance, you will bring that student to the attention of staff who will try to put the student in contact with supportive services.

To access Starfish, go to [OneCampus](#) and type *starfish* in the search bar to locate the *Starfish (Advising, Tutoring, RUC Testing)* tool.

Once inside Starfish, you will see a page that allows you to list your office hours and office location. You also will see a Search for Students box in the upper right-hand corner. You may search either by name or id number, and clicking on the results will bring up the student page. This page contains several useful items of information, such as whether the student has filed a FERPA form allowing you to share information with parents/guardians. It also allows you to take several actions, including

- communicating concerns about the student by clicking on the button with the flag icon and word Flag. The resulting drop box allows you to report concerns under the categories of (1) Attendance Concern, (2) In Danger of Failing, (3) Missing/Late Assignments, (4) Never Attended, (5) Social Concern\*, and (6) Wellness Concern\*\*.
- reporting a Behavior of Concern\*\*\* by clicking on the link to the Behavior of Concern Reporting Form, which you will find under Student Information. *This is not the same thing as the Behavioral Consultation Team Reporting Form described in the previous section. If you are alarmed rather than concerned, i.e., feel that the situation may be serious enough to require an especially swift intervention, please see Priorities 1 and 2 above under Behavioral Consultation Team.*

\*Student appears to be disengaged, homesick, or having difficulty fitting in.

\*\*Student fails to respond to, for example, multiple emails or appointment requests.

\*\*\*For examples of Behaviors of Concern, please visit [Warning Signs](#) and [Students in Distress](#).

## *Academic Services*

### *Academic Success Center*

The [Academic Success Center](#) (ASC) provides each student with opportunities for developing and following their pathway to academic, professional, and personal success. Within its welcoming environment, students work with academic advisors, engage and connect with peers, and meet with faculty and graduate student mentors and coaches. The ASC also helps students connect with faculty, staff, peers, and resources throughout the university. The [Academic Success Center](#) homepage

itself is a valuable resource; a tab on its left side opens a list of links for Academic Resources, Business Services, Student Life, and Academic Life, all clickable.

The ASC is located on the third and fourth floors of Young Hall (YG). Its main number is 540-831-2139, and the email address is [asc@radford.edu](mailto:asc@radford.edu).

Each undergraduate college is represented in the ASC. For CHBS, the Lead Academic Advisor is Sarah Bradbury. Her office is YG 402F, her phone number is 540-831-6517, and her email is [sbrillhea@radford.edu](mailto:sbrillhea@radford.edu).

### *Writing Center*

The [Writing Center](#), staffed by faculty and trained graduate students, is located in HH 4800 and is open during spring and fall semesters.

Encourage your students to visit [radford.mywconline.com](http://radford.mywconline.com) to set up a Writing Center Account so that they can access the appointment calendar. Students also can visit the Center on a walk-in basis but may have to wait for an opening and also may be limited to a short session with a tutor.

To learn more about the resources the [Writing Center](#) provides to students, please contact Dr. Katie Garahan at 540-831-7605 or at [klgarahan@radford.edu](mailto:klgarahan@radford.edu).

### *The Harvey Knowledge Center*

The [Harvey Knowledge Center](#) offers free academic consulting and seminars to help students reinforce and develop their skills and to aid them in navigating the opportunities and challenges they encounter in their courses. Its focus is to help students develop strategies for learning that they can rely on even after the specific issues that bring them to the Center have been addressed. The Center offers

- one-on-one assistance and small group tutoring for writing, math, and science courses, among other subjects,
- short-term and sustained tutoring and skills groups,
- coaching on how to transfer study skills to a university setting, and
- workshops and strategy guides on time management, test-taking, and similar topics.

The [Harvey Knowledge Center](#) is located on the fourth floor of McConnell Library, where both individual and group study spaces and large open areas for tutoring and independent work are available. Students can stop by or call 540-831-7704 to schedule an appointment or may schedule an appointment online through Starfish. Directions for making an appointment through Starfish are available on the [Receive](#)

[Academic Coaching](https://www.radford.edu/content/harvey-knowledge-center/home/receive-tutoring.html) page at <https://www.radford.edu/content/harvey-knowledge-center/home/receive-tutoring.html>.

To learn more about the Harvey Knowledge Center, contact its Director, Dr. Jessica Beckett, at 831-7704 or at [jbeckett3@radford.edu](mailto:jbeckett3@radford.edu).

### *NetTutor*

NetTutor is a free, online tutoring service that provides help in multiple subject areas to students who need assistance with homework and studying. Online tutors for math and statistics are available 24 hours a day, throughout the year, and tutors for other disciplines are accessible extensively throughout the week. Students can submit a question and later receive an answer from a tutor. Currently, the average response time is less than an hour.

NetTutor services include an Online Writing Lab that provides tutors who will critique written assignments. Responses to papers arrive within 48 hours.

To access NetTutor, go to [OneCampus](#) and type *nettutor* in the search bar to locate the *Online Tutoring (NetTutor)* tool. Once inside the resource, you will see links to content areas, starting with Accounting and ending with Statistics and including an Online Writing Lab.

To learn more about the NetTutor service, contact the Director of the Harvey Knowledge Center, Director, Dr. Jessica Beckett, at 831-7704 or at [jbeckett3@radford.edu](mailto:jbeckett3@radford.edu).

## Section VI: The Whole Adjunct: Support for YOU

The daily life of an adjunct instructor can be challenging. Work-related needs and student concerns may become overwhelming. You may find it hard to know when and how to balance it all. When this happens long-term it can lead to increased stress associated with a number of physical and psychological consequences. This section provides advice on creating life-balance and also lists resources if you need assistance in achieving that balance.

### *Self-Care*

This section provides pointers on how to cultivate a healthy self in a number of spheres: professional, physical, psychological, emotional, spiritual, and relational.

Self-care refers to actions and attitudes that promote your health and well-being. Self-care involves steps that you can take both at work and outside of work so that you can comfortably operate in both your personal and professional spheres.

Self-care is a very individual matter, so each person will take a different approach to achieving it. Below are several suggestions toward achieving self-care. Some may be meaningful to you; some not. Additionally, you may think of other steps that will help you achieve whole-person wellness.

Source for this section: “Developing a Self-Care Plan,” a resource at ReachOut Schools (<https://schools.au.reachout.com/articles/developing-a-self-care-plan>).

#### **Workplace or professional self-care**

Engage in activities that help you to work consistently at the appropriate professional level. Such activities could include

- seeking and making positive use of supervision
- consulting with a more experienced colleague
- seeking out a mentor
- setting up or joining a peer-support group
- developing appropriate boundaries between yourself and your students
- reading professional journals to further your professional development
- attending professional development programs, both on and off campus

#### **Physical self-care**

Engage in activities that help you to stay fit and healthy and allow you to generate the energy to fulfill both professional and personal commitments. Such activities could include

- developing healthy sleep patterns
- eating a healthy diet
- building time to eat into your schedule
- building breaks into your schedule
- walking periodically before, during, or after work
- integrating some other form of exercise into your life
- participating in Radford University faculty fitness programs
- making use of the fitness facilities at Peters Hall

□ **Psychological self-care**

Engage in activities that help you to address professional and personal challenges from a clear-headed, positive, and reflective standpoint. Such activities could include

- keeping a reflective journal
- seeking and making positive use of supervision
- regularly consulting with a more experienced colleague
- confining use of work email and phone to work hours
- making time for a hobby or sport
- making time to relax
- making time for friends and family

□ **Emotional self-care**

Safely experience a full range of emotions by monitoring your feelings and keeping them in perspective. Take steps such as

- developing supportive friendships, including non-work ones
- keeping a log of three daily accomplishments or positives
- playing a sport and socializing with teammates
- engaging in a hobby and socializing with fellow hobbyists
- going to the movies or doing something else you enjoy
- meeting with a formal or informal support group
- talking with friends about coping with work and life demands

□ **Spiritual self-care**

Develop a sense of perspective that allows you to see beyond the vagaries of day-to-day life. Take steps such as

- engaging in reflective practices like meditation
- going on walks or spending time in natural settings

- attending meetings of groups with spiritual or reflective orientations
- performing breathing exercise or other centering activities such as yoga
- reflecting in company with a supportive friend

□ **Relationship self-care**

Develop and preserve healthy, supportive relationships, paying special attention to relationships outside your professional life so that not all your relationships are work-related. Take steps such as

- prioritizing close relationships with partners, family, and children
- attending the special events in the lives of your partners, family, and friends
- arriving at work and leaving on time every day
- confining use of work email and phone to work hours
- reserving certain times for partners, family, and friends

### *Links to Local Area Resources for the Whole Adjunct*

If you find yourself in a position of needing support in achieving life-balance, know that you are not alone. Below is information about some local resources.

#### *Community Resources Portal*

New River Community Action has compiled links to local services and agencies that meet the needs of a number of populations. The [New River Valley Community Resources](https://newrivercommunityaction.org/nrv-resources/) page at <https://newrivercommunityaction.org/nrv-resources/> lists links to support for adults, children, and families. The page provides links to counseling/mental health services, crisis/emergency services, food pantries, health services, and many other forms of assistance. In addition to a section organized by population/need, on the right-hand side of the page are links to county/city specific Resource Guides for Giles, Montgomery, Pulaski, and Radford.

#### *On-Campus Counseling*

##### **Center for Assessment and Psychological Services (CAPS)**

The [Center for Assessment and Psychological Services](#) (CAPS) provides assessment, consultation and counseling/intervention services for both children and adults. CAPS applies a team-based approach to evaluation and therapy, with advanced level graduate psychology students providing services under the direct supervision of licensed RU psychology faculty.

CAPS is open Monday through Friday (8:00am-5:00pm) during Radford University's Fall and Spring sessions. Winter and summer session hours are available, but more limited. Appointments in the evening (5:00-7:30pm) or when RU is on break are also available by request.

For more information please contact CAPS directly by stopping by its suite (5<sup>th</sup> floor HH 5201), calling its office at 540-831-5401, or emailing [caps@radford.edu](mailto:caps@radford.edu).

Note: Assessment and counseling/intervention services are offered at a discount to RU students, RU faculty/staff, and their dependents. CAPS is open to the RU community and surrounding communities. When you call, please notify staff of your Adjunct Faculty member status so that they can work to ensure confidentiality for you as a member of our on-campus community.

### *Off-Campus Counseling*

#### **Community Health Center of NRV**

215 Roanoke St.  
Christiansburg, VA  
(540) 381-0820  
[www.chcnrv.org](http://www.chcnrv.org)  
*(sliding scale; also provides medical and dental services)*

#### **The Family Therapy Center**

Virginia Tech Campus  
840 University City Blvd  
Blacksburg, VA 24060  
(540) 231-7201  
[www.familytherapy.vt.edu](http://www.familytherapy.vt.edu)  
*(sliding scale)*

#### **New River Valley Community Services—Radford Center**

401 W. Main Street  
Radford, VA 24141  
Office: (540) 838-8000  
Crisis/emergencies: (540) 961-8000  
<http://www.nrvcs.org/>

#### **Psychological Services Center of Virginia Tech**

3110 Prices Fork Rd.  
Blacksburg, VA 24060  
(540) 231-6914  
<https://support.psyc.vt.edu/centers/psc>

*(sliding scale)*

**Women's Resource Center of NRV**

Counseling for survivors of domestic violence, sexual assault, or stalking

Office: (540) 639-9592

24-hour hotline: (540) 639-1123

<https://www.wrcnrv.org/>

*Crisis/Emergency Numbers:*

**ACCESS Emergency Services**

emergency psychiatric evaluation and crisis intervention

**(540) 961-8400**

New River Valley Community Services

**CONNECT**

emergency psychiatric evaluation and referral service

**(800) 284-8898**

Carilion Clinic

**RAFT Crisis Hotline**

paraprofessional phone counseling

**(540) 961-8400**

New River Valley Community Services

**RESPOND Crisis Line**

mental health evaluation and assessment

**(800) 541-9992**

Lewis Gale Hospital System

## Section VII: Technology FAQ

As you consult the following FAQ, always keep in mind that some browsers “play nice” with certain programs but not with others. Install more than one browser on your computer so that if you do not get the results you expect with one browser, you can switch to another.

### *What is OneCampus?*

[OneCampus](https://onecampus.radford.edu/) is a portal that allows you to connect to a number of university systems and services. You will see a link to OneCampus on most Radford University web pages (upper-right underneath the Quick Links button), or you can navigate to OneCampus by typing <https://onecampus.radford.edu/> into your browser. Once there you will see numerous tiles, each providing access to a particular tool.

Most services and systems can be accessed directly once you are logged into OneCampus. One that you may find yourself using frequently is the Desire 2 Learn (D2L) learning management system where you can perform many actions, such as posting grades, syllabi, lecture notes, and handouts; giving online quizzes; setting up drop boxes for assignments; and creating discussion boards. Once you are logged into OneCampus, you can proceed directly to D2L by clicking on the *Learning Management System* tile.

Another tile you may find yourself clicking on frequently is the one for the *Self Service Banner Main Menu*: Clicking on that tile brings up three categories: *Personal Information, Faculty Services, and Employee*.

- Personal Information: Change your official university information (e.g., addresses, phone numbers, alternate email addresses, emergency contacts).
- Faculty Services: Access class lists and enter midterm and final grades, among other services.
- Employees: Access Pay Information, Tax Forms, and Faculty Load and Compensation (FLAC).

As you become familiar with what OneCampus offers, you can customize the page so that the tools you use frequently rise to the top. Simply click the heart icon on the tiles for the systems or services that you rely most often. Once you’ve clicked on at least one tile, a *My Favorites* section will be created for you.

If you don’t immediately see a tile that identifies the system or service that you are searching for, type a word into the search bar to pull it up.

### Examples:

- *Midterm* will return *Enter Midterm Grades*.
- *Roster* will return *Detail Class List* and *Summary Class List*.
- *Parking* will return *Manage Parking Account*, *Parking Permits*, *Campus Map and Parking*, and *Parking Citations*.

### *How do I activate my Radford University account?*

1. Locate the Radford account claim email in your personal or work email account. Look for an email with a radford.edu address with subject line such as **"Claim your Radford University Account."**
2. Navigate to the [OneCampus](https://onecampus.radford.edu) portal. (The OneCampus button is available on most RU pages in the upper right-hand corner. Alternately, type <https://onecampus.radford.edu> into your browser.)
3. Ignore the Sign In button and type *password* to locate the *Claim/Activate Your Account* tool.
4. After you have selected the *Claim/Activate Your Account* tool, provide the requested information to complete the process.
5. Going forward, you may now sign in to [OneCampus](https://onecampus.radford.edu) using your RU username and the password you have just created. (The user name is part of the RU email address that has been generated for you—the name that appears before the @ sign.)

### *What is Duo Two-Factor Authentication?*

All users—faculty, staff, and students—are required to use two-factor authentication when logging in to their university accounts.

Two-factor authentication enhances security by adding a second layer of authentication to your login. This method is stronger than a password alone because two factors confirm you are who you say you are: something you know such as your password and something you have like a cell phone or tablet. This ensures that even if a hacker manages to obtain a user's login credentials, the information is useless without access to the user's secondary device.

Radford University relies on Duo, a cloud-based security company, for two-factor authentication services. The Duo app is free for smart phones and tablets, the commonest device used when authenticating a login. Several instruction sheets on Duo are available via [iOneStop](https://radford.service-now.com/itonestop) at <https://radford.service-now.com/itonestop>. Type *duo* in the search bar and select the instruction sheet appropriate for your device or situation.

If you need assistance downloading and activating Duo, call the [Technology Assistance Center](#) at 540-831-7500 for Phone Support or visit the Center at Walker Hall 153 for Walk-In Support.

### *How do I activate Duo Two-Factor Authentication?*

Once you have activated your account and set a password (see above, *How do I activate my RU Account?*):

1. Visit the [OneCampus](https://onecampus.radford.edu/) login page at <https://onecampus.radford.edu/>.
2. Enter your Radford Username and password.
3. During this login, you will be prompted to setup Duo two-factor authentication, which uses the Duo Mobile smartphone app or a telephone call to authenticate you when you access Radford systems. You may also request a token that allows you to use passcodes as a backup way to authenticate your account.
4. Follow the instructions to setup **Duo** authentication.

### *What is ITOneStop?*

[ITOneStop](https://radford.service-now.com/itonestop/), at <https://radford.service-now.com/itonestop/>, is the university's portal for technology information and support. It links you to staff and resources that will help you address hardware, system, and software issues. When you visit [ITOneStop](https://radford.service-now.com/itonestop/), notice the icons near the top of the page. *Get Help* allows you to report that something is broken or not working as expected. *Classroom Help* also allows you to report broken or malfunctioning technology, but specifically in the classroom. (*Note: For immediate classroom help, see the next section.*) *Knowledge* allows you to browse and search articles about technology, such as how to set up email on IOS devices or how to pin or unpin Apps to a start menu or taskbar. *My User Account* allows you to activate your account and perform such actions as recovering your username or password.

You also can access [IT OneStop](https://radford.service-now.com/itonestop/) from within [OneCampus](https://onecampus.radford.edu/). Either look for the tile *Get Help with Technology (ITOneStop)* or type *itonestop* into the search bar.

See also below, "How do I get answers to questions not included in this FAQ?"

### *How do I report classroom technical issues requiring immediate action?*

If you are teaching and need help right away, call 540-831-7500. Stay on the line until the option of speaking to a technician is mentioned and then choose immediate classroom assistance. A technician will be sent to your classroom as soon as possible.

Always have a backup plan so that you can continue teaching as you wait for help (and in case the problem is not immediately solvable). For example, bring printouts of your notes, carry dry-erase markers and be prepared to go low tech, or be ready to pivot to discussion questions or a group activity.

The classroom-support line is consistently staffed weekdays from 8 a.m.-5 p.m. Additionally, during at least the first two weeks of classes you should be able to reach someone up until 10 p.m., but be advised that few technicians will be on duty, which will affect response rates.

### *Can I report non-classroom technical issues by phone?*

If you need help with your laptop or office computer, you may call 540-831-7500. Stay on the line until the option of speaking to a technician is mentioned and then select “all other technology issues.” You also can submit help requests through [ITOneStop](#). (See *What is ITOneStop?*) If the issue is recurring or IT cannot fix it, then talk with your department chair about potential solutions.

### *Is there a physical location where I can go for technological assistance?*

The [Technology Assistance Center](#) provides Walk-in Support in Walker 153. The Center is open from 8:30- a.m.-5:00 p.m., with the last walk-in customer accepted at 4:30.

### *What is the Software Center?*

The [Software Center](#) allows faculty and staff to download university-approved software onto their university laptops and computers.

Software available for download literally range from A (Adobe Acrobat DC) to Z (Zoom Client and Outlook Plugin).

One program you may want to download is PaperCut Client, which you will need if you want to connect to a networked printer, as described in the next section, *How do I connect my printer to my department’s networked printer?*

If you are a Windows user, you will find instructions for [Downloading Software using Software Center](#) at [https://radford.servicenow.com/itonestop/?id=kb\\_article&sys\\_id=b6374ab00fd94600acf4317ce1050ec5](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=b6374ab00fd94600acf4317ce1050ec5)

If you are a Mac user, please enter a request to have software downloaded at [ITOneStop](#).

See also [Software Availability](#) at <https://www.radford.edu/content/it/home/it-support/software.html>.

### *What is Office 365?*

Office 365 is a suite of Microsoft programs for your personal computer(s). It is a free download for use on up to 5 personal computers through your Office 365 account. Once installed, it is accessible via [OneCampus](#). Look for the *Office 365* tile or type *office 365* into the search bar.

### *What is OneDrive.*

OneDrive provides cloud storage for your files that you can access from anywhere in the world. OneDrive is accessible via [OneCampus](#). Look for the *OneDrive* tile or type *onedrive* into the search bar.

### *What is my H: drive?*

Your H: drive is a secure network drive for document storage that should be automatically accessible any time you log on to a university computer when on campus. You can view/manage its contents in your File Manager/My Computer window.

You also can access your H: drive from off campus by means of a virtual private network (VPN). See the next section for instructions on how to do so.

You should have ample storage on your H: drive, and everything in your H: drive will be backed up on a daily basis.

### *How Do I Email My Entire Class Using an Alias?*

Course aliases are automatically generated every semester, and using one is a convenient way to contact email the whole class (including you, so you get a copy).

Course alias format is not case-sensitive. The address must contain this information:

ru-PrefixCourseNumber-SectionNumber-Semester@radford.edu

(Semester = fall, winter, spring, sum1, sum2, sum3, or may)

Examples:

ru-psyc301-02-fall@radford.edu

RU-PSYC121-12-SUM3@RADFORD.EDU

You may also mail your entire class from within D2L.

### *What is the VPN-Cisco AnyConnect Secure Mobility Client?*

VPN stands for Virtual Private Network. Radford University's VPN allows for secure access to the campus network, including your H: drive, from off campus.

1. Click the "Show Hidden Icons" arrow on the taskbar. This icon looks like a caret (^).
2. Click on the AnyConnect icon.
3. Select **webvpn** from the drop-down menu, and click **Connect**
4. Enter your RU account credentials and verify through DUO.
5. Read the VPN Server Policy and click **Accept**.

For further information,

- If you are Windows user, consult the guide [Connecting to VPN with Duo Two-Factor – Windows](https://radford.servicenow.com/itonestop?id=kb_article&sys_id=aaf88df1db633001b5c7dfdae961974) at [https://radford.servicenow.com/itonestop?id=kb\\_article&sys\\_id=aaf88df1db633001b5c7dfdae961974](https://radford.servicenow.com/itonestop?id=kb_article&sys_id=aaf88df1db633001b5c7dfdae961974).
- If you are a Mac user, consult the guide [Connecting the university through VPA – Mac](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=30b4ec8b0f983100248149bce1050e7) [https://radford.servicenow.com/itonestop/?id=kb\\_article&sys\\_id=30b4ec8b0f983100248149bce1050e7](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=30b4ec8b0f983100248149bce1050e7)

### *What is Desire to Learn (D2L)?*

D2L is a classroom management system (CMS). Each of your courses will have a D2L shell created for it, and you will be able to add content to the shell.

You can access D2L via [OneCampus](#). Look for the *Learning Management System* tile or type *learning management* into the search bar. The *Learning Management System* tile may be a good one to add to *My Favorites* by clicking on the heart icon on the tile.

For instructions for using D2L, including information about how to get started, go to this page: [https://radford.service-now.com/itonestop/?id=kb\\_article&sys\\_id=273f9b0c6f400b803d3005402e3ee429](https://radford.service-now.com/itonestop/?id=kb_article&sys_id=273f9b0c6f400b803d3005402e3ee429).

Note: If you are teaching multiple sections of a class, then all of the sections will be set up in one D2L course shell. In the gradebook and class roster, you can sort by section so you can separate students out, but for the most part D2L is assuming you are doing similar things with each section. If you are doing different things with your sections, such as teaching one section on a TR schedule and another on a MWF schedule, you may contact the Technology Assistance Center and request that separate course shells be set up for your sections.

### *What is Starfish?*

Starfish is a program that instructors, advisors, and other university staff can use to help with student retention and advising. As an instructor you can use starfish to alert a student, the student's advisor, and other people on campus when the student is having issues: not coming to class, missing assignments/tests, at risk for failing the course, or is having social/wellness issues that need to be looked into. You can raise a flag which, depending on the type of flag you raise, will send email alerts to the student and the student's advisor. Social and Wellness Concerns do not go to the student. Those flags will trigger action from either staff in residential life (for on campus students) or the Dean of Students Office for off campus students. You can also send Kudo's to student to acknowledge things they are doing well.

You can access Starfish via [OneCampus](#). Look for the *Starfish* tile or type *starfish* into the search bar.

Some things to keep in mind when you start using Starfish. First, when you open starfish it will ask you to use the Office Hours Setup Wizard. Any office hours that you list here will allow students to sign up for times to meet with you. Unless you are doing advising, this is probably not something you want to set up. It will prompt you every time you open it, but you can just close it.

Second, if you raise a flag or kudo for any reason, keep in mind that whatever you write here will be seen by others on campus. So, keep it professional. Also, this information can be subject to FOIA requests (meaning they are public information and people can legally request access to them). Think carefully about what you share, especially when raising flags about social and wellness concerns.

Third, if you raise a flag for attendance, danger of failing, or missing/late assignments and you know the issue has been resolved, then please clear your flag. Otherwise, someone in our college advising office will have to follow-up and do it. Also, keep in mind, even after you clear the flag, there will be a record that the flag was raised, so advisors can keep track of patterns of concerns over the student's academic history.

Fourth, around the sixth or seventh week of classes you receive email notices from Starfish about Midterm Progress Report Surveys. Within Starfish, you can send all the students in your class information on how they are doing in your class. In the survey form, you can offer kudo's, raise flags, or rate students' performance as unsatisfactory. You can also add personal comments to each evaluation (again keep in mind the whole starfish team can see these comments).

Other things to keep in mind:

- The Starfish progress reports are not the same as the Midterm Grades (see Midterm Grades above). The requests for midterm grades will come from the Registrar's office about a week or so after the Starfish survey requests are sent out. We are required to provide midterm grades for certain students. We are not required to do Starfish progress reports, though we are encouraged to do so.
- If you do the Starfish progress report, you will still need to turn in Midterm Grades (through OneCampus/grade portal). Starfish and the registrar's grade portal, do not talk to one another.
- If you do the Starfish Progress Report, remember that it emails your report to each student. It is best to reserve unsatisfactory ratings for students you really want to hear from... you will hear from them and it can be overwhelming.

### *What is the difference between Radford Wireless and eduroam?*

When you try to connect a device to university-supported WiFi, you will see three choices: Radford\_Guest, Radford\_Wireless, and eduroam. Radford\_Guest is a 7-day registration option for guests visiting Radford University. Ignore Radford\_Guest and log in to either Radford Wireless or eduroam.

To log in to Radford Wireless\* enter the same credentials that you use to log in to OneCampus: your user id and your password.

Eduroam provides access not only to WiFi at Radford University but to WiFi at any university that participates in eduroam. To log in to eduroam, type your full email address, including the @radford.edu, as your id, and enter your usual password. If you make eduroam your default network, your device may automatically connect to networks at participating universities. If not when you are traveling, simply select eduroam whenever you see it and log in as described above.

\*Alternate name for Radford\_Wireless: RUC\_Wireless.

### *How do I get answers to questions not included in this FAQ?*

You may still have many technology-related questions. How will you, for example set up Outlook on a smart phone or set up an Outlook signature or set up Outlook defaults?

You may find the answers to these and many other questions via [ITOneStop](https://radford.service-now.com/itonestop/) at <https://radford.service-now.com/itonestop/>. These and many other questions can be answered at this site. There are several ways to find answers.

1. You may find the answer straightaway in the list of Most Viewed Articles on the iTOneStop homepage. Sample items:
  - [Office 365 Free to RU Students, Faculty & Staff - Directions](#)
  - [Installing Software Using Software Center--Faculty/Staff \(Windows Users\)](#)
  - [Email Setup - iOS Devices](#)
  
2. You may also find answers straightway in the list of Start of Semester Resources. Sample items:
  - [Office 365 Free to RU Students, Faculty & Staff - Directions](#)
  - [Manage Device Options - Reactivate Duo Mobile or Change Device Name](#)
  - [Setting Up Email in iOS and Office 365 Cloud](#)
  
3. You can enter a phrase into the search box under the iTOneStop banner. For example, typing *onedrive* results in multiple articles with detailed instructions for making the most of your cloud storage.
  
4. You can browse and search for technology articles by clicking on the *Knowledge* link. On the Knowledge home page, you will see lists of *Top Rated Articles* and *Most Viewed Articles*, and you also will see a list of Categories, starting with *Accounts and Access* and ending with *Wireless and Network Connectivity*.

## Section VIII: Dates, Maps, and Key Contacts—Quick Reference

### *Important Dates*

- The Academic Calendar can help you with filling in important dates on your syllabus.
  - <http://www.radford.edu/content/radfordcore/home/academics/courses-and-schedules/calendar.html>.
- Drop-Add/Schedule Adjustment Period – First Week of Class (for undergraduate courses)
  - <https://www.radford.edu/content/registrar/home/registration-information/schedule-adjustment.html>
  - Fall - Ends 11:59 pm on Sunday after first week of classes
  - Spring – Ends 11:59 on Monday after first of classes
  - New Freshman & Readmitted students have to go to their advising office to change their schedules
- Midterm Grades Due – End of Week 8
- Withdrawal Deadline – End of Week 12
- Student Evaluation of Faculty – Week 13-14
- Finals Week – check the final exam schedule for the date and time of your final exam.
  - <https://www.radford.edu/content/registrar/home/exam-schedule.html>
  - Note: If you have lecture and lab classes and you want to use the lab space during your final exam, you need to use the final exam time associated with the lab meeting time, not the lecture.
- Final Grades Due – 10 a.m. on Monday following finals week
- Adjunct Evaluations – May-June each year.
- Tenure Track Faculty Evaluations – Faculty Annual Report due August 15<sup>th</sup>.

### *Campus Maps & Building Codes*

Maps - <https://www.radford.edu/content/dam/radford/content-files/Parking-map-2020.pdf>

Building Codes - <https://www.radford.edu/content/registrar/home/registration-information/building-codes.html>

### *Important contacts*

#### *Administrative Contacts*

Dean of College of Humanities and Behavioral Sciences

<https://www.radford.edu/content/chbs/home/about/staff.html>

Dean: Mathew Smith  
 Associate Dean: Kim Gainer  
 Dean's Assistant: Kerie Benson  
 Dean's Administrative Assistant: Stacey Griffin  
 HH 3401  
 540-831-5149

Dean of Students:

<https://www.radford.edu/content/dos/home.html>

Dean of Students: Susan Trageser  
 Heth 274  
 540-831-6758

### *University Police*

Allen Building / East Main St.  
 540-831-5500

### *Technology Support*

Campus-wide Classroom Technology Assistance – Call 540-831-7500

CHBS IT Support

Jeremy Jennings ([jaiennings@radford.edu](mailto:jaiennings@radford.edu))  
 HH 3313 (540-831-6143)

Technology Assistance Center / Help Desk

<https://www.radford.edu/content/it/home/it-support.html>

Phone Support: 540-831-7500  
 Walk in Support: Walker 153

### *Bookstore*

<https://radfordu.bncollege.com/shop/radfordu/home>

Dalton Hall – Lower Level  
 540-831-5498

For Book Orders

Text Book Manager: David Reed ([rubookstore@radford.edu](mailto:rubookstore@radford.edu); 540-831-6060)

### *Support for Students*

Center for Accessibility Services

<https://www.radford.edu/content/cas/home.html>

Russell Hall – 3<sup>rd</sup> Floor  
 540-831-6530

Writing Center—support for all stages of the writing process

<https://www.radford.edu/content/chbs/home/english/writingcenter.htm>

HH 4800

540-831-5614

Dean of Students:

<https://www.radford.edu/content/dos/home.html>

Dean of Students: Susan Trageser

Heth 274

540-831-6758

Harvey Knowledge Center—tutoring and support for study skills

<https://www.radford.edu/content/highlander-knowledge-center/home.html>

McConnell Library (540-831-7704)

Office of Institutional Equity Title IX

<https://www.radford.edu/content/institutional-equity/home/title-ix.html>

Director: Andrea Zuschin

314B Tyler Place (the entrance is located between Subway's and Moe's on Tyler)

540-831-5307

Office of Student Standards and Conduct:

<https://www.radford.edu/content/student-conduct/home.html>

Director: Dave Stuart

Heth 207

540-831-5321

Student Counseling Services—a confidential Mandated Reporting location.

<https://www.radford.edu/content/student-counseling/home.html>

Tyler Hall – Lower Level

540-831-5226

Student Health Services—a confidential Mandated Reporting Location

<https://www.radford.edu/content/student-health/home.html>

Moffett Hall – Lower Level

540-831-5111

Substance Abuse and Violence Education Support (SAVES)—a confidential Mandated Reporting location.

<https://www.radford.edu/content/saves/home.html>

Tyler Hall – Lower Level  
540-831-6031

*Employment Related*

Human Resources Office

<https://www.radford.edu/content/human-resources/home.html>

314B Tyler Tyler Place (the entrance is located between Subway's and  
Moe's on Tyler)  
540-831-5008

Office of Institutional Equity Title IX

<https://www.radford.edu/content/institutional-equity/home/title-ix.html>

Director: Andrea Zuschin

314B Tyler Tyler Place (the entrance is located between Subway's and  
Moe's on Tyler)  
540-831-5307