

**RADFORD**  
UNIVERSITY

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School of Nursing

**FACULTY HANDBOOK**

**2021 - 2022**

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## Introduction

The richness and complexity of nursing education mandates professional scholarship, collegial partnership, and dedication to lifelong learning. This is best supported in an environment where trust and respect are fundamental. Such an environment is established and sustained by a framework of transparency and consistent faculty engagement. The Radford University School of Nursing (RUSON) faculty own the graduate and undergraduate curriculum and are responsible for revision when necessary.

The Radford University School of Nursing Handbook is based on policy, procedure, and evidence-based professional standards. It is the expectation that faculty model, support, and recognize the multicultural and experiential influences necessary to improve teaching practices and ultimately transform and transmit knowledge.

Changes are made in the RUSON faculty handbook based on assessed and validated need, procedural changes, and/or professional standard updates. The handbook is designed to:

- Serve as a primary source for all RUSON specific policies, relevant operational and organizational practices, and standards of professional education procedures
- Promote faculty effectiveness, foster cooperation, and enhance understanding of faculty expectations, resources, and knowledge of policies, procedures, and practices
- Serve as a resource for the development and maintenance of program effectiveness and outcome measurement. The RUSON operates within the policies of the parent institution and the college.

This handbook should be used in association with the Radford University Tenure and Faculty Handbook and the RUSON Undergraduate and Graduate Student Handbooks. Faculty members are held accountable and responsible for all policies, procedures, and standards of professional practice found within these foundational documents.

## About Radford University School of Nursing

### History

In 1966, Radford College was approved by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing to develop a nursing program. The first students were admitted to the undergraduate program in 1969. Eleven members of the charter class graduated in 1973, and the program was granted initial accreditation by the National League for Nursing in 1976.

In 1979, Radford College was granted university status and, following a rapid growth period, the nursing program gained school status in 1982 and college status in 1984. Based on a needs assessment conducted by the Western Region Consortium for Continuing Higher Education, a track for registered nurse (RN) students was initiated in the fall of 1986. Off-site classes were established in select regions of Southwestern Virginia using a variety of distance education technology (audio teleconferencing and video/computers). Then in 1988, the Roanoke Higher Education Center site was established through an agreement between Radford University and Carilion Roanoke Memorial Hospital.

In 1988, the graduate program in nursing started with a master's of science in nursing (MSN) with a concentration in home health nursing followed by an advanced adult concentration in 1991. In 1995, two more MSN concentrations were initiated - a family nurse practitioner (FNP) concentration and a certificate program for both post baccalaureate and post master's students in Gerontological nursing. As a result of institutional reorganization in 1997, the School of Nursing became part of Waldron College of Health and Human Services.

The Doctor of Nursing Practice (DNP) program, which opened in fall 2010, was the first of its kind in Virginia to be offered in a distance-learning format and to both post-baccalaureate and post-master's degree students. It awarded its first doctoral degrees in 2011. As a result of a large Advanced Nursing Education (ANE) grant from the Health Resources and Service Administration (HRSA) and a series of Waldron College of Health and Human Services programs focused on improving regional health care, the Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate began.

In 2005, regional nursing programs and the Executive Director of the Roanoke Higher Education Center (RHEC) met to explore ways of partnering with public and private entities to maximize the use of scarce resources, address the shortage of nursing faculty, and explore alternatives for clinical education of nursing students. Radford University School of Nursing assumed leadership in developing the concept and received funding in 2006 for the project for creating, maintaining and sustaining two Nursing Clinical Simulation Centers (CSC)—one at the Roanoke Higher Education Center and one at the Radford University Corporate Park (relocated to Cook Hall on the main campus in 2018). Both of these sites have been renovated and greatly expanded since 2017. Sharing resources for this expensive facility allows an economy of scale and gives all regional nursing programs access to this invaluable facility. Partners include Radford University, Wytheville Community College, New River Community College, Virginia Western Community College, and Patrick Henry Community College.

In early 2018, Carilion Clinic, Jefferson College of Health Sciences (JCHS) and Radford University joined together again to announce the intent to merge JCHS into the Radford University family of colleges and departments. After 18 months of collaboration and planning, Radford University Carilion (RUC) enrolled its inaugural class of students in Fall 2019. The RUC location is home to the School of Nursing's accelerated baccalaureate program (Accelerated B.S.N.) and two Masters of Nursing (MSN) programs –

Family Nurse Practitioner and Nursing Administration. In addition, RUC offers the traditional B.S.N. program with admission to Nursing from the first day of college.

The School of Nursing continues to grow - in the number of students, faculty, programs, and, ultimately, patients we impact in our region and across the nation. We continue to evolve our educational programs in response to the health care needs, delivery mechanisms, and technology advancements in the region, Commonwealth, nation, and world.

## Vision, Mission, and Values

### Vision Statement

*Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.*

### Mission Statement

*Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.*

### Core Values

- **Advocacy:** We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.
- **Safe Caring:** We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.
- **Cultural humility:** We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.
- **Excellence:** We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates.
- **Interprofessionalism:** We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.
- **Innovation:** We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.

## Congruency of Mission, Vision, and Values

Radford University	Waldron College of Health and Human Services	Radford University School of Nursing
<b>Vision</b>	<b>Vision</b>	<b>Vision</b>
Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.	The Waldron College of Health and Human Services is a community of clinician-scholars preparing competent, compassionate professionals to meet the needs of southwest Virginia and beyond.	Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.
<b>Mission</b>	<b>Mission</b>	<b>Mission</b>
<ul style="list-style-type: none"> <li>As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom.</li> <li>As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement.</li> <li>We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically.</li> <li>We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.</li> </ul>	<p>The mission of the Waldron College of Health and Human Services is to:</p> <ul style="list-style-type: none"> <li>Facilitate and recognize excellence of students, faculty and staff.</li> <li>Provide a supportive environment while integrating innovative, evidence based and active teaching strategies.</li> <li>Incorporate the use of state-of-the-art technologies in both didactic and clinical work.</li> <li>Promote inter-professional collaboration among the faculty, staff and students in teaching, scholarship and service.</li> <li>Foster culturally competent care within a diverse and global society.</li> <li>Facilitate health promotion and wellness in the community.</li> </ul>	Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.
<b>Core Values</b>	<b>Core Values</b>	<b>Core Values</b>
<ul style="list-style-type: none"> <li><b>Student Empowerment and Success:</b> We engage and support our students in the discovery and pursuit of their own unique paths.</li> <li><b>Excellence:</b> We expect our community to strive for the highest standards.</li> <li><b>Inclusiveness:</b> We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.</li> <li><b>Community:</b> We foster relationships and a culture of service within and beyond our university community.</li> <li><b>Intellectual Freedom:</b> We encourage and defend a fearless exploration of knowledge in all its forms.</li> </ul>	<p>We value:</p> <ul style="list-style-type: none"> <li>Outstanding and innovative instruction, supervision, advising, and mentoring of students;</li> <li>Critical thinking, effective communication, creative problem solving, technical literacy, and cultural respect;</li> <li>Advancing knowledge, ethical research, critical review, and using models of best practice;</li> <li>Social justice, public stewardship, altruism; and,</li> </ul>	<ul style="list-style-type: none"> <li><b>Advocacy:</b> We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.</li> <li><b>Safe Caring:</b> We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.</li> <li><b>Cultural humility:</b> We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.</li> </ul>

<ul style="list-style-type: none"> <li>• Innovation: We inspire and support creativity in research, scholarship, pedagogy and service.</li> <li>• Sustainability: We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights, respect for all groups, and social harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellence: We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates.</li> <li>• Interprofessionalism: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.</li> <li>• Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.</li> </ul>
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## Three Locations, One School of Nursing

### **Main Campus – Radford University**

Waldron Hall - Third Floor  
Mailing Address: PO Box 6964, Radford VA 24142  
Phone: 540-831-7741 Fax: 540-831-7746

### **Radford University Carilion**

Carilion Roanoke Community Hospital - 10<sup>th</sup> Floor  
Mailing Address: 101 Elm Ave, Roanoke VA 24013  
Phone: 540-985-8260 Fax: 540-224-4785

### **Roanoke Higher Education Center**

Nursing Suite - 307G  
Mailing Address: 108 N Jefferson St, Roanoke VA 24016  
Phone: 540-767-6182 Fax: 540-767-6179

### **Clinical Simulation Centers (CSC)**

Main Campus CSC  
Cook Hall - Third Floor  
Radford VA 24142  
Phone: 540-831-7175

Roanoke Higher Education Center CSC  
108 N Jefferson St, Suite 104A  
Roanoke VA 24016  
Phone: 540-767-6159

## Parking

### Main campus

Faculty with offices at the Radford University main campus are required to purchase yearly parking passes to park on campus. Roanoke-based faculty who teach classes, labs, or events at the Radford Campus need to purchase a daily, weekly, or yearly parking pass to park on campus. For more information about parking, please contact Radford University Parking Services at Heth Hall, phone: 831-6361 or 831-6330.

### Roanoke Higher Education Center (RHEC)

There is no designated faculty parking at the RHEC campus. Faculty can use the pay lot in the front of the building (must pay the meter) or there is some timed street parking monitored by the City of Roanoke.

### Radford University Carilion (RUC)

RUC has free parking in the parking garage at Carilion Roanoke Community Hospital.

## Programs of Study

### **Bachelor of Science in Nursing (B.S.N.)**

Traditional B.S.N.  
Radford University main campus  
Radford University Carilion  
Accelerated B.S.N.  
R.N. to B.S.N.

### **Master of Science in Nursing (M.S.N.)**

Family Nurse Practitioner (M.S.N.-FNP)  
Nursing Administration

### **Doctor of Nursing Practice (D.N.P.)**

Family Nurse Practitioner (D.N.P.-FNP)  
Psychiatric Mental Health Nurse Practitioner (D.N.P.-PMHNP)  
Nurse Leadership

### **Post-Master's Certificate**

Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate (Post Master's PMHNP)

## Accreditation

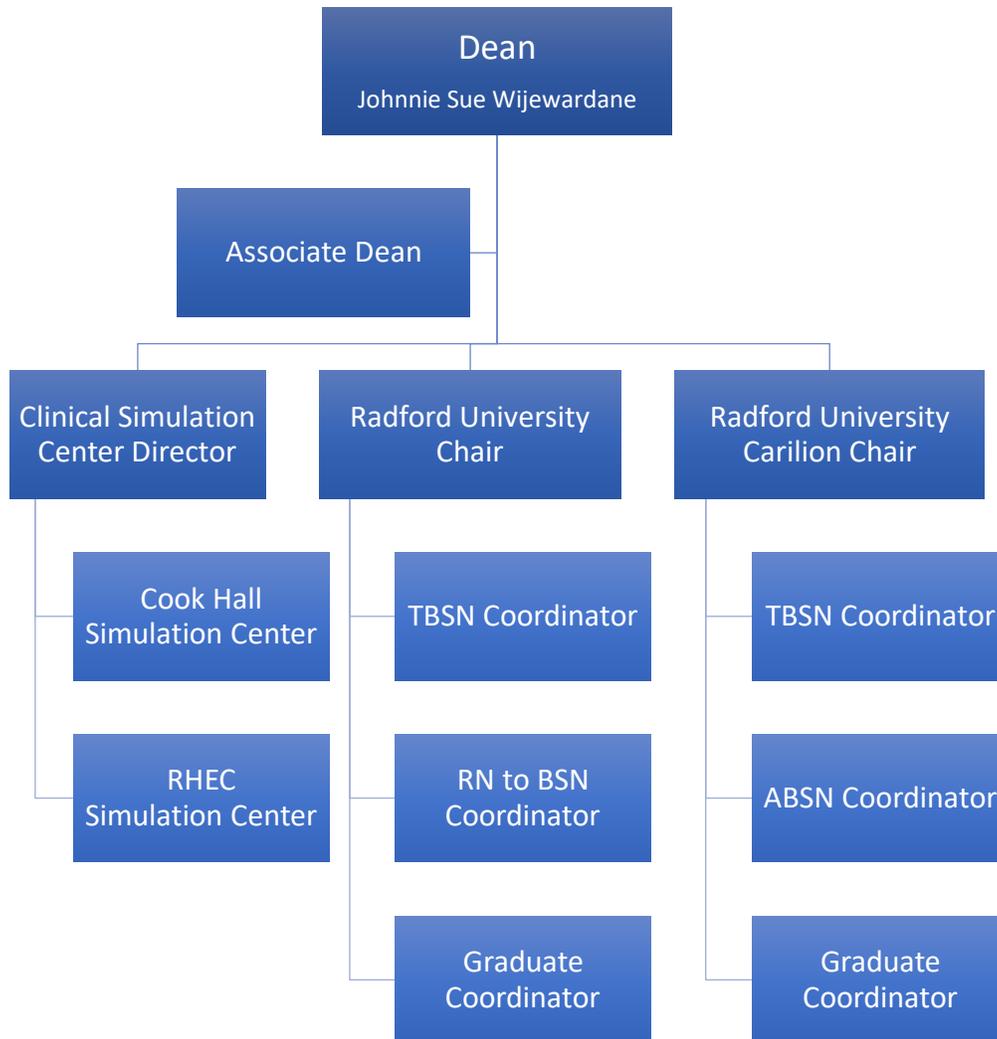
The State Council of Higher Education in Virginia has certified Radford University to operate in the Commonwealth of Virginia. The address for the university's main campus is: Radford University, 801 East Main Street, Radford, Virginia, 24142

Radford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Radford University.

The baccalaureate, master's, post-master's certificate, and Doctor of Nursing Practice programs at Radford University's School of Nursing *are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.*

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN).

## Radford University School of Nursing Organizational Chart



*Approved by Radford University Board of Visitors, 4-23-2021*

## Important Nursing Faculty Quick Links

Academic Calendar

Academic Success Center / Advising

*Academic Success Center Home Page*

Tabitha Hawley Greear, Assistant Director of Advising

Young Hall 423A (540) 831-7698, email: [thawley@radford.edu](mailto:thawley@radford.edu)

Campus Maps (Main and RUC)

Campus Security & Safety

Course Descriptions – Undergraduate & Graduate

Forms

Registrar's Office Forms

*withdrawal, academic leave, independent study, transfer evaluation, undergraduate readmission, name change, FERPA release*

School of Nursing Student Forms

*Student Agreement Form (Acknowledgement of Review of Handbook and Policies)*

*Agreement for Shared Information with Faculty*

*Confidentiality Agreement for Nursing Majors*

*Non-Plagiarism Affirmation*

*Student Standards of Conduct Agreement*

*Acceptance of Functional and Technical Standards Policy*

Graduate College

Research Compliance Office (IRB)

Thesis/Dissertation Forms for DNP Final Projects

Graduation (University)

Human Resources

Office of Institutional Equity

Radford University Carilion Faculty & Staff Portal Page

*Email, technology assistance, library, FERPA, TK20, Exam schedule, room reservation form, proctor request form, Cornerstone, RUC catalog*

Radford University & School of Nursing Policies

*Undergraduate Program Policies and Procedures*

Admission Policy

Attendance Policy

Classroom and Clinical Policy

Closings and Delays Policy  
Conduct and Dismissal Policy  
Confidentiality Policy  
Dress Code Policy  
Examination Policy  
Grading Policy  
Grievance Policy  
Medication Mathematics Testing Policy  
Mobile Device Use and Social Media Policy  
Progression and Graduation Policy  
Readmission Policy  
Student Request for Faculty Recommendation Policy  
Study Abroad Policy

*Faculty Policies*

Policy Management Policy  
Student Files Policy  
Workload Policy

*Radford University Academic Policies*

*Radford University Credit Hour Policy*

Radford University Student Health

*Appointments, General Services, Health Records, Vaccines, After Hours Emergency Services, etc.*

Registrar's Office

Undergraduate and Graduate Catalogs, Academic Calendar, Course Offerings, Exam Schedule, FERPA Policy, Transcripts, Veteran's Resources

Resources for New Faculty

*Center for Innovative Teaching and Learning (CITL)*

*Employee Resources, Administrative Resources, Safety and Security, Teaching Resources, and Technology Resources*

*Adjunct Faculty Resources*

Roanoke Higher Education Center

Student, Alumni & Professional Organizations

*Alumni Facebook Page for RUSON*

*Student Nursing Organization webpage*

*Epsilon Psi chapter, Sigma Theta Tau International Nursing Honor Society*

Student Resources

*School of Nursing Student Resources (Quick link for D2L, IT Help, Zoom, CAS)*

*Radford University Student Resources*

Teaching and Research Faculty Handbook

## Technology Support

Submit online web form: IT OneStop

Website: Technology Assistance Center

Phone Support (540) 831-7500

Main campus: lower level of Walker Hall

RUC campus: David Halpin: [dhalpin1@radford.edu](mailto:dhalpin1@radford.edu)

## Teaching: Roles & Responsibilities

The rights and responsibilities of Teaching and Research faculty at Radford University are outlined in the Teaching and Research Faculty Handbook, usually referred to as the T&R Faculty Handbook.

### Teaching Expectations

Teaching instruction includes all activities that contribute directly and indirectly to student learning in any academic setting (classroom, online, lab, or clinical). The Chair of each program site is charged with making teaching assignments every semester.

It is understood that within a practice discipline such as nursing there must be continued coordination between classroom and clinical components of a course, between courses in each level and among courses in the program. All faculty members are expected to provide leadership in all aspects of the course implementation and to appropriately identify potential needed curriculum or course changes.

Expectations for the teaching role includes, but are not limited to, continuous quality improvement of all courses assigned, communication and collaboration with all other faculty members. Faculty are expected to maintain necessary and appropriate credentials to meet teaching expectations. All faculty are expected to provide feedback to students on all graded work in a timely manner.

### Instructional Roles & Responsibilities

#### Lead Faculty

Lead faculty may co-teach with another co-faculty. Both faculty members are essential to the success of the course and all of the responsibilities listed below may apply to both faculty.

Responsibilities:

1. Develop and revise course syllabi and distribute to students no later than the first week of classes. (Lead Faculty)
  - a. Compare and ensure that syllabi and official Course Description (on University registrar site) are up to date and congruent. If changes need to be made to the official Course Description, changes need to be submitted to the SON Curriculum committee.
  - b. Request lab reservations from administrative assistant on the Radford campus for computer testing if needed and arrange for additional classrooms for class meetings other than regular class times. At RHEC, faculty will request additional classroom space through the office University administration on the 5th floor (Currently Eulah Price eprice@radford.edu)
2. Develop and revise grading rubrics for all written student assignments. (Lead and co-faculty)
  - a. If course has a clinical component, develops clinical readiness testing as appropriate and remediation as needed. Ensure that all students in clinical have completed all agency clinical requirements and are cleared to begin clinical.
  - b. Select and order textbook(s) by due dates established by the bookstore. Faculty can request desk copy textbooks directly from textbook company representatives for possible adoption. Keep Curriculum committee informed of any changes in textbooks or materials used in courses.
  - c. Orient clinical and new faculty to course and clinical responsibilities. Help facilitate faculty orientations at facilities where they will do clinical. Assure that all faculty in the course are adhering to course objectives and expectations.
3. Serve as a resource for all course and clinical faculty and students in the course.

- a. Assume primary responsibility for administering and grading course exams and entering grades into D2L. Enter students' final course grade into Banner.
  - b. Collaborate with clinical faculty when students fail to meet clinical performance standards
4. Ensure students on clinical probation have progressive evaluation plans in place (Lead and co-faculty)
  - a. Provide written course and clinical evaluations to QEP committee/Curriculum committee at the end of the course each semester.
  - b. Teach the course in accordance with the Course description and Syllabus and the elements of that Course Description as they have been approved by the Curriculum Committee.
  - c. UG Program: Use and administer all Kaplan products applicable for course. All courses will use a Kaplan Integrated test if available through Kaplan.
  - d. Graduate Program: Use and administer Typhon program for all graduate clinical courses and administer NP Review course recommended for each track program.
  - e. Secure parking passes for any guest speakers. These can be obtained through the SON Administrative Assistant at 540-831-7700.
  - f. Conduct course meeting times as specified in the course schedule.
  - g. Provide ongoing feedback to students on any course work with submission requirements. Ensure all graded written work is returned in a timely manner.
  - h. Develop clinical schedules and/or provides oversight and final approval of clinical schedules created by clinical faculty.
  - i. Assure that all clinical schedules are accurate, distributed to students and maintain the required number of clinical hours.
5. Communicate all course and clinical schedule changes to all course faculty (Lead faculty).
6. Communicate any changes to clinical hours (direct care, observation, other) to the Associate Director of Undergraduate Programs each semester.
7. Communicate with the Director of the School of Nursing
  - a. Faculty Personnel matters should be discussed and handled by the Director.
  - b. The Director must be notified of any faculty absence.
  - c. Faculty matters should be discussed and handled by the Director.
8. Participate in curricular review of course and completion of course evaluation and mapping (see below).

#### Undergraduate Lead Faculty Curriculum Requirements and Associated Due Dates

##### **Each Semester: Requirements for all traditional undergraduate BSN courses**

1. Submission of course syllabi, utilizing the Radford University School of Nursing undergraduate standardized course syllabus template.
  - a. **Due: Friday, official week 1 of semester or as directed by program leadership**
  - b. **Submit to: Undergraduate Coordinator**
2. If substantial course changes is requested, send completed forms with supporting documents from the Registrar's site noting any change to course syllabus, course or student objectives, topical outline, course content, assessment measures, or instructional methodology.
  - a. **Due: Friday, official week 1 of semester**
  - b. **Submit to: Undergraduate Curriculum Committee Chair**
  - c. Approval through the Academic Affairs approval process is necessary prior to any changes being made to a course syllabus
3. Faculty Evaluations of clinical sites for all courses with a clinical component
  - a. **Due: Monday, week after graduation when semester grades are due**
  - b. **Submit to: Undergraduate Clinical Coordinator**

## **Biennially: Requirements for all traditional undergraduate BSN courses**

1. Course Evaluations
  - a. Courses must be evaluated by the Undergraduate Curriculum Committee with each change in lead faculty and on a scheduled rotational basis every two years.
  - a. Qualtrics survey: This component of the course evaluation is to be completed by lead faculty and captures targeted course demographics from student evaluations of a course as well as focused curriculum data. Due: Friday, 2 weeks after receipt of student evaluations of course
2. Curriculum Mapping:
  - a. All Lead faculty will complete curriculum mapping as assigned to include: NCLEX, QSEN, and AACN Essentials
  - b. Curriculum Mapping Rotation:
    - i. NCLEX: Every 2 years and/or with notifications of changes to the test plan
    - ii. QSEN: Every 2 years integrated into NCLEX mapping as directed by AACN Essentials
    - iii. AACN Baccalaureate Essentials: Every 2 years and/or with notification of change
  - c. Once rotation schedule begins, these mappings will be due with each biennial course review

### Co-Lead Faculty

1. Shared responsibilities with lead in class and clinical
2. Define the team teaching
3. Consistency in course contents, grading
4. Development of testing, clinical grading, paper grading, rubrics, and others

### Clinical Faculty

1. Attends all meetings about the course called by the Lead faculty.
2. Instructs and supervise students assigned to you in clinical.
  - a. Adhere to all course objectives and expectations.
  - b. Direct supervision of students as appropriate for the course.
  - c. Remains on the unit to supervise students as appropriate for course.
3. Writes advising notes about students and keep lead faculty informed of progress of students in clinical.
  - a. Provides ongoing evaluation of students and provides regular feedback for improvement.
  - b. Seeks guidance and support from lead faculty in a proactive manner when conduct or disciplinary action is needed.
  - c. When a student performance is unsatisfactory, the student is placed on probation and a written notification and clinical contract is written.
  - d. A meeting is held with the student and the contract is signed.
4. Conducts final written clinical evaluations of all students in clinical.
5. Grades all clinical work in a timely fashion and provide feedback to students
6. Adheres to grading rubrics

### Office Hours

Faculty members, per the T & R handbook, will provide regularly scheduled, posted office hours. Faculty members shall allocate a minimum of one hour of office hours for each three semester hours of scheduled teaching. Office hours and semester schedules will be posted by the faculty and the copy will be sent to the administrative support staff. Schedules and office hours must be posted on faculty office doors.

## Guidelines for Faculty Teaching Load

Assigned faculty teaching load reflects a variety of factors such as disciplinary norms, the number of students enrolled in classes, the number of preparations required, and the level of courses taught. Within the school of nursing, every effort is made to allow for a minimum teaching load during the first semester of service.

### General Assumptions:

- Full time teaching expectations for a faculty member at Radford University who is teaching in the DNP/MSN program and who has an active program of scholarship/research will carry 9 credit hours per semester.
- Full time teaching expectations for a faculty member at Radford University who is not teaching in the DNP program or who do not have an active program of scholarship/research will carry 12 credit hours for tenure or tenure track; and 12-15 credits for special purpose faculty per semester. This is defined as teaching courses whose credit value adds up to 12 credits (for example 4 courses x 3 credits = 12 credit hours).

Expectations for scholarship/professional development/service and practice are in addition to teaching responsibilities according to the Radford University T&R Faculty Handbook.

Practicum and laboratory teaching generally require more contact hours of nursing faculty time than classroom teaching. For this reason, an alternate method of calculating a full-time load in nursing is necessary.

The system for workload calculation in nursing must relate in a meaningful way to workload expectations within the larger university system. A system should set a standard benchmark expectation for faculty within the School, recognizing there is some variation in “load” demands among the various courses and that teaching loads will be equitable, but not identical.

A system for workload calculation needs to account for some of the fixed, added components of faculty load that may be unique to courses taught within the School. Examples of these include the coordination of undergraduate clinical courses taught by multiple faculty, coordination of the senior practicum, and faculty supervision of independent studies, honors projects, theses, and graduate capstone and residency rotations.

Each course is allocated sufficient faculty to align with the credit hours of the curriculum and Virginia Board of Nursing and NONPF laws and regulations regarding maximum faculty-to-student ratios. Therefore, clinical courses will be assigned a minimum of 1 faculty for every 8 students in the undergraduate program (Virginia Board of Nursing Guidelines: 1 faculty for every 10 students in the undergraduate program), and 1 faculty for every 6 students in the graduate program (NONPF Guidelines). It is the prerogative of the lead faculty in collaboration with the clinical faculty for the course to determine course-specific workload and grading assignments.

Enrollment in online DNP courses are capped at 15 students per section per best available evidence in the literature.

The Director meets with each faculty member during his/her Fall Faculty Activity Report (FAR) goal-setting meeting to discuss Spring semester assignments, and begin plans for Fall semester of the next academic year. New faculty are invited to meet with the Director upon hire to discuss workload.

### Workload Calculation Guidelines:

The following guidelines weight teaching expectations in nursing to show their equivalence to the 12-credit full-time teaching expectation. Using the guidelines below, the expected faculty teaching load equals 9, 12, or up to 15 weighted work units.

Undergraduate Theory courses (1:1 credit ratio): 1 credit hour (=1 contact hour/week = 15 contact hours/semester) = 1 credit teaching load. Credit hours are allocated to account for the extra work required of a lead faculty member.

Undergraduate Nursing Labs (2:1 credit ratio): NURS 340 lab: 1 credit hour = (2 contact hours) = 1 credit teaching load

NURS 345 lab: 1 credit hour= (2 contact hours) = 1 credit teaching load (NURS 345 Lab consists of 5 contact lab hours per week for five weeks each semester. Considering that 28 contact hours are equal to 1 credit teaching loads, 25 contact hours are equal to 0.8 teaching load (Round up to 1.0). In conclusion, NURS 345 Lab 1 credit hour per one group is equal to 1 credit teaching load.)

Undergraduate Nursing Clinical Sections (3:1 credit ratio that then buffer to allocate increased credit):

- NURS 345 clinical 2 credit (6 contact hours) = 4 credits teaching load
- NURS 352 clinical 2 credit (6 contact hours) = 4 credits teaching load
- NURS 364 clinical 2 credit (6 contact hours) = 4 credits teaching load
- NURS 366 clinical 2 credits (6 contact hours) = 4 credits teaching load
- NURS 443 clinical 2 credits (6 contact hours) = 4 credits teaching load
- NURS 444 clinical 2 credits (6 contact hours) = 4 credits teaching load
- NURS 448 clinical 2 credits (6 contact hours) = 4 credits teaching load
- NURS 451 clinical 2 credits (6 contact hours) = 4 credits teaching load

### Other:

- NURS 454 clinical practicum (.20 each, or; 5 students = 1 credit; 10 students = 2 credits) Students practice with a preceptor, but overall academic supervision is by the faculty
- NURS 488 Final honors project (.25 each; or 4 students = 1 credit; 8 students = 2 credits)
- NURS 498 Independent study (optional – no credit allocated)

### Graduate Nursing Courses:

- Theory courses: 1 credit hour (14 contact hours) = 1 credit (a typical 3 credit theory course yields 3 credit workload unit)
- Clinical: 1 credit per course credit hour for clinical; clinical supervision capped at 6 students per faculty per NONPF guidelines.
  - NURS 820 Doctor of Nursing Practice Clinical Final Project I: (0.5 credits each credit hour in this 2 credit course) 2 credits per 2 students.
  - NURS 825 Doctor of Nursing Practice Nurse Executive Leadership Final Project I: (0.5 credits each credit hour in this 2 credit course) 2 credits per 2 students.
  - NURS 821 Doctor of Nursing Practice Clinical Final Project II: (0.5 credits for the 1 credit in this course) 1 credit per 2 students.
  - NURS 826 Doctor of Nursing Practice Nurse Executive Leadership Final Project II: (0.5 credits for the 1 credit in this course) 1 credit per 2 students.
  - NURS 824 Residency I, II, III: (0.25 credits per credit per student). For example, a 4 credit residency would be 4 credits per 4 students

NURS 827 Nurse Executive Leadership Residency: (0.25 credits per credit per student).  
For example, a 4 credit residency would be 4 credits per 4 students

Faculty Workload Policy:

1. A variety of fixed activities within the nursing curriculum that are not credit bearing are reflected within the faculty load. These include the following activities and the credit hour/workload unit assigned to them:
  - a. Faculty members negotiate their teaching load in relation to scholarship and service annually with the Director of Nursing. Faculty can negotiate release time from teaching by buying out workload units for grant-funded scholarship. Faculty may also be reassigned from teaching time for administrative responsibilities and special assignments (i.e., accreditation and program review reports) that meet the needs and goals of the School.
  - b. Faculty who carry more than 12-15 credits of teaching during one semester may negotiate a lighter assignment for the following semester to balance the required credits. A teaching load that is heavier or lighter than 12 credits requires prior negotiation and approval by Director. Faculty can receive additional reimbursement for courses taught over and above a full time load; however, approval is required.
2. Undergraduate nursing coordinator = negotiated with director
3. Graduate nursing coordinator = negotiated with director
4. RN-to-BSN nursing coordinator = negotiated with director

NOTE: Weighted workloads do not reflect actual loads or the student credit hours that are produced by teaching and are reported to the university administration for FTE calculations. These guidelines are internal to the School of Nursing and demonstrate equivalency to a standard full-time load within the university. Part time reimbursement is paid per actual credit hour of teaching.

EXAMPLE: Typical workload calculation: Faculty Y is a Special Purpose faculty who is lead faculty of an undergraduate nursing course. Faculty Z co-teaches the theory for this course. There are 64 students in the class. Therefore, in keeping with the goal of a 1:8 faculty to student ratio, 8 clinical faculty will be assigned to the clinical portion of this course (8 students x 8 faculty = 64 total students). The course is a 5 credit course: 3 hours theory and 2 hours clinical. Because Faculty Y is lead, Faculty Y earns 2 credits for lead/teaching. Faculty Z is allocated 1 credit for co-teaching (2 + 1 = 3 hours theory). Faculty Y also teaches two 6-hour clinical days, yielding 4 credits each clinical day (because the Director allocates extra credit for clinicals, rather than keeping the 3:1 ratio which would only allocate 2 credits per clinical day).  
82 In Summary, the total teaching credits for Faculty Y thus far yields 10 credits. NURSING Course: teaching/lead = 2 credits Clinical A: 4 credits Clinical B: 4 credits Because Special Purpose faculty are to carry 12-15 credits, this faculty will need to be assigned additional credits. Therefore, the Director meets with this faculty and negotiates the best additional assignment. The assignment could include another theory course of 2-3 credits, another clinical, or a Core section (which allows the School of Nursing to be allocated an adjunct that is used for clinical teaching). Final assignment: NURSING Course: teaching/lead = 2 credits Clinical A: 4 credits Clinical B: 4 credits Core class: 3 credits TOTAL = 13 credits (which falls on the lower end of the university guideline of 12-16 credits for Special Purpose faculty). What can be negotiated for Faculty Z is to be lead faculty in the next semester which would allow Faculty Y to have a 12 credit semester in the subsequent semester. The workload within this assignment is the prerogative of the faculty member in developing their course description. As lead faculty, the person in this example has the ability and responsibility to distribute grading and course responsibilities equitably among the clinical faculty.

## Overload

There may be times when faculty elect to meet the academic and/or clinical needs of the school of nursing by assuming assignments above the set teaching load of 12-15 hours. Teaching overloads shall be authorized only in cases where a course is essential and cannot be taught by qualified adjunct faculty or a faculty member within the department except by an overload. Any teaching overloads which result in additional compensation must be approved by the Director, the College Dean, and the Provost.

## 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:

<https://www.radford.edu/content/student-conduct/home.html>. From there look for a button for Standards of Student Conduct [PDF]. <https://www.radford.edu/content/studentconduct/home.html>. Look for a button for [Standards of Student Conduct \[PDF\]](#).

Violations of Academic Integrity are described in 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.<sup>20</sup>
- Classroom Disruption: Any behavior that substantially interferes with the conduct of a class....
- Possessing Unauthorized Materials/Stealing: The unauthorized appropriation, possession, concealment, or use of property of another....

### Procedure in the Case of Academic Integrity Violations

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

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

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

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

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

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

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

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

### Faculty Absence (planned and unplanned)

#### 1. Absence from single Class/Lab/Clinical

When a faculty member is absent from a scheduled class for any reason, the professor shall notify the appropriate program Coordinator and the Chair prior to the scheduled absence.

#### 2. Course Planning

- a. Full-time faculty who will miss a class are expected to either find their own course / clinical coverage from among department colleagues, reschedule the class or assign an alternate activity for the students.

- b. Part-time or adjunct faculty who miss a class should work closely with the lead faculty of the course or the program Coordinator to find coverage, reschedule the class or to assign an alternate activity for the students.
3. Extended Illness
  - a. When a full-time faculty member has an extended illness from the beginning of the semester, temporary faculty may be hired and compensated according to standard policies.
  - b. When a full-time faculty member has an extended illness during a semester, another faculty member may pick up the uncovered portion of the course and be compensated on a prorated basis, or a qualified graduate student, under the supervision of a faculty member, may teach the course and be compensated either by stipend or through assistantship wages.
  - c. When a part-time faculty member has an extended illness, his or her salary will be adjusted accordingly.
  - d. When a faculty member returns after an extended illness, the Director shall work with the faculty member to facilitate the transition back to full-time service.
4. Closures / Inclement Weather
  - a. Teaching and Research Faculty are not required to report to work when classes are canceled due to inclement weather.
  - b. During periods of inclement weather, when the University is open, faculty are expected to make every effort to meet classes. If a faculty member is not able to make it to campus or must leave campus in order to make it home safely due to weather conditions, the Program Coordinator must be notified and every effort must be made to provide a substitute or to inform students.

#### 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 in D2L grades (e.g., grades for every single assignment as opposed to summaries/totals), that record will be sufficient, and any paper copies of student work can be eliminated after one year.
- All records of student grades should be retained and turned in to the Program Coordinator or Chair upon leaving the employment of Radford University.

#### Chain of Communication for Students

The School of Nursing encourages all students who have questions and concerns about a specific course to speak directly with the faculty of the course/clinical. If this does not resolve the question or concern, follow the chain of communication as outlined below.

Students should proceed to the next level in this chain of communication only if further discussion of the problem is necessary:

- Student's assigned course/lab/clinical faculty
- Lead Faculty of the course (if different than above)
- Student's Faculty Advisor
- Undergraduate/Graduate Program Coordinator
- School of Nursing Chair (location specific)
- School of Nursing Dean

## Chain of Communication for Faculty

For course/curriculum concerns:

- Lead Course Faculty
- Curriculum Committee Chair, as appropriate
- Undergraduate/Graduate Program Coordinator

For personnel issues:

- School of Nursing Chair (location specific)
- School of Nursing Associate Dean
- School of Nursing Dean

## Professional Conduct

It is considered unprofessional behavior to speak negatively about a faculty member to other faculty or students. Concerns should be directly addressed with individual faculty members and follow the chain of communication as outlined above. Faculty should speak directly to individual faculty members when there are issues. If there are continuing unresolved issues, faculty may speak to the Chair.

## Course and Classroom Management

### Course Syllabus

Faculty are expected to use both the course syllabi or record from the Registrar's office and the RUSON syllabi template for both graduate and undergraduate courses. Current templates may be obtained from the respective Curriculum Committee chairs. All SON faculty are expected to make their course syllabus available to students no later than the Friday prior to the semester starting date.

Faculty members will inform students, orally and in writing (syllabus), of their course requirements, attendance, and grading policies during the first week of the semester.

### Course Textbooks

Lead faculty have the authority to choose appropriate course texts for the course they are leading. Collaboration with faculty at the same Level is encouraged to reduce the cost of texts and duplication of material. Course texts should be included in the course syllabus and marked as to whether they are required or recommended.

Course textbooks must be ordered by lead faculty through the Radford University Barnes & Noble Bookstore. To do so, access the "Faculty Textbook Adoption" link located within OneCampus or through the direct link, [Faculty Textbook Adoption](#). Students have the option to purchase texts online or at any location of their choosing.

### Starting and Ending Lecture/Lab/Clinical

Faculty should conduct all classes at the time and place indicated on the university class schedule unless approval to change has been granted in advance by the School of Nursing Chair. Faculty should begin and end lecture/lab/clinical at the times as indicated on the University and course class schedule. Considerations should be made to arrive early enough to prepare classroom technology/student

assignments for an on-time start. Faculty preparation for all learning experiences should be thorough and take up the entire scheduled time period. Faculty should not end classes/lab/clinical early as per university policy and accreditation standards.

### [Course Grading](#)

The course lead faculty will establish how the students will be assessed in the course and the percentage each assessment will count towards the final grade.

- Faculty will utilize clearly measurable assessment instruments, such as rubrics, for each writing or project assessment.
- All tests grades should be posted within 72 hours of completion.
- Students must be provided the opportunity to both examine all course assessments used in the grading process and discuss these with the course faculty.
- Original works prepared at student expense must be made available to the student at the conclusion of the semester during which the work was submitted.

In undergraduate prelicensure courses, the course grade is separated into two components: 1) theory grade and 2) clinical grade/other assessments. All theory grade assessments must be proctored by faculty (tests, quizzes, final exam). Scores from these assessments will stand alone as the course grade if an overall theory grade is less than 80%. Written Papers, projects and other course work will not be calculated into the overall course grade until the minimum score of 80% is achieved. Please refer to the RUSON Grading Policy for details.

### [Grades: Standards and Expectations for Course and Assignments](#)

The School of Nursing's Undergraduate and Graduate Grading Systems is outlined in the School of Nursing Grading Policy and indicates the minimum grade for passing a course. Course grades should reflect explicit standards or expectations as stated in the syllabus.

Students find it helpful if standards and expectations are articulated in instructions for individual assignments. Make every effort to grade in a fashion that is consistent with those standards and expectations. Keep an up-to-date copy of the class's grade book, with all items clearly marked.

### [Posting student grades](#)

The public posting of grades, whether by the student's name, id number, or whole or partial social security number is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses. The most secure and practical way to post grades is through D2L.

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.

### [Grading: Midterm Grades](#)

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

Midterm grades will be due during the eighth week of the semester. At this point, your evaluation of student work presumably would be sufficient to provide students with meaningful feedback on their overall progress. Please watch for email announcements and reminders of the deadline for midterm dates. To report midterm grades, log in to OneCampus and click on the following: Banner SSB Faculty and Advisor Menu > Midterm Grades > Select a Term. After you select a term, you will be able to select a course and bring up a grade entry page that will show you which students need to have their midterm grades entered. The Registrar's office also provides directions on how to enter midterm grades when they announce that access to midterm grade rosters is open.

**Note:** Midterm grades are not the same thing as the Midterm Progress Surveys that Starfish prompts you to submit. These are two completely different things. Any information you enter in Starfish will not be shared with the Registrar, just with the 26 student, the student's advisor, and any other support person authorized to see the information.

### [Grading: Final Grades](#)

Final Grades are due by 10 a.m. on the Monday following finals week. You will receive an email from the Registrar's office when the Final Grade Rosters are available. To report final grades, log into the OneCampus Portal and click on the following: Banner SSB Faculty and Advisor Menu > Final Grades > Select a Term. After you select a term, you will be able to select a course and bring up a grade entry page. The Registrar's office also provides directions on how to enter final grades when they announce that access to final grade rosters is open.

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 the RUSON Undergraduate Grading Policy. 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, however low it may be, and then indicate the date (or approximate date) on which they stopped attending.

### [Grading: Incomplete Grades](#)

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

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

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

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

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

Once the student has completed their coursework (or the Academic Integrity Issue has been resolved), you must submit a Change of Grade form. Do so by the beginning of exam week or the grade will automatically change from an I to an F.

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

#### [Grading: Change of Grade](#)

Change of Grade forms are available at the Registrar's office. Change of Grade forms must be signed by the School of Nursing Chair.

#### [Grading: Grade Appeal Policy](#)

Students rarely appeal course grades; nevertheless, it is important to understand the policy in case this happens. The best way to avoid any grade conflicts is by telling students what will be expected of them and how they will be evaluated. Establish a specific grading scale by determining how many assignments will be given and how much each one will count towards the students' final grades. Most importantly, discuss these requirements with students and include them in your syllabus. The university's grade appeal policy applies only to a student's final grade in a course. If a student is not satisfied with a final grade, he or she may appeal it. To appeal successfully, the student must prove at least one of the following:

- The student has been assigned a grade on the basis of something other than his or her performance in the course.
- Standards utilized in the determination of the student's grade are more exacting or demanding than those applied to other students in the course.
- The grade is based on standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.

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

### 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.*

### Policies on Children and Pets in Class, Clinical and on Campus

Per university policy, faculty and students should not bring pets to offices, class/lab, or clinical. The School of Nursing does not permit children, family, or friends to attend classes, lab, or clinical. Visits from others when students are at clinical sites are strictly prohibited. If this behavior occurs, student course and program success may be compromised.

Children of faculty are welcome to attend university family events. Children are allowed during faculty office work hours but faculty must be mindful of the work environment and others who are working. Faculty are generally discouraged from bringing children to university, college or department meetings.

### Inclement Weather

Faculty are held accountable and hold primary responsibility for adhering to weekly schedules which ensure the required number of academic and clinical hours set forth in course descriptions and course syllabi are attained. Policies guiding internal, external, and weather-related emergencies which may compromise the ability to meet these required hours are available in detail in the School of Nursing Undergraduate Student Handbook.

If any class, clinical or lab is cancelled because of inclement weather or faculty illness, or other unanticipated situations, the missed time must be rescheduled, and all clinical hours must be made up. Faculty must ensure that if a class is cancelled for any reason, all material is covered for students. In order to fulfill the mandated clinical hour requirements, set forth by the Virginia Board of Nursing lab and clinical hours must be made up prior to the end of the current academic semester.

In the event of extenuating circumstances when a student is unable to make up clinical hours as outlined above, an incomplete “I” for the course may be granted with approval and consultation with the Director and/or Associate Director(s). Incompletes will only be given in rare circumstances. If a student takes an Incomplete in a course, it may delay progression to the next level.

### Campus Emergencies

Radford University uses multiple communication technologies to quickly notify students, staff, and visitors of a perceived or actual threat and/or emergency situation that may directly impact the campus community. For more information and to sign up for alerts visit the [Office of Emergency Management](#).

## Faculty Records, Annual Reports, and Evaluations

### Faculty Record

All faculty in a clinical setting must maintain health records and license documentation through a third party site, CastleBranch. Use this link to access your account: <https://mycb.castlebranch.com>. Additional training and documentation may be required by our clinical partners.

### Faculty Annual Report (FAR) & Evaluation

Faculty are evaluated annually in the fall in three areas: teaching, professional contributions, and university service as well as faculty development activities. To collect the information needed for this evaluation, all faculty must complete their Faculty Annual Report (FAR) in *Activity Insight* by the due date in the [Personnel Timeline](#). Faculty Annual Reports can be updated at any time throughout the year by accessing the "Faculty Activity Report" in OneCampus. See the university personnel timeline for

Specific information regarding annual evaluations, faculty annual reports and advancing from instructor, tenured-track, and tenured status can be found in the T&R handbook.

## Adjunct Faculty Resources

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed. Adjunct faculty includes those employed for part-time teaching and those who serve a department or college in a significant capacity without compensation.

[The Adjunct Resources page](#) is maintained by the Division of Academic Affairs. 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 Faculty appointment

A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline and the Southern Association of Colleges and 61 Schools. Adjunct faculty hold appointments for one semester or one academic year, as defined by their letter of appointment, without eligibility for tenure; where authorized by the Dean, adjunct appointments may be renewed.

### Reappointment of Adjuncts

Adjunct appointments carry rank without the opportunity for promotion during the appointment period; however, promotion may be recommended at subsequent appointments. 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](https://www.radford.edu/content/dam/departments/administrative/Provost/Re_Appointing_Adjunct_Process_UpdatedJune212018.pdf)

### Acknowledgement of Class Assignments and Compensation

Specific responsibilities of adjunct faculty are given in their letter of appointment. Expectations for the teaching role includes, but are not limited to, continuous quality improvement of all courses assigned, communication and collaboration with all other faculty members. Faculty are expected to maintain necessary and appropriate credentials to meet teaching expectations.

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 OneCampus, using the username and password for your Radford University account. (See the instructions 17 above to Activate your Radford University 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](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 to indicate your acceptance to avoid any delay in the processing of paychecks.

### Adjunct Responsibilities

- Notifies lead faculty with any issues that arise or when any clinical schedule change is necessary
- Assumes primary responsibility for adhering to the weekly number of clinical hours set forth in course syllabus.
- Orient students to clinical units prior to or during the first day of clinical
- Adheres to the dress code and jewelry policy for clinical and ensures student compliance while in the clinical setting.
- Instructs and supervises students assigned in clinical.
- Adhere to all course objectives and expectations.
- Direct supervision of students as appropriate for the course.
- Remains on the unit to supervise students as appropriate for course.
- Writes advising notes about students and keep lead faculty informed of progress of students in clinical.
- When a student performance is unsatisfactory, the student is placed on probation and a written notification and clinical contract is written. A meeting is held by lead faculty with the student and the contract is signed.
- Provides ongoing evaluation of students and provides regular follow-up
- Conducts final written clinical evaluations of all students in clinical.
- Adjunct faculty who miss a class should work closely with the lead faculty of the course or the Director of the School of Nursing to find coverage, reschedule the class or to assign an alternate activity for the students.

### 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.

## Faculty Development, Support & Self-Care

### Faculty Professional Development

Faculty are encouraged to attend workshops and training sessions, including those sponsored by the Center for Innovative Teaching and Learning (CITL) and the Center for Nursing Faculty Development and Education, designed to help you develop your teaching philosophy, improve your teaching and nursing knowledge and skills, and communicate with your students effectively. CITL sponsors workshops throughout the year but offers an especially large number during Our Turn sessions before the start of each semester.

The School of Nursing offers educational opportunities through the Center for Nursing Faculty Development and Education in person and online via the self-titled D2L webpage. If you do not have access, please contact Dr. Wendy Downey to be added to the course. Most educational opportunities provide contact hours for continuing education through the Virginia Nurses Association.

### Faculty Support & Self-Care

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

This section provides pointers on how to cultivate a healthy self in several spheres: professional, physical, psychological, emotional, spiritual, and relational. Self-care refers to actions and attitudes that promote your health and well-being. Selfcare involves steps that you can take both at work and outside of work so that you can comfortably operate in both your personal and professional spheres. Self-care is a very individual matter, so each person will take a different approach to achieving it. Below are several suggestions toward achieving self-care. Some may be meaningful to you; some not. Additionally, you may think of other steps that will help you achieve whole-person wellness.

### *Workplace or professional self-care*

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

Such activities could include:

- seeking and making positive use of supervision
- consulting with a more experienced colleague
- seeking out a mentor
- setting up or joining a peer-support group

- developing appropriate boundaries between yourself and your students
- reading professional journals to further your professional development
- attending professional development programs, both on and off campus

### *Physical self-care*

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

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

### *Psychological self-care*

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

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

### *Emotional self-care*

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

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

### *Spiritual self-care*

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

- engaging in reflective practices like meditation
- going on walks or spending time in natural settings
- attending meetings of groups with spiritual or reflective orientations
- performing breathing exercise or other centering activities such as yoga •
- reflecting in company with a supportive friend ☺

### *Relationship self-care*

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

Take steps such as:

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

### Employee Assistance Program (EAP)

Employees who are participating in one of the health plans offered by the state can take advantage of an Employee Assistance Program (EAP). These services offer counseling sessions for employees and their dependents with up to four sessions at no charge. EAP counselors are available to assist employees with issues related to: alcohol, drugs, family, health, legal, financial, housing, mental health, child care, elder care, grief, spousal/child/parent abuse, workplace, career planning and retirement. Contact benefits department at [benefits@radford.edu](mailto:benefits@radford.edu) or <https://www.radford.edu/content/human-resources/home/benefits/employee-assistance-program.html>

### On-Campus Counseling Center for Assessment and Psychological Services (CAPS)

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

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

For more information please contact CAPS directly by emailing [caps@radford.edu](mailto:caps@radford.edu).

Note: Assessment and counseling/intervention services are offered at a discount to Radford University students, faculty/staff, and their dependents. CAPS is open to the Radford University community and surrounding communities.

## Academic and Support Services for Students

As you interact with your students, you may become aware that they have academic, personal, and social needs that may need to be addressed if they are to continue to progress 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.

### 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 [Student Advocacy](#) 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. The phone number is 540-831-6297, and the email is [dos-web@radford.edu](mailto:dos-web@radford.edu).

### Center for Accessibility Services (CAS)

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

To receive assistance, students with disabilities must register with the CAS. Resources and services coordinated through the CAS include but are not limited to the following: proctoring for students who need to take tests outside of the classroom setting; note taking; alternative texts; assistive technology; accessible communication services, such as assistive listening devices, interpreting services, and Communication Access Real-time Translation (CART) services; and on-campus housing accommodations. CAS also will work with Radford University students who need 42 confirmation in order to receive accommodations for Educational Testing Service (ETS) exams.

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

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

### Center for Career and Talent Department

[The Center for Career and Talent Development](#) strives to create an innovative community that fosters career and talent development. Students can collaborate with career coaches, faculty, alumni, and employers to discover their career paths, gain relevant experience, and thrive personally and professionally. The Center offers one-on-one and small group career-coaching sessions; a series of career and professional development workshops; career fairs and events; a Career Closet offering free professional attire; and online resources such as Handshake, a career center platform accessible through OneCampus Portal. The Center strives to work with its College partners to create meaningful programming for your students. Each College has been assigned a Career Coach. Reach out to your College's career coach to begin a conversation about what the Center can offer your students and encourage your students to take full advantage of the Center, starting with their freshman year.

Deanna Mabe is the Career Coach for Waldron College of Health and Human Services, as well as for the College of Education and Human Development. Her office is Russell 343, her phone is 540-831-5771 and her email, [dmabe4@radford.edu](mailto:dmabe4@radford.edu). The Center itself is located in Russell 331, the phone is 540-831-5373, and the email is [csc@radford.edu](mailto:csc@radford.edu).

## Financial Aid

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

Main campus in Radford

Phone: 540-831-5408

TDD: 540-831-5128

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

Radford University Carilion

Phone: 540-985-8483

Email: [rucfinancialaid@radford.edu](mailto:rucfinancialaid@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

Radford University Carilion (RUC) students seeking counseling services and support should contact the RUC Student Affairs Office at 540-985-8395.

## Student Health Center

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

- Primary Care—treatment of common medical problems encountered on college campuses.
- Nurse Access/Medical Information Service—24/7, toll-free telephone service (866-205-2164) puts students in touch with a registered nurse.
- Specialty Care—access to specialists may be offered on-site or provided by a network of local experts.
- Immunizations and Travel Health—preventive immunization services, counseling for students on immunizations required for travel, and help arranging for country-specific immunizations at local health department
- Annual Flu Clinic—flu shots during the fall and spring semesters (while supplies last).
- Allergy Injections—allergy shots administered using antigen supplied by the student's allergist and according to instructions from student's physician.
- Laboratory and Radiology—certain lab test available in-house, with more complex testing handled by external lab; radiology and digital reports ordered and reviewed.
- Medications—over-the-counter medications and prescriptions **if written by Radford University Health Service staff**
- Women's Health—assessment and treatment of infectious diseases, annual examinations, pregnancy testing, and birth control. Services are available by appointment (call 540-831-5111).

[RUC Student Health Services](#) offers services via the Registered Nurse Navigator through Carilion Clinic. The Nurse Navigator can help students navigate the healthcare system and obtain care as needed. If you are an RUC student and need to reach the nurse navigator please call 540-795-3273.

## Behavioral Consultation Team - for Students in Crisis

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 Radford University 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 Radford University'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 under [Warning Signs](#) at the [Threat Management Education and Behaviors of Concern page](#) (<https://www.radford.edu/content/bct/home/warning-signs.html>). See also the list at the [Students in Distress](#) page maintained by [Student Counseling Services](#).
3. **Emergency may not be imminent, but the student may benefit from assistance.** The student is manifesting one or more of the behavioral concerns listed under [Warning Signs](#) or under [Students in Distress](#) and/or you are concerned that the student's behavior may interfere with the student's well-being, and you believe it may be helpful if the student were guided toward supportive services. Starfish is a mechanism for helping connect students with such assistance, from counseling to tutoring. Unlike the BCT inbox, Starfish reports will not necessarily be acted upon within twenty-four hours, but within a few days the student will be contacted or their welfare checked on.

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 Radford University's Behavioral Consultation Team \(BCT\) Reporting Form](#).

Radford University Carilion (RUC) students seeking counseling services and support should contact the RUC Student Affairs Office at 540-985-8395.

## 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 OneCampus 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\*
6. Wellness Concern\*\*
7. Behavior of Concern\*\*\*

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

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

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

## Academic Success Center

At Radford University, the aim of the Academic Success Center (ASC) is to support each of our undergraduate student's academic journey from start to finish. Located in Young Hall (3<sup>rd</sup> and 4<sup>th</sup> floors), the ASC offers a welcoming environment for all of our students to work with academic advisors, meet with faculty mentors, engage with graduate student success coaches, and gather together for educational and social programming.

The ASC has tools and resources to help faculty with advising undergraduate students, which can be found at <https://www.radford.edu/content/advising/home/resources.html>

## 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, as well as other subjects
- short-term and sustained tutoring and skills groups
- coaching on how to transfer study skills to a university setting
- workshops and strategy guides on time management, test-taking, and similar topics

The [Harvey Knowledge Center](#) is located on the fourth floor of McConnell Library, where both individual and group study spaces and large open areas for tutoring and independent work are available. Students can stop by or call 540-831-7704 to schedule an appointment or may schedule an appointment online through Starfish. To learn more about the Harvey Knowledge Center, contact its Director, Dr. Jessica Beckett, at 831-7704 or at [jbeckett3@radford.edu](mailto:jbeckett3@radford.edu).

### NetTutor

NetTutor is a free, online tutoring service that provides help in multiple subject areas, including nursing, 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 has 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 OneCampus 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 Director of the Harvey Knowledge Center, Director, Dr. Jessica Beckett, at 831-7704 or at [jbeckett3@radford.edu](mailto:jbeckett3@radford.edu).

### College of Humanities and Behavioral Sciences (CHBS) Writing Center

The [CHBS Writing Center](#) is located in CHBS 4800 and is open during spring and fall semesters. Staffed by faculty and trained graduate students, the Center gives priority to students in REAL General Education courses. Encourage your students to visit [radford.mywconline.com](http://radford.mywconline.com) to set up a Writing Center Account so that they can access the appointment calendar. Students also can visit the Center on a walk-in basis but may have to wait for an opening and also may be limited to a short session with a tutor. To learn more about the resources the [CHBS Writing Center](#) provides to students, please contact the center at 540-831-7605 or email [writingcenter@radford.edu](mailto:writingcenter@radford.edu).

RUC students can access writing assistance through [Academic Support Services](#).

## Technology Assistance

The [Technical Assistance Center](#) provides Walk-in Support in Walker Hall. The Center is open from 8:30-a.m.-5:00 p.m., with the last walk-in customer accepted at 4:30. The fastest way to receive assistance is online through IT OneStop.

IT OneStop 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](#),

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.

Most technology-related questions can be answered through the use of the [IT One Stop Knowledge Base](#)

- [Activating your Radford University account](#)
- [Duo Two-Factor Authentication on a mobile phone](#)
- [Installing Office 365 Pro Plus](#)
- [Setting up Email in iOS and Office 365 Cloud](#)
- [Email Setup for iOS devices](#)
- [Email Setup for Android devices](#)
- [OneCampus](#)
- [Zoom Video and Web conferencing](#)
- [Connecting a windows computer to a network department printer](#)
- [Connecting an Apple computer to a network department printer](#)
- [Connecting to VPN with Duo Two-Factor with windows computer](#)
- [Connecting to VPN using Cisco AnyConnect for Apple MacOS](#)
- [Semester Start: Instructor D2L Checklist](#)
- [Available Technology Training Workshops](#)

## OneCampus

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

- Email
- D2L (Learning Management System)
- Personal Information
- Employees: Administrative Tools and Employee Tools
  - In the Banner SSB Employee Menu, 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: class rosters, course schedules, midterm grade rosters, final grade rosters, and other tools relevant to your teaching assignments.
  - Under Academic Tools, login to Faculty Enlight to submit textbook orders. 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: purchase meal plans and to deposit money on your id card (RU Express) that you can use in vending machines, at the Radford University 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).
- 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 quick access

#### 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](#). If the issue is recurring or IT cannot fix it, then talk with your Chair about potential solutions.

#### How do I download University-approved software?

The [Software Center](#) allows faculty and staff using Windows machines to download university-approved software onto their university laptops and computers. One program you may want to download is PaperCut Client, which you will need if you want to connect to a networked printer. The instructions can be found at [Downloading Software using Software Center](#).

If you are a Mac user, you will need to use the Self-Service app to access university-approved software specific to iOS. Instructions on accessing this app are found here: [Self-Service](#). Please note that not all software in the Software Center is available through Self-Service to be used on iOS.

#### What is my H: drive?

Your H: drive is a secure network drive for document storage that should be automatically accessible 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 ample storage on your H: drive, and everything in your H: drive will be backed up on a daily basis.

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

When you try to connect a device to university-supported WiFi, you will see three choices:

Radford\_Guest, Radford\_Wireless, and eduroam. Radford\_Guest is a 7-day registration option for guests visiting Radford University. Ignore Radford\_Guest and log in to either Radford Wireless or eduroam.

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

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

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