

Handbook for
Adjuncts and New Faculty

Radford University

College of Humanities
and
Behavioral Sciences

2018-2019

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Introduction

This handbook is meant to be a guide for Adjuncts and new T&R Faculty teaching in the College of Humanities and Behavioral Science. It should help you navigate many of the most common issues that you will encounter as you teach at Radford University.

Please keep this handbook and refer to it whenever questions arise as to your roles or responsibilities as a member of the CHBS teaching community.

Throughout the Handbook, the word “instructor” is used generically rather than to refer to a particular rank. When it is used, it refers to all classifications, whether adjunct, special purpose faculty, full-time temporary, or tenure track. 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.

Thanks are in order 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.

Dr. Kim Gainer
Associate Dean, CHBS
Editor

Section I: College Organization and Contact Information

Dean's Office

CHBS 3401
Phone: 540-831-5149

Interim Dean	Matt Smith
Associate Dean	Kim Gainer
Executive Secretary	Stacey Griffin
Assistant to the Dean	Kerie Benson

Advising Center

CHBS 3301
Phone: 540-831-6336

Director	Gloria Tuckwiller
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Departments: Chairs

Department	Chair	Main Office	Main Ext.
Communication	Bill Kennan	CHBS 2111	6553
Criminal Justice	Steve Owen	CHBS 5402	6148
English	Rosemary Guruswamy	CHBS 4108	5614
Foreign Languages/Literatures	Matthew Turner	CHBS 4302	5120
History	Sharon Roger-Hepburn	CHBS 4602	5147
IDSL	Robert Williams	CHBS 4123	5614
Military Science (ROTC)	W. McBride-Renchler	Russell 027	5288
Philosophy/Religious Studies	Paul Thomas	CHBS 4202	5213
Political Science	Tanya Corbin	CHBS 5302	5698
Psychology	Jeff Aspelmeier	CHBS 5108	5361
Sociology	Beth Lyman	CHBS 3106	5615

Departments: Administrative Assistants

Department	Admin	Office	Ext.
Communication	Ann Marie Cox	CHBS 2111	6553
Criminal Justice	Lynn Arnold	CHBS 5402	6148
English	Holly King	CHBS 4108	5614
Foreign Languages/Literatures	Trena Fields	CHBS 4302	5120
History	Kimberly Lookabill	CHBS 4602	5147
Military Science (ROTC)	Juan Martinez	Russell 027	5288

Philosophy/Religious Studies	Trena Fields	CHBS 4202	5213
Political Science	Laura Metz	CHBS 5302	6598
Psychology	Erin Thompson	CHBS 5108	5361
Sociology	Sidra Kaluszka	CHBS 3105	5615

Section IIA: The Mechanics of Employment (All Instructors)

The Teaching and Research Faculty Handbook

All the rights and responsibilities of being full-time or adjunct 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. This Faculty Senate page includes a link to the Handbook: <https://www.radford.edu/content/faculty-senate/home/documents/TRFaculty-Handbook.html>.

Resources for New Instructors

The Center for Innovative Teaching and Learning (CITL) maintains a page of links to [New Faculty Resources](https://www.radford.edu/content/CITL/home/training/faculty-resources.html). Many of the linked resources will be useful to both adjuncts and full-time faculty. The list, available at <https://www.radford.edu/content/CITL/home/training/faculty-resources.html>, are divided into such categories as Employee Resources, Administrative Resources, Safety and Security, Teaching Resources, and Technology Resources.

The Registrar's Office, responsible for scheduling classes, registering students, verifying enrollment, and maintaining grade records and transcripts, also maintains a list of useful links. The Quick Links on its [home page](https://www.radford.edu/content/registrar/home.html) 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, or if you have never logged into MyRUID, you must first activate your account.

- Navigate to the User Account Self-Service page at <https://myruid.radford.edu>.
- Click on the “Activate Account” button and then follow the directions.
- Be sure to make note of your RU username and the password you create. The user name will also be your RU email address: username@radford.edu.

Notice that the User Account Self-Service page at <https://myruid.radford.edu> also allows you to perform other actions, such as changing your password or recovering access to your account if you forget your password. You may need to return to this page from time to time.

Reset Your Password on a Regular Basis

Your password to your Radford University account must be reset every six months. To reset your password, you may use the User Account Self-Service page at <https://myruid.radford.edu> that is described above in Activate Your Radford University Account. You can also change your password by logging in to MyRU. (The MyRU button is available on most RU pages in the upper right-hand corner, underneath the Quick Links button.). After you click MyRU, locate the Personal INFO icon on one of the virtual shelves. Clicking it will bring you to a number of choices, including the option to change your password under Account Settings.

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 insure 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: The Mechanics of Employment (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, you can do so via Payline, which the Commonwealth of Virginia uses to manage tax and paystub reports for state employees. The Payroll office maintains a website with a link for Signing up for [Payline](#), as well as a link for [Payline instructions for first-time users](#).

Travel Policies

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

If you plan to travel you need to inform the department well in advance of your planned travel (those deadlines may vary from department to department), so be sure to refer to your department's guidelines.

- Application process
 - Instructors seeking reimbursement for any travel must complete a Request for Travel (RFT). Also, if faculty are not seeking reimbursement for their travel, are representing the university, and the travel costs more than \$500 the faculty will need to submit an RFT. For travel less than \$500, faculty should complete the Leave of Absence form which will be signed by the department chair and kept on file in the department office.
 - Faculty should work with the Department Admin to complete RTFs and the subsequent approval process.
 - All applications must be approved PRIOR to travel, since generally, the university will not approve money for travel that took place PRIOR TO approval. **Currently the university requires 30 days to approve travel within the contiguous United States and 60 days to approve international travel (which include travel to Hawaii, Alaska, and Puerto Rico).**
 - Applications can be made for all travel that will occur, between **June 1st and May 31st** of a given academic year. However, because of the end-of-year fiscal deadlines that occur in June, travel during June cannot be paid for from the current year's budget except for the two things that may be prepaid: airfare and conference registration. Other expenses incurred during June travel (e.g., meals, hotels), can be reimbursed only through the subsequent year's budget. Thus, if you travel during June, you may be using part of your travel allotment for NEXT year.

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 resources for new faculty at <https://www.radford.edu/content/CITL/home/training/faculty-resources.html>.

Section IIB: The Mechanics of Employment (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), everything from on-campus offices such as the Department of Human Resources to off-campus resources such as Virginia Department of Accounts Payline. 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.

Adjuncts may teach a maximum of twenty-seven credit hours across the academic year (August 10 to August 09). For example, an adjunct teaching all 3-credit hour courses might be assigned five courses in fall and four in the spring, or, alternately, four courses in the fall, four in the spring, and one during an intersession. In either scenario, the total credit hours would equal twenty-seven.

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,” available at 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, a Self-Service Banner (SSB) tool, in order to accept their teaching assignments. Log on to MyRU, using the username and password for your RU account. (See the instructions above to *Activate your RU Account*). Once you have logged on, locate the Employees icon on one of the virtual shelves and click on it. Then look for the Banner SSB Employee Menu under Employee Tools. Clicking on the Banner SSB Employee Menu tab will bring you to a page with a link to Faculty Load and Compensation.

For screen captures of the above steps, go to this document:

https://www.radford.edu/content/dam/departments/administrative/Provost/Acknowledgment_screen_shot_v3.pdf.

About a week 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: 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, begin by reviewing 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>. In addition, feel free to contact the College's Academic Integrity Case Coordinator, Dr. Kim Gainer, either by email at kgainer@radford.edu or by phone at 540-831-5154. You may consult Dr. Gainer both before and after you meet with your student.

Please note: In your syllabus, while you should stress the importance of academic integrity and include the Honor Code, please do not spell out predetermined penalties for specific violations and please do not mete out such penalties without going through the process spelled out 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 and Grading Policies

You are responsible for making certain that your academic policies are clear and unambiguous. Define these policies at the beginning of the semester; they constitute a binding agreement and should not be changed by the instructor during the semester.

During the first week of each course, inform students of the attendance policies for the class. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences for documented official university-sponsored activities, as well as for illnesses and other emergencies. It is the student's responsibility to make arrangements which are acceptable to the instructor to make up for 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.

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

Grades should reflect the explicit standards or expectations. Make every effort to grade in a fashion that is consistent with those standards and expectations.

Course Overrides

During registration periods (beginning of November and beginning of April), you may be contacted by students who want to enroll in classes that are full. Procedures for dealing with requests for overrides vary by department, but please make certain that any student who contacts you understands that department chairs must approve course overrides. Unbeknownst to you, the chair may already know of a student who needs a seat in the course. So do not promise that the student will be added, but do let

the chair know whether you are willing to accept students above the cap, including any particular student.

Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy

Radford University maintains a Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy (Amended October 6, 2015). For the full policy, including reporting procedures, visit the following link:

<http://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PR-1002-Discrimination-Grievance-Procedures-Adopted-Oct62015.pdf>. Please note that Title IX Coordinator is Andrea Zuschin. Telephone: (540) 831-5307; Email: 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 even if a student or colleague tells you something in confidence which 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. Generally, many faculty have adopted the practice of reminding students that want to share confidential information that we are mandated reporters. If students want to, they can talk confidentially to someone on campus, they can talk with physicians and licensed medical personnel at the Student Health Center, and licensed counselors at the Student Counseling Services, and 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)

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.

It is strongly recommended that you review the resources below for detailed FERPA information:

http://www.radford.edu/~registra/web_2009/portal/FERPA/ferpa_key_concepts.htm
http://www.radford.edu/~registra/web_2009/portal/FERPA/ferpa_faculty_info.htm

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 (whole or partial) social security number 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
- At any time use the (whole or partial) social security number or student id number of a student in a public posting of grades
- Link the name of a student with that student's (whole or partial) social security number 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, without the student's written permission 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 system 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.

Grading: Information in Undergraduate Catalog

Details about grades and grading policies can be found in Academic Policies Section of the Undergraduate Catalog (Be sure to select the most recent catalog year):

<http://catalog.radford.edu/index.php?catoid=35>

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. 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, log in to MyRU and click on the Teaching icon. When midterm grades are due in a class, a link will become visible underneath the section for Class Details on the lower right-hand side of the screen. Alternately, log into the MyRU portal and click on the following: Teaching > Banner SSB Faculty and Advisor Menu > Midterm Grades > Select the appropriate semester (Term) and Submit. The grade entry page will show you which students need to have their midterm grades entered. The Registrar's office also will send out fairly detailed directions on how to enter midterm grades when they announce that access to midterm grade rosters is open.

It is generally a good practice to give all your students midterm grades, but for students for whom midterm grades are not required, you will have to distribute them to your students through D2L

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. The Starfish progress surveys are recommended but not required and any information you enter in Starfish does not get shared with the Registrar, just with the student and the student's advisor.

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. When midterm grades are due in a class, a link will become visible underneath the section for Class Details on the lower right-hand side of the screen. Alternately, log into the MyRU Portal and click on the following: Teaching → Banner SSB Faculty and Advisor Menu → Final Grades → Select the desired semester (Term) and Submit.

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. 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 get final grades assigned.

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

Grading: Incomplete Grades

Incomplete grades should be given rarely. An incomplete is intended to give a student who has completed most of their course work an opportunity to finish a modicum of work that they were unable to complete before the end of semester because of extenuating circumstances.

When you enter an incomplete grade into the online Grade Roster, you will need to fill in the incomplete grade form that pops up. Indicate exactly what assignments 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.

Once the student has completed their coursework, you must submit a Change of Grade form (available at the Registrar's office). Do so by the beginning of exam week or the grade will automatically change from an I to an F.

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:

- that the grade was based on at something other than the student's performance in the course,
- that the standards of the course were applied unfairly among the students in the class, or
- that the grades are based on standards that were "significant, unannounced and unreasonable departures" from the syllabus.

The student must submit a written statement within 10 days of the beginning 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 appeal it. Similarly, a student appealing a grade given in the spring must submit a written appeal within the first 10 days of the following fall semester. Instructors must respond to this statement within five (5) school days. Procedures 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 Policies

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 Sexual Harassment Policy, available at <http://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PR-1002-Discrimination-Grievance-Procedures-Adopted-Oct62015.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:

<http://www.radford.edu/content/dam/departments/administrative/policies/GeneralPoliciesandProcedures/GEN-PO-1002-Discrimination-Policy-adopted-Sept182015.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>

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

Student Evaluations of Faculty

Between the 13th and 14th week of classes all adjunct and untenured faculty are expected to conduct student evaluations for each course they are teaching. Prior to the 13th 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. Go over the syllabus at the beginning of the semester, and be certain to alert students, both orally and in writing, if it becomes necessary to make any changes to the syllabus.

There are no published formal university policies regarding the required content of syllabi, but our accrediting body, the Southern Association of Colleges and Schools (SACS), does recommend that certain elements be included. Consult the following checklist, 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

- For students with Disabilities: Include the following statement from the Center for Accessibility Services (CAS) in your syllabi. (For other university policies, you may list the stable URL where students may access information online.)
 - Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. To begin the registration process, complete a Student Registration

Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the Russell Hall, Room 325, by fax to 540-831-6525, or by email to cas@radford.edu (See documentation guidelines). For more information, visit the Center for Accessibility Services (CAS) website or call 540-831-6350.

- 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 course's area within the Core Curriculum 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. If you have been “officially” assigned to the class (i.e., your name is on the online schedule – see the MyRU section for directions on accessing the online class schedule), then you should be able to submit your book orders through the bookstore website:

<https://radfordu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=87897&catalogId=10001&langId=-1>

To do so, go to the **Faculty Resources** page on the **Textbook** dropdown menu and then follow the **Adopt** link on the [faculty enlight page](#). You also can get to this page through the Teach module of MyRU.

If you are a new hire/newly assigned to the course and your name is not on the schedule yet, then the easiest way to adopt text books is to talk directly to someone at the book store. Email 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.

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 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 for special treatment with regard to late work and absence policies, but if you give in to these requests, other students may resent you for applying your policies 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.

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 should consider canceling your class and making an announcement to your class, both via email and by posting a sign on the classroom door.

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 reoccurring 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 should 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 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 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.

You can manage your RU Alert notification settings in the Personal INFO module of MYRU.

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 should be addressed if they are to continue to progress toward their degrees. This section of the Handbook points you toward resources that you or your students can access to help your students meet their goals.

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 Dean of Students' office 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 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: [click here to link to RU's Behavioral Consultation Team \(BCT\) Reporting Form](#). *These reports are read daily.* Examples of behaviors that might trigger a report to the BCT are listed at the [BCT website](#). 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, and you should [click here to link to RU's Behavioral Consultation Team \(BCT\) Reporting Form](#).

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 on the [BCT website](#) or under [Students in Distress](#), 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, log in to MyRU and click on the Starfish icon. Initially, 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.*

Alternative pathway to accessing Starfish: If you are on the Teaching page within MyRU, click on the link to Starfish Login under Academic Tools.

*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 the [BCT website](#).

The Whole Student: Support for Your Students' 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.

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 will receive assistance. Resources and services coordinated through the CAS include 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 housing accommodations. CAS also will work with RU students who need confirmation in order to receive accommodations for Educational Testing Service (ETS) exams.

The Center for Accessibility Services is located on the third floor of Russell Hall, in Suites 301-327. Its phone number is 540-831-6297, and its email is dos-web@radford.edu.

Phone: 540-831-6350
VP for ASL Users: 540-922-1176

Email: dro@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 funds to attend Radford University.

Phone: 540-831-5408

TDD: 540-831-5128

Email: finaid@radford.edu

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.

Services include walk-in hours Monday-Friday, from 1 p.m. to 3 p.m.

Phone: 540-831-5226

Academic Services

Academic Advising

The Undergraduate Academic Advising home page is located at <https://www.radford.edu/content/advising/home.html>. Through that page your students can access links to the advising centers for each college ([Who is my Advisor?](#)), as well as other useful links, such as to [Registration Information](#), the [Academic Calendar](#), and a [GPA Calculator](#).

CHBS maintains its own advising resource. Its starting point is the Humanities & Behavioral Sciences Advising Center at <https://www.radford.edu/content/chbs-adv/home.html>.

CHBS Writing Center

The CHBS Writing Center serves a subset* of students, some of whom may be enrolled in your courses. The Center is located in CHBS 4800, and is open during spring and fall semesters. Staffed by CORE instructors, the Center tutors students who are working on writing assignments in any course, regardless of discipline, as

long as they are enrolled in CORE 101 or CORE 102. If enrolled in either course, they may use the services of the Writing Center not only for either course but also for any other courses in which they are simultaneously enrolled. If you are teaching freshmen, or even sophomores, you are very likely to have students who are eligible to make use of the CHBS Writing Center.

To learn more about the resources the CHBS Writing Center provides to students, please contact Dr. David Beach (dbeach6@radford.edu).

If students are not eligible* for assistance through the CHBS Writing Center, you may want to draw their attention to NetTutor, whose services include an Online Writing Lab, and The Highlander Knowledge Center, whose services encompass writing as well. See below for descriptions of both resources.

**The CHBS Writing Center may be serving additional students during 2018-2019, so please be alert for announcements about changes in that respect.*

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 [Highlander 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 831-7704 to schedule an appointment or may [schedule an appointment online](#) from a link at the [Center's home page](#).

To learn more about the Highlander Knowledge Center, contact the interim coordinator of the Highlander Knowledge Center, Dr. Melissa Lisanti, at 831-6855 or at mlisanti2@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, log in to MyRU and click on the D2L icon. Once on the D2L homepage, click on the Radford University Support button and select Net Tutor from the resulting dropdown menu. A page will open that provides links to content areas, starting with Accounting and ending with Statistics.

To learn more about the NetTutor service, contact the interim coordinator of the Highlander Knowledge Center, Dr. Melissa Lisanti, at 831-6855 or at mlisanti2@radford.edu.

Section VI: 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 MyRU?

MyRU is a portal that allows you to connect to a number of university systems and services. You will see a link to MyRU on most Radford University web pages. Look at the upper right-hand corner of the page. You will see a Quick Links button and immediately underneath that will be a MyRU button. Tools available via the MyRU login include

- **Email:** Logging in to MyRU provides you with access to an internet-based Office 365 Outlook interface for sending and receiving RU email. You also will have Outlook installed on your PC. You will have to set it up the first time you open it, but the process is straightforward.
- **D2L:** You will have access to an educational course management system (CMS) 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.
- **Personal Info:** This module allows you to change your official university information (e.g., addresses, phone numbers, alternate email addresses, emergency contacts) and your campus alert settings. It also allows you to change your password and security question and to link to certain software packages.

- Employees: This module gives you access to a number of services under two categories: Administrative Tools and Employee Tools. *Please note: You will not be able to access all the tools, only those that you are relevant for your role at the university.*

One important item under Employee Tools is the Banner SSB Employee Menu. When you click on that, you can access the button for Faculty Load and Compensation (FLAC). You will need to access FLAC whenever it may be necessary to acknowledge teaching assignments. This tool is used both by adjuncts (for all teaching assignments) and on occasion by full-time faculty (for intersession assignments or overloads paid at the individual-course rate).

Under Administrative Tools, an important link for full-time faculty is the one for Digital Measures-Activity Insight, an interface that full-time faculty use for developing their Faculty Annual Reports (FARs).

- Teaching: This module gives you access to class rosters, course schedules, midterm grade rosters, final grade rosters, and other tools relevant to your teaching assignments. Under Academic Tools, it provides a link to the login for Faculty Enlight, through which you can submit textbook orders. Also under Academic tools, advisors can find lists of advisees and can access the Degree Audit, where they can look up students' academic history. The module also offers access to Transparent Language Online, a service the university subscribes to that allows you to learn or practice a foreign language.
- Finances: This module allows you to purchase meal plans and to deposit money on your id card (RU Express) that you can use in vending machines, at the RU Bookstore, at on-campus dining venues, and at some off-campus stores and dining venues. You also can deposit money for printing (but job-related printing may be available at no cost on your department copy machine). This module also links to the site where you may purchase parking passes and appeal or pay parking tickets.
- Parking: This button is a direct link to the site where you may purchase parking passes and appeal or pay parking tickets.
- Starfish: This button is a direct link to a student advising and retention system that allows instructors and advisors to monitor and report student issues.
- OneDrive: This is a cloud-based storage system for your documents. It also allows document sharing.
- IT One-Stop: See below under *What is IT OneStop?* for details about the technology support that is available through IT OneStop.

What is IT OneStop?

[IT OneStop](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 [IT OneStop](https://radford.service-now.com/itonestop/), you will see four 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 can also access [IT OneStop](https://radford.service-now.com/itonestop/) from within [MyRU](#). Once logged into MyRU, click on the IT OneStop icon. It will probably be on one of the bottom "shelves," so keep scrolling if you do not see it immediately.

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 [IT OneStop](https://radford.service-now.com/itonestop/). (See *What is IT OneStop?*) 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?

Walk in assistance is available at the Technical Assistance Center 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](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=b6374ab00fd94600acf4317ce1050ec5) at 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](#).

How do I connect my printer to my department's networked printer?

If you want to print to a networked printer, you will need to map the printer to your computer.

- If you are a Windows user, go to the [Xerox Windows printer install](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=ae31c438dbd7d3c09941fe18bf9619d4) instructions at https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=ae31c438dbd7d3c09941fe18bf9619d4. If you have not already done so, your first step will be to install a program called PaperCut Client from the [Software Center](#). (See above under *What is the Software Center?*)
- If you are a Mac user, go to the guide for [Connecting a Mac to a Xerox printer for Faculty and Staff](https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=6a86ed30db8f1b00350d54b8dc9619a8) at https://radford.servicenow.com/itonestop/?id=kb_article&sys_id=6a86ed30db8f1b00350d54b8dc9619a8.

NOTE for both PC and MAC users: Once your printer has been mapped, additional authentication may be necessary, depending on the model of printer and on whether a passcode is required to use the printer. (Your department admin may be able to help you if a passcode is the issue.)

If you have any trouble with these directions or are prompted for credentials each time you print, please contact the Technical Assistance Center at 540-831-7500 or visit www.radford.edu/onestop to request help.

What is my H: drive?

Your H: drive is a secure network drive for document storage that should be automatically accessible to you any time you logon 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 about 20GB of storage 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 Provide Network. RU's VPN will allow you to access your H: drive and other campus systems from off campus.

For instructions on how to [Download Cisco AnyConnect VPN Client](#), visit https://radford.service-now.com/itonestop/?id=kb_article&sys_id=ec0d04f50fa90200acf4317ce1050ea1.

- If you are Windows user, once you have downloaded the software, consult the guide [Connecting to VPN using Cisco AnyConnect](https://radford.service-now.com/itonestop/?id=kb_article&sys_id=96a9877e0fdc7e40acf4317ce1050ece) at https://radford.service-now.com/itonestop/?id=kb_article&sys_id=96a9877e0fdc7e40acf4317ce1050ece.
- If you are a Mac user, consult the guide [Connecting the university through VPA – Mac](https://radford.service-now.com/itonestop/?id=kb_article&sys_id=30b4ec8b0f983100248149bce1050e7) https://radford.service-now.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 by logging in to MyRU. (The MyRU button is available on most RU pages in the upper right-hand corner, underneath the Quick Links button.). After you click MyRU, locate the D2L icon on one of the virtual shelves.

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.

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 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. Information on how to use starfish can be found here: [Starfish https://www.radford.edu/content/advising/home/starfish/faculty-staff.html](https://www.radford.edu/content/advising/home/starfish/faculty-staff.html) .

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 MyRU/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.

Section VII: 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 schedule
- 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 22nd.

Campus Maps & Building Codes

Maps - https://www.radford.edu/content/dam/radford/content-files/Parking-MAP_Jan2018.pdf

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

Important contacts

Administrative Contacts:

Office of the Dean of College of Humanities and Behavioral Sciences

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

Interim Dean: Mathew Smith

Associate Dean: Kim Gainer

Dean's Assistant and Building Warden: Kerie Benson

Dean's Administrative Assistant: Stacey Griffin

CHBS 3401 (540-831-5149)

Office of the Provost/VP of Academic Affairs

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

Interim Provost: Kenna Colley
Martin Hall 0331
540-831-5404

University Police:

University Police Dispatch:
Allen Building / East Main St.
(540-831-5500)

Technology Support:

Classroom Technology Assistance – Call 540-831-7500

CHBS IT Support

Jeremy Jennings (jajennings@radford.edu)
CHBS 1011 (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/webapp/wcs/stores/servlet/BNCBLocationAndContactView?catalogId=10001&langId=-1&storeId=87897>

Dalton Hall – Lower Level (540-831-5498)

For Book Orders

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

Support for Students:

CHBS Advising Center:

<https://www.radford.edu/content/chbs-adv/home.html>

Director: Gloria Tuckwiller

CHBS 3301 (540-831-6366)

Center for Accessibility Services (former the Disabilities Resources Office)

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

Russel Hall – 3rd Floor (540-831-6530)

Student Counseling Services – A confidential Mandated Reporting location.

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

Tyler Hall – Lower Level (540-831-5226)

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)

Student Health Services – A confidential Mandated Reporting Location

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

Moffett Hall – Lower Level (540-831-5111)

Highlander Knowledge Center (formerly the LARC) – A place to get tutoring

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

McConnel Library (540-831-7704)

The Writing Center

Located in CHBS 4600.

Dean of Students Office:

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

Dean of Students: Susan Trageser

Heth 274 (540-831-6758)

Office of Student Standards and Conduct:

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

Director: Dave Stuart

Heth 207 (540-831-5321)

Other Offices:

Office of Institutional Equity Title IX

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

Director: Andrea Zuschin (sound like Russian)

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

(540-831-5307)

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)