



# Guide to a Successful Academic Career 2015-2016

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## TEACHING ASSIGNMENTS

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### What and Where

The most up-to-date information on class times and rooms is available on SIS, Student Information Services Web for Faculty, <http://prodfosu.okstate.edu>. (Click on available courses and then all course sections). Classes and rooms are printed in the *Class Schedule*, available online at <http://registrar.okstate.edu/>.

You will want to locate and check your classrooms ahead of time for size, chalkboards/whiteboards, and multimedia equipment.

### Scheduling Classrooms

At times you may find it necessary to change the classroom. If a change is necessary or if you would like to schedule a room for class-related purposes, have your department contact the Classroom Scheduling section of the Registrar's Office on the OSU-Stillwater campus, 405-744-6885, or the Academic Services Office at OSU-Tulsa, 918-594-8013. Do not assume the room is free for use in the evenings. Although classroom space is very limited, the scheduling office will try to accommodate essential changes.

### Texts, Etc.

Desk copies of texts used for your classes may be available in your departmental office. If not, the department may obtain a copy from the publisher. Ask your department head for assistance.

Textbooks are selected by departmental faculty, and the department head coordinates all selection and procurement functions (See University Policy and Procedure Letter 2-0208 <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>). Oklahoma state law requires faculty to consider the least costly practices in assigning instructional materials for a course, such as adopting the least expensive edition available when educational content is comparable as determined by the faculty and working closely with publishers and bookstores to create bundles and packages if they deliver cost savings to students.

The Higher Education Opportunity Act requires universities to provide textbook information to students at the time of their enrollment, so it is important to make every effort to select textbooks according to the timeline provided by your department.

The Edmon Low Library in Stillwater places textbooks on reserve for courses that enroll more than 125 students and for books that cost at least \$125. In addition, instructors may place material on reserve in the libraries. For more information contact the Reserve Room at 405-744-6312, Room 105 Edmon Low Library, or <http://reserves.library.okstate.edu>. Instructors who teach courses in Tulsa may place material on reserve in the OSU-Tulsa library by calling 918-594-8451.

Office supplies are available through your department, and, in some departments, typing, support services, and audiovisual services may be arranged. To learn what is available, check with your department.

## SETTING THE GROUND RULES

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### Office Hours

Establish office hours for times that you will regularly be available each week. The students you teach and the department you serve need to be able to locate you. Contact your department head to determine departmental expectations for the number of office hours you should schedule each week. Post your hours at your office, on the course syllabus (printed copy and web version), and with your department. (See Exhibits A, B and C for sample syllabi.)

### Course Outline

Most departments have developed course outlines for many lower division courses. This course outline is particularly necessary in multi-section courses taught by several people. You might want to learn what items were covered in previous semesters. Again, before preparing your own course outline to hand out to students, check with your department.

### Course Syllabus

The Policy Statement on University Academic Format (University Policy and Procedure Letter 2-0207 <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>) requires instructors of record for courses having regularly-scheduled meeting times **to distribute a semester plan (i.e. a syllabus)**, electronically and/or physically, during the first week of courses. This typically includes the schedule of examinations and other course requirements, as well as details of the grading system that will be used in the determination of final grades.

Courses without regularly-scheduled meeting times (of which the most common examples are independent study, directed readings, thesis [5000] and dissertation [6000] research, and the like), are exempted from this policy, though even in these cases a written plan or agreement of some kind between student and instructor can prove helpful and prevent subsequent grade or credit disputes. Faculty are expected to attach to each course outline a copy of the OSU Syllabus Attachment available at <http://academicaffairs.okstate.edu/content/resources-faculty-staff> to each course outline.

Distributing written plans at the beginning of a course may alleviate some of the communication problems that occur between faculty and students concerning course requirements, examinations, grading procedures, and related matters. For 3000 and 4000 level courses that may carry graduate credit, the course syllabus should be specific about what **extra** work is expected for graduate credit. Any changes made in the course requirements or grading system during the semester should be communicated to students **in writing**, as an addendum to the syllabus. Carefully written course plans can protect the rights of the student and instructor when violations of academic integrity are encountered and can also minimize the likelihood of a faculty member becoming involved in the time consuming process of a grade appeal.

Your syllabus can be useful in promoting academic integrity. Include a statement emphasizing the importance of academic integrity. Be very specific in your directions to students who are involved in group projects (e.g. are students expected to write individual or group reports?). If you give a take home exam, assume **nothing**. Provide very specific written directions for completing examinations and projects. The Academic Integrity website can be found at <http://academicintegrity.okstate.edu> and provides detailed information on promoting academic integrity and preventing cheating.

Review University Policy and Procedure Letters 2-0822 and 2-0821 (See Exhibits D and E) for details on appeal of alleged violations of academic integrity and appeal of a final grade, respectively.

## ACADEMICALLY SPEAKING

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### Class Attendance

OSU policy states that “a written attendance policy should be provided to students within the nonrestricted add period of the semester. The nonrestricted add period is defined as the sixth class day of a regular semester, or the third class day of an eight-week session, or the proportionate period for block or short courses.” Attendance policies may be established by the college, department, or individual instructor. If no policy is provided, no penalty may be assessed for class absences although students may not be allowed to make up certain in-class activities such as presentations and “pop” quizzes. Faculty at their discretion may require homework, reports, papers, compositions, and projects to be turned in ahead of the missed classes and examinations to be taken before the planned absence. Students should be held accountable for all work covered in a course despite valid reasons for absence from class.

Faculty are encouraged to provide reasonable accommodation for students who are required to participate in sponsored activities of the University or military training. For the purpose of this policy, a sponsored activity of the University includes any activity sponsored by an academic college or department, by an organization recognized by Campus Life, or by intercollegiate athletics. Faculty may require written documentation in advance of the absence from the designated University sponsor for a sponsored activity and/or require that the organization demonstrate that it has no reasonable option in scheduling the activity except during regular class periods. Students involved in activities that are likely to require them to miss course meetings have the responsibility to notify the instructor as early as possible in a semester and certainly in advance of the absences to request permission for the absences (preferably in writing) from the instructor and to discuss how the absences will affect their ability to meet the course requirements. In the ideal circumstance, discussions should occur during the first week of the semester. While instructors are encouraged to make reasonable accommodation for any student involved in University-sponsored activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. A copy of the Attendance Policy for Students (2-0217), which also includes guidance on absences due to military service, can be found at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

Faculty members are encouraged to report cases of repeated absenteeism to the student's adviser. Instructors are asked to report students who are excessively absent or have not attended class. This report is requested by the Registrar and submitted on the “Web for Faculty” during weeks three and four of the fall and spring semesters.

Faculty members are encouraged to use good judgment when **inclement weather** creates attendance problems for students. Specifically, faculty members should work with students on a case-by-case basis when hazardous weather conditions are present.

Students are expected to adhere to attendance policies announced in their classes. They are advised to contact their instructors in advance, if possible, or immediately following an absence to clarify the validity of the absence and to arrange to make up work missed, if permitted within the announced attendance policy.

The Athletic Council's policy on scheduling of athletic competition states that student-athletes will not be required to miss more than 10 full days of class in a semester and no class day (Monday, Tuesday, etc.) will be missed more than 6 times in a given semester. It is the responsibility of the student's head coach to ensure that the missed class policy is not violated. In addition, no intercollegiate athletic events will be scheduled during finals week including the Sunday prior to finals week without permission of the Vice President for Academic Affairs. An exception to the above policy is the schedule for NCAA championships, conference championships, post-season events and tournaments over which the institution has no scheduling control.

Additionally, on April 4, 2014, Governor Mary Fallin approved Senate Bill 1830: The Oklahoma Student Veteran Leave of Absence Act of 2014, effective July 1, 2014. The bill requires the state's higher educational institutions to grant a leave of absence to a student who is a member of the active uniformed military services and is called

to active duty. The student must be able to withdraw and receive a full refund for all classes during the period of active duty service or receive incomplete grades, if qualified—without penalty to his/her admission status or GPA and without loss of institutional financial aid. The leave of absence cannot exceed a cumulative five year period. A student may bring legal action against the institution if it fails to comply with the law.

In compliance with this new state law, a formalized Military Leave of Absence (MLOA) has been established by a university-wide working group. Although the group continues to refine MLOA processes, information has been published on the Registrar website (<http://registrar.okstate.edu/>) to coincide with the July 1 effective date, including:

- OSU Military Leave of Absence (MLOA) Frequently Asked Questions - FAQs section of the website
- Military Leave of Absence/Withdrawal Form - Forms section of the website

For additional information about military leaves of absence, contact the Office of the Registrar, 322 Student Union, 405-744-6876.

## Class List

On the first day of class, you should print your class list from “Web for Faculty” at <http://prodfosu.okstate.edu>. (Contact Ms. Bonnie Stone at 405-744-6864 for a quick introduction to “Web for Faculty.”) The class list can change daily for two weeks, so update your roster before every class.

The maximum class enrollment size is determined by the department head and can be changed only by the department head or dean. No one, however, may change the maximum enrollment to exceed the fire code limits of a room. Normally, if courses are in high demand, they are filled to the maximum enrollment by the time a semester begins. You may still have seats available in your room, but that does not necessarily determine the size of the class. If the class is full, a student can add your class only if another student drops.

Students may ask about adding your class if it is full. Here are some suggestions for handling such requests. Send them to their adviser, who can determine how desperate they are for the class. A department may have a priority system and by the end of the first week may allow a few more students to add the class if seats are available, and the fire code is not violated. Encourage students to keep trying to add because they have two weeks to add a class. Permission of the instructor is needed to add a class in the second week. However, students should not be allowed to continue attending class after the second week if they are not enrolled.

Take attendance at the beginning of the semester to determine how many students are attending class. Instructors are required to report students who are excessively absent or have not attended class. This report is requested by the Registrar and submitted on the “Web for Faculty” during weeks three and four of the fall and spring semesters.

Please know the prerequisites for your class. A student who has not successfully completed the prerequisites should be advised to drop the class immediately. **You have the right to enforce prerequisites.**

## Academic Alert System

OSU Academic Alert System (AAS) is a communication tool to support the academic success and retention of our students. Through this system, designed in a way similar to OSU’s grade submission process through SIS, instructors may choose to report information about student attendance and performance through the 12<sup>th</sup> week of the fall and spring semesters.

Submission of information through AAS is voluntary on the part of the faculty and is intended to enhance, not limit or replace, direct communications about academic progress between instructors and students. The alert will generate an email message to the student as well as provide information to the student’s advisor. The student will be asked to (1) contact the instructor to discuss ways to improve performance and (2) contact the academic advisor to obtain help and to develop a plan for success.

Academic advisors are expected to initiate contact with students when alerts are received. Advisors may



provide assistance and appropriate referrals to tutoring services, career counseling, personal counseling, the Learning and Student Success Opportunity (LASSO) Center, and other campus resources.

Below is a summary of how to submit an academic alert, as well as a list of contacts in each academic advising unit. Please contact Dr. Pamela Fry, [pamela.fry@okstate.edu](mailto:pamela.fry@okstate.edu), 405-744-7135, with questions and comments about AAS or Ms. Bonnie Stone, [SIS-DM@okstate.edu](mailto:SIS-DM@okstate.edu), 405-744-6864, regarding questions about the SIS Web for Faculty system.

### Submission of an Academic Alert

To submit an Academic Alert, log into SIS Web for Faculty at <http://prodfosu.okstate.edu> and enter the "Academic Alert" area. Your submission alerts both the student and the student's academic advisor via email. You may report concerns about your students using any or all of the following indicators. Please remember that your comments will be sent to students and their advisors.

1. Attendance: Indicate concerns about the student's class attendance. Select "Excessive Absences," "No Evidence of Attendance," or "Stopped Attending." The determination of what constitutes excessive absences is up to each individual instructor. Use the "No Evidence of Attendance" option if you have no evidence that the student has ever attended class (no assignments submitted, no attendance roster, etc.). Use "Stopped Attending" if the student attended some classes but is no longer attending. Selecting "Stopped Attending" will require you to select the date that the student stopped attending.
2. Poor Quality Work: The quality of a student's work is unsatisfactory. This may include assignments, quizzes, exams, and other coursework.
3. Missing Work: The student has failed to complete assignments, quizzes, exams, or other coursework.
4. Cannot Pass with Remaining Coursework: The student's performance thus far is such that it is not possible for the student to earn a passing grade by completing the remaining coursework.
5. Comments: Provide comments about the student's attendance or performance. Clicking on the "Instructor Comments" field for a student will take you to the large comment box below. This is so you can read all of the comments you have typed. Then click the "Enter Comment" button to submit the comment.
6. To save and submit the data: Click the "Submit" button at the bottom of the page when you have finished.

The Academic Alert System is available for use during the first 12 weeks of the fall and spring semesters.

### Behavioral Concerns

The Academic Alert System is intended to notify students and academic advisors about academic concerns. For behavioral concerns, please continue to notify the Behavioral Consultation Team (BCT) via their hotline at 405-744-3333. More information can be found on Page 14 of this document and at <http://bct.okstate.edu>.

### Withdrawing from the University

Withdrawing means that a student drops **all** classes and leaves the University. The withdrawal process is initiated in the office of student academic services of the student's college or Enrollment Services in Tulsa. See *OSU Catalog*, Academic Regulations 1.10 and <http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses>.

A student who withdraws prior to the end of the twelfth week of a regular semester or sixth week of a summer session or during the proportionate period for block or short courses receives a "W" (withdrawn). The student does not need to secure the instructor's signature because no grade assignment is required. A student withdrawing after the twelfth week of a regular semester or the sixth week of a summer session or during the proportionate period for block or short courses but prior to pre-finals week, will receive a "W" (withdrawn) or "F" (failing) as assigned by the instructor. The grade of "F" will be calculated in the grade point average.

After the beginning of pre-finals week, a student may not withdraw from the University and the instructor must assign a letter grade.

## Dropping a Course

At any time prior to the end of the sixth day that classes meet in a regular semester (not counting Saturday or Sunday as class days), a student may drop a course, and no record of the course will appear on the student's academic record. See *OSU Catalog*, Academic Regulation 5.4 and <http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses>.

After the time to drop with no transcript record and prior to the end of the **twelfth** week of classes of a regular semester or the sixth week of an eight-week session (or proportionate periods for block or short courses), a grade of "W" (dropped) shall be recorded on the student's academic record.

After the twelfth week in a regular semester or sixth week of an eight-week session, or proportionate periods for block or short courses, a student may not drop a course and shall be assigned only the grade of "A," "B," "C," "D," or "F" or (when appropriate) "F!," "I," "NP," "P," "S," "U," "SR," or "UR" by the instructor at the end of the semester. See Exhibit F that interprets the grading system. Exceptions to this policy may be allowed by petition because of extraordinary circumstances. A petition requires the signatures of the student's adviser and dean, and approval by a university-wide review panel.

No course may be dropped without the signature of the student's academic adviser or adviser clearance on SIS. International students should consult with International Students and Scholars (Stillwater 405-744-5459 or Tulsa 918-594-8111) before dropping a course. A student's immigration status is jeopardized by less than full time enrollment.

A student may not drop any course in which an alleged violation of academic integrity is pending against the student. The faculty member or the Academic Integrity Panel may permit the student to drop the course with a "W" (according to the drop grade policy) if the allegation is dismissed or if the student admits responsibility for a level one sanction. A student may not drop a course in which the "F!" grade was assigned.

## Rules for Adding, Dropping and Withdrawing

For the fall 2015 semester, students may drop/add classes via the web until midnight August 24. Restricted enrollment, the last day to add a class with instructor and advisor permission, ends August 28. During restricted enrollment students must add or drop courses by submitting a signed add/drop form to Registration Services in 321 Student Union or Enrollment Services at OSU-Tulsa.

November 6 is the last day to drop a course and receive the grade of "W." Students completely withdrawing by November 6 will receive the grade of "W" for all courses. These dates apply to full 16-week glasses. See the Class Schedules section of the Registrar's website for short course dates. This information is also available at <http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses>.

## Privacy of Student Records

As required under the Family Educational Rights and Privacy Act, (FERPA), ("the Buckley Amendment") the University has a policy regulating access to and disclosure of information in students' academic records. The Registrar website provides information regarding FERPA: <http://registrar.okstate.edu/>. The site includes general information about FERPA and answers to questions that are frequently asked by students, parents, faculty, and staff. Faculty are required to complete an online FERPA tutorial at <http://registrar.okstate.edu/> before accessing the Student Information System (SIS).

Current and former students have the right to review their educational records maintained by the institution, except for material to which the student has waived right of access or for material specifically determined to be confidential by law. Parents may also claim the rights that are afforded to students and/or legal guardians who are assigned such rights by the law, i.e., those who claim the student as dependent for federal income tax purposes. Contact the Registrar to determine if the parent has received the right to review educational records.

Information contained in educational records is confidential but may be reviewed by "school officials" who have a "legitimate educational interest" in the student without prior consent of the student. "School official" includes

individuals currently classified as faculty, administrative, or professional staff, and staff such school officials supervise. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility to the University. Records should be used only in the context of official educational business. School officials may have legitimate educational interests in students who are currently enrolled and in those no longer enrolled.

The provisions of FERPA allow faculty to release "directory information" without written student permission unless the student has directed the University to withhold such information. Students who have directory holds (Buckley flags) are designated on SIS and on the class rolls accessed by instructors. No information may be released about students with Buckley flags, including whether or not the individual is a student at OSU. Directory information that may be released includes the student's name; local and permanent addresses or hometown; institutional email address; telephone number; year of birth; major field of study; dates of attendance at OSU; degrees, honors, and awards granted or received; academic classification such as freshman, sophomore, etc.; most recent educational institution previously attended; dissertation or thesis title; advisor; participation in officially recognized organizations, activities, and sports; and parents' names and addresses (city and state only).

Although a faculty member may have access to students' educational records, disclosure of confidential information to a third party is prohibited. Any requests from off-campus parties (e.g., parents, employers, etc.) for information from educational records will be handled through central offices: (a) the Office of the Registrar for academic records; (b) the Office of Student Judicial Affairs for disciplinary records; (c) the Career Services offices for placement records, (d) the Office of the Bursar for billing information; and (e) the Office of Scholarships and Financial Aid for financial aid information. A student or former student, however, may provide written consent to any school official to release confidential information.

Faculty who wish to post grades as a convenience to students may do so *only* on a secure website or with the prior written consent of each student. Faculty who wish to post grades should use Desire2Learn (contact the Institute for Teaching & Learning Excellence at 100 Telecommunications Center, 405-744-1000 or OSU-Tulsa's Learning Technology Services, 918-594-8285). Alternatively, instructors may circulate a paper in class that states (a) students who sign the paper give permission to the specific faculty member in the specific course to post examination and/or quiz grades, and (b) such postings will not list students in any personally identifiable manner. In posting grades, faculty may *not* use student names, student ID numbers, or any portion of the Social Security Number. Such information represents "personally identifiable information," the use of which is restricted under FERPA. Posting grades by other codes such as a number randomly assigned to the student, a code provided by the student, or some other system to which the student agrees is permissible. Code words or randomly assigned numbers known only by the individual student and faculty member are the most secure and are in keeping with FERPA guidelines. Plans for posting grades should be clearly specified in the course syllabus, students should be given the opportunity to object to the posting mechanism, and such objections should be honored through the provision of alternate codes or grade notification procedures.

The complete privacy policy can be found in University Policy and Procedure Letter 2-0701 (<https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>).

Inform students that once final grades are submitted electronically to the Registrar, they are available immediately on the Web.

### Pre-finals Week

According to university policy, all courses are expected to schedule final examinations, and the examination must be held at the time listed in the official schedule. Final examinations are scheduled at the end of each semester and are preceded by a pre-finals week that begins seven days prior to the first day of finals. During pre-finals week, all normal class activities will continue; **however, no assignment, test, or examination accounting for more than 5 percent of the course grade may be given.** This excludes make-up and

laboratory examinations, as well as out-of-class assignments (or projects) made prior to pre-finals week (such as term projects). This 5% rule was established by Faculty Council.

During pre-finals week, no student or campus organization may hold meetings, banquets, receptions, or may sponsor or participate in any activity, program, or related function that requires student participation. Any deviation from the above policy must have prior approval from the Department Head, the Dean of the College, and the Vice President for Academic Affairs. A final exam may be given only at the officially scheduled time as published in the schedule of classes unless an exception is granted by the Vice President for Academic Affairs. (See University Policy and Procedure Letter 2-0210 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.)

Frequently, students ask if a limit exists on the number of final examinations they should have to take in one day. University Policy 2-0216 (<https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>) states that students who have three or more final examinations on one day may reschedule one of the examinations. The policy identifies how to determine which exam is moved. See the syllabus attachment for a brief summary of the policy.

### Six Week and Final Grades

All grades are entered electronically via "Web for Faculty." Faculty are required to complete an online FERPA tutorial at <http://registrar.okstate.edu> before accessing SIS. Help with the grade entry process can be obtained from the SIS office 405-744-6864.

Faculty who teach 1000 and 2000 level courses are expected to submit Six Week grades after the sixth week of class (due no later than September 25, 2015). Six Week grades may also be posted for any upper division or graduate course. Six Week grades are important to OSU's efforts to help our students succeed and improve instructor feedback about students' progress in classes. Advisers will review these grades, contact students who are experiencing academic difficulty, and encourage them to meet with their instructor.

Final grades must be submitted electronically to the Registrar's Office on the published date for each semester which is on the Tuesday following the last day of final exam week. Different rules are in effect for classes taught in the summer. Because determination of academic standing for all students, including probation and suspension, eligibility for financial aid, and enrollment certifications, is dependent upon the receipt of final grades, it is very important that final grades be submitted by the published deadline.

Exhibit F interprets the grading system at the University.

The grade of "I" (incomplete) may be assigned in cases in which the student has completed the majority of course work (i.e., material amounting to more than 50% of the course grade as outlined in the course syllabus) and whose work averaged "D" or better, but who has been unavoidably prevented from completing the remaining work of the course. This grade is considered temporary. When the instructor specifies the conditions the student must fulfill in order to complete the course, he or she will also specify the grade the student would receive based on total course requirements and evaluation of completed work, and assign a composite incomplete grade. This temporary grade ("IB," "IC," "ID," "IF," or "IUR") will be the projected grade if the student received a zero for the remaining course work, with the "I" representing the incomplete status of the course. Neither a grade of "IA," "ISR," nor a condition that the student must repeat the course, is permitted. Unless the student completes the requirements for the course and the instructor submits a change of grade form, the grade will automatically change to the projected grade after one year. Additional information on incomplete grades can be found at <http://registrar.okstate.edu/>.

### Grade Changes

Occasionally an error is made when a student's grade is calculated and then a correction is needed. The only permitted reasons for changing a final grade are to correct a grade that was reported in error, to remove an incomplete grade, or to change a grade at the direction of the Grade Appeals Board or Academic Integrity Panel. An instructor may not allow students to perform extra work after the end of the course in order to raise their

grade. Grade change requests must be submitted in writing to the Office of the Registrar and must have both the department head's and the dean's approvals. A grade may not be lowered after the student has graduated unless the degree has been revoked.

### Auditing a Course

A student who does not wish to receive credit in a course may enroll as an auditor through the Office of the Registrar, provided space is available and the student obtains approval from the instructor of the course and his or her adviser. A student who enrolls as an auditor must verify that he or she will not petition to receive credit for the audited course. Instructor discretion will determine the auditor's level of class participation, such as taking exams or turning in assignments. Audit enrollments follow the same resident and non-resident tuition and fees policies as credit enrollments, with some exceptions for individuals 65 years or older.

Audited courses do not count in the determination of full-time student status and do not apply toward Veterans Affairs benefits. Laboratory courses, private music lessons, studio art courses, outreach courses, and other courses that require special course fees are not open for audit enrollment.

The audit enrollment form is available on the Office of the Registrar Web site at <http://registrar.okstate.edu>. Initial enrollment in a course as an auditor may be completed only between the first and the tenth class day (inclusive) of a 16-week semester and proportionate periods for shorter sessions.

Audited courses appear on a student's official transcript with an indication that the course was an audit enrollment. An "AU" appears where the grade would normally appear. The "AU" does not contribute to a student's GPA, and no credit hours are earned for the course. See Academic Regulation 5.11 for more details.

### Grade Books and Student Records

Faculty members are responsible for the existence of student grade records and certain other materials basic to the conduct of courses. Faculty should maintain written records, in a grade book or comparable format, of the results of student exams, projects, presentations, and other items that count toward the final grade.

**Policy requires a final examination for all students. All examinations, including the final, must be returned to students or retained in the department for at least one regular semester.**

In case of a grade appeal, the procedures of the Grade Appeals Board assume that faculty will ensure the existence of relevant evidence of a grade for major projects and exams. (A **major** project or exam is defined as amounting to 10 percent or more of the final grade.) The faculty member is expected to do this by (a) returning the project or exam to the student, or (b) retaining it for a period of at least one regular semester (fall/spring), during which a grade appeal can be made. It is understood that if the faculty member returns the work, the student shall be provided a reasonable opportunity to pick it up.

Faculty members should maintain copies of syllabi, course policy statements, examinations, and other material pertinent to their courses. Faculty members or teaching assistants who are leaving OSU for an extended period should deposit their grade records and course files with the department head. Either originals or exact copies are acceptable. The responsible party should retain all grade records for at least five years after grades are due in the Registrar's Office, then destroy the records provided no complaints have been filed. If a complaint has been filed, records may be destroyed two years after exhaustion of all legal remedies provided records meet all stipulated retention requirements. (University Policy and Procedure Letter 2-0214, Retention of Grade Book and Records available at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.)

**Finally, all grade records are the property of OSU.**

### Appeal of a Final Grade

OSU faculty members must provide students with a clear written statement (such as a course syllabus) about the grading practices and procedures that will be used to determine the student's final grade. If a student

believes those practices and procedures were not consistently, fairly, and accurately followed when the faculty member determined the student's final grade, the student shall have the right to appeal the case to the Grade Appeals Board. This must be done within four months after the grade was assigned or six weeks after the student begins a new semester, whichever comes first, if informal discussions fail to resolve the issue.

(Note: A prompt and serious attempt by a faculty member, department head, and dean may resolve many grade disputes before an appeal is filed.)

In hearing a case, the Grade Appeals Board shall base its decision of changing or not changing the assigned grade solely upon whether the grade was assigned fairly within the grading system adopted and announced by the faculty member. In all other instances, the case will be referred back to the departmental and college levels for resolution. (See Exhibit E.)

The Grade Appeals Board has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P." Faculty members or students may appeal decisions of the Grade Appeals Board if the Board did not follow the policy and procedures or if new information related to the original decision becomes available.

This is a summary of the official University policy. For a detailed, official copy consult University Policy and Procedure Letter 2-0821 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

## Academic Integrity

OSU's Academic Integrity Policy (Exhibit D) has been in effect since 2006. The Academic Integrity website, <http://academicintegrity.okstate.edu>, provides detailed information on the policy and related procedures, so only a few key points will be covered in this Guide.

**Take pre-emptive actions.** The academic integrity policy recognizes the obligation of all OSU faculty and students to understand, communicate, and abide by the standards of academic integrity. Faculty and TAs are urged to deal in an official manner with all cases of plagiarism, cheating on examinations, and other academic integrity violations. Faculty and TAs are also urged to take positive and "pre-emptive" actions to inform students about academic integrity standards and to manage exams and projects in ways that deter violations.

**Follow policy after detection and take positive action.** If you have evidence that would convince a reasonable third party that the student "more likely than not" cheated on an exam, plagiarized, or committed some other academic integrity violation, your first move should be to contact an academic integrity facilitator and then to inform the student in writing (using the form included in Exhibit D) of your charge, eventually setting up a meeting with the student and the facilitator. The academic integrity policy does not require proof of "intent" to cheat on the part of the student.

**Understand options for three sanction levels.** The academic integrity policy recommends three levels of sanctions (penalties). For minor violations an "F" or zero on the individual assignment, quiz, or paper is recommended. More serious violations may merit a grade of "F!" (pronounced "F shriek") for the course. In the case of students in graduate programs, serious violations may also result in suspension from OSU and dismissal from the program. The F! is an official transcript grade indicating course failure due to cheating. To promote education regarding academic integrity, the policy specifies that the student may remove the *first* "!" (but not the F) by successful completion of an education program on academic integrity.

**Can a student appeal an F! grade or a grade lowered due to an academic integrity violation?** Yes, but it is not a "grade appeal" but an appeal of the charge of an academic integrity violation or the sanction given for the violation. The appeal is processed through the Academic Integrity Panel and the burden of proof rests with the student. In the case of an academic integrity appeal, the Academic Integrity Panel will assign a consulting member to assist you.

For information about academic integrity, contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, <http://academicintegrity.okstate.edu>.

## General Education Program

General education courses at OSU provide undergraduate students with general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. Specifically, general education is intended to construct a broad foundation for the student's specialized course of study; develop the student's ability to read, observe, and listen with comprehension; enhance the student's skills in communicating effectively; expand the student's capacity for critical analysis and problem solving; assist the student in understanding and respecting diversity in people, beliefs, and societies; and develop the student's ability to appreciate and function in the human and natural environment.

General education courses are aligned with one of four content areas: analytical and quantitative thought (A), humanities (H), social and behavioral sciences (S), and natural sciences (N). In addition, OSU students must participate in a diversity (D) course, an international dimension course (I), a natural sciences course that includes a lab component and has a scientific investigation (L) designation, two English composition courses, one American history course, and one political science course. A course is qualified to be part of the general education curriculum if it meets the needs of students in all disciplines without requiring extensive specialized skills and satisfies all the criteria for a specific general education area. If you are teaching a course with a general education designation, please review the "General Education Courses Area Designations – Criteria and Goals" document available at <http://academicaffairs.okstate.edu/sites/default/files/gened-criteriagoals.pdf> to be sure that your course fulfills the requirements for the general education course.

## Student Survey of Instruction

Evaluation by students of all courses is mandatory, including short block courses. In fall 2015, the University is transitioning to a software system (Class Climate) that will allow for online delivery of the Student Survey of Instruction (SSI). Unless a department has developed an approved, alternate course evaluation instrument, the new system will replace paper survey forms with a secure, online survey. Each faculty member should check with his/her department head to know the unit's course evaluation system.

In the online system, students will be able to access the survey through D2L for approximately two weeks prior to Final Exam Week. Students will receive an email notification about the survey a few days prior to its availability. Instructors are encouraged to provide class time during this survey period to allow students an opportunity to bring an internet-connected device (laptop, tablet, smartphone) to complete the survey. Instructors are to take every possible caution to preserve both the fact and the appearance of student anonymity. The SSI coordinator for each college will distribute reports of student evaluations to the respective instructor and to the instructor's department head.

Student evaluations are intended primarily to assist the faculty in improving classroom instruction. While the summary information is useful to department heads as academic leaders of their faculty, it is not intended to be used as an exclusive indicator of teaching effectiveness for purposes of evaluating faculty.

## Academic Regulations

All University Academic Regulations can be found in the OSU Catalog. Much of the information here is located in the catalog, but never hesitate to ask for assistance from appropriate administrators concerning questions about interpretation of University policies. The catalog is revised yearly and is available online at: <http://registrar.okstate.edu/>. The undergraduate academic regulations are also available at [http://registrar.okstate.edu/index.php?option=com\\_content&view=article&id=59&Itemid=74](http://registrar.okstate.edu/index.php?option=com_content&view=article&id=59&Itemid=74).

## Faculty and Staff Resource Website

The Office of Academic Affairs maintains a website for faculty and staff that includes links to helpful information and other University sites you may need throughout the year. This resource site can be found at

<http://academicaffairs.okstate.edu/content/resources-faculty-staff> and some of the topics covered are listed below. You are encouraged to review the site and bookmark it for frequent reference throughout the semester:

- Academic Calendars
- Academic Regulations from the OSU Catalog
- Faculty Handbook
- Faculty/Staff Fee Waiver Process
- FERPA Information
- Nomination and Appointment Process for Regents Professors
- OSU Policies and Procedures Site
- Reappointment, Promotion and Tenure Process
- Student Computing System
- Students in Distress – Referral guide for students in various types of distress
- Syllabus Attachment

### **OSU-Tulsa Faculty Support Services**

Faculty Support Services is located in Main Hall 2403 and North Hall 307. Faculty support provides assistance to OSU-Tulsa faculty with copying materials, mailing information, scheduling motor pool reservations and shuttle bus reservations. Faculty commuting to the Tulsa campus, who would like to reserve an office to meet with students, should contact the coordinator at 918-594-8276 for an office assignment. Questions regarding additional services should be directed to the coordinator.



## RIGHTS AND RESPONSIBILITIES

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### Equal Opportunity

It is the policy of OSU to provide equal opportunity to all employees and students enrolled at the University. OSU does not discriminate on the basis of race, color, national origin, sex, qualified disability, religion, sexual orientation, or age in its programs and activities. The Office of Equal Opportunity is designated to handle inquiries regarding the non-discrimination policies and can be reached at the information provided below (See the Equal Opportunity/ Affirmative Action Policy and Procedure Letter 1-0101 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>).

The book *Teaching for Inclusion: Diversity in the College Classroom* is available from University of North Carolina (<http://cfe.unc.edu/pdfs/TeachforInclusion.pdf>).

OSU students and employees may receive help in resolving complaints and grievances regarding alleged illegal discrimination as well as alleged arbitrary and/or unreasonable acts of discrimination that may arise in areas related to admission or treatment while enrolled at the institution and non-academic complaints related to employment, campus living, and student life. If a student has a discrimination complaint that cannot be resolved informally between the parties involved, the student may request assistance from the Office of Student Conduct, 328 Student Union, 405-744-5470.

### Sexual Harassment

OSU prohibits sexual harassment of faculty and staff in the workplace and in the recruitment, appointment, and advancement of employees. Sexual harassment of students is prohibited in and out of the classroom and in the evaluation of students' academic performance. The policy of the University also states that unfounded accusations of sexual harassment shall not be condoned. This policy is equally applicable to faculty, staff, and students.

Sexual harassment at OSU is defined as any unwanted attention of a sexual nature from someone in the workforce or a class that creates discomfort or interferes with work or academic performance. The Equal Opportunity Commission and Office of Civil Rights, Department of Education define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing,
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/academic environment.

Title IX of the Education Amendments and OSU policy prohibit discrimination in the provision of services or benefits offered by the University based upon gender. Any person (student, faculty or staff) who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of possible violations of Title IX with the OSU Title IX Coordinator:

OSU Title IX Coordinator  
408 Whitehurst  
405-744-9153  
405-744-5576 (fax)

All faculty and staff are required to participate in training on the sexual harassment policy. Contact your department to find out when training is scheduled in your unit.

Additionally, in compliance with Title IX, all OSU students will receive training on sexual assault/violence. Sexual assault/violence training is also being developed for OSU employees.

This is a summary of the official University policy. For a detailed, official copy consult University Policy and Procedure Letter 1-0702 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

### **Students with Disabilities – Physical, Medical, Emotional, or Learning**

OSU is committed to serving the needs of students with disabilities. Federal law protects individuals with disabilities and states that the University must provide reasonable academic accommodations. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Students who have identified themselves as having a learning disability and have presented complete and appropriate documentation to Student Disability Services, 315 Student Union, 405-744-7116, <http://sds.okstate.edu> or 103 North Hall, OSU Tulsa, 918-594-8354, [www.osu-tulsa.okstate.edu/services/disability.asp](http://www.osu-tulsa.okstate.edu/services/disability.asp) are recognized by the University as qualified to receive reasonable academic accommodations. If an accommodation (e.g. alternative testing) is appropriate for a course taught on the OSU campus, faculty will be notified by Student Disability Services. Faculty are expected to provide reasonable accommodations for students. For more information, see University Policy and Procedure Letter 2-0824, Academic Accommodations for Students with Disabilities at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

Exhibit G provides additional information about Student Disability Services.

Under no circumstances can you disclose a student's disability to your class!!

### **Behavioral Consultation Team**

The BCT is a specially trained group of professional staff members from several university departments with mental health, student development, law enforcement, academic, administrative and legal expertise. The team investigates and evaluates threats and other concerning behavior, and implements strategies for managing individuals who may pose a threat of harm to themselves or others. The team's goal is to work with all parties involved to effect a safe campus environment.

The university expects all members of our community to act quickly and responsibly if they hear or see something that is out of the ordinary. Direct threats, veiled threats, extreme displays of emotion, obsession with violence or death, possession of a weapon or explosive device, inappropriate classroom behavior, unusual fixation on another person, manipulative behavior, extreme weight gain or loss, expression of intent to harm oneself, severe disorientation, apparent lack of touch with reality and similar behaviors should all be reported to the Behavioral Consultation Team (BCT).

For additional information, visit the website at <http://bct.okstate.edu>. In an emergency, call 911. Otherwise, during business hours call the Behavioral Consultation Team Hotline at 405-744-3333, Lee Bird, Vice President for Student Affairs, 405-744-5328; Suzanne Burks, Director of University Counseling Services, 405-744-5458; Pamela Fry, Associate Provost and Associate Vice President for Undergraduate Education, 405-744-7135; or Chief Michael Robinson, OSU Police 405-744-6528. After business hours, call OSU Police Department at 405-744-6523

### **Assessment of Student Learning**

Assessment is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving student learning and development. Assessment of student learning is critical because it provides data on whether or not students are achieving our expectations and facilitates discussion on how we can improve our teaching practices, curricula, and co-curricular experiences. Assessment also serves an important role in institutional, college, and program accreditation, academic program review, and public accountability.

Effective assessment requires faculty members' engagement and leadership. There are many ways for faculty

members to engage in assessment and provide leadership: serve on the Assessment and Academic Improvement Council, the body that develops and provides leadership for implementation of the institutional assessment plan; contribute samples of student work and participate in a faculty panel to assess those samples for evidence of students' achievement of general education learning goals and serve on the Committee for the Assessment of General Education; and work with other faculty members in your program to develop and implement processes for assessing students' achievement of expected program learning outcomes and use those results to reflect upon and improve the program. Although one faculty member within each degree program serves as assessment coordinator for that program, all program faculty members should be involved in the program assessment process.

Oklahoma State University offers substantial resources to support faculty members' work in assessment including funding for program outcomes assessment, faculty development opportunities, and scanning and testing services. To learn more about assessment at OSU, contact University Assessment and Testing at 405-744-6687, <http://uat.okstate.edu>, or stop by the UAT Building on the southwest side of campus at the corner of Walnut St. and Admiral Ave.

### **Faculty Appraisal and Development**

An Appraisal and Development (A&D) review is conducted annually for all faculty members. You will prepare an annual report of professional activities and self-assessment. Your department head will review the materials and prepare a summary assessment. An individual conference with the department head will be scheduled each year to discuss your progress and plans for the coming year. Your department head should provide a form or outline for you to use in preparing your materials, and communicate the procedures followed in the appraisal process and the criteria used in assessing performance. For more information about appraisal and development, contact your department head and review University Policy and Procedures letter 2-0112 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

A cumulative review of tenured faculty takes place every five years following the awarding of reappointment with tenure. See University Policy and Procedures letter 2-0109 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.

### **English Proficiency of Instructors**

Proficiency in spoken English and listening comprehension is fundamental to effective teaching. All persons responsible for instructional activities are expected to have a reasonable command of the English language sufficient to use it fluently and accurately.

International graduate students who teach must receive a passing score on the speaking portion of the internet-based TOEFL (iBT) or similar examination, participate in the international teaching assistant (ITA) orientation and receive a passing score on the ITA oral examination before accepting an assignment with oral instruction. Oral instruction includes classroom and laboratory settings as well as any other assignment requiring oral communication between the instructor and student (e.g., discussion sections, tutoring, etc.).

Any student at OSU may file a complaint regarding the English language ability of instructors. Students are encouraged to file such complaints about language ability initially with the academic department in which the course is taught. The department head will investigate and deal with the problem as appropriate.

### **Use of Tobacco**

Tobacco and smoking preparation use are prohibited in buildings, vehicles and grounds owned, leased or under the control of OSU, with the exception of a limited number of residential facilities. Tobacco use includes, but is not limited to, the carrying by a person of a cigar, cigarette, pipe, or other lighted smoking device or the use of smokeless tobacco including snuff, chewing tobacco (including chewing on an unlit cigar or other tobacco product), smokeless pouches, or any other form of loose-leaf, smokeless tobacco. Smoking preparations

include but are not limited to hookahs, electronic cigarettes, vapor devices, and clove cigarettes. (See Policy and Procedure Letter 1-0530 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.)

## Compliance with NCAA Regulations

As a member of the National Collegiate Athletic Association (NCAA) and the Big 12 Conference, Oklahoma State University has a duty to ensure that our coaches, student-athletes, boosters and university staff uphold the rules and regulations agreed to by the members of each association. The Office of Athletics Compliance, under the direction of President Hargis, works hard to ensure that the various university constituencies are aware of the NCAA and Big 12 rules that apply to them. As such it is extremely important that you are aware of the following regulations:

- **Ethical Conduct:** Unethical conduct by a current or former staff member may include, but is not limited to, the following:
  - Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;
  - Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;
  - Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
  - Knowingly furnishing the NCAA or the individual's institution false or misleading information concerning the individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;
  - Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., "runner");
  - Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law.
  - Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or an institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores);
  - Fraudulence or misconduct in connection with entrance or placement examinations.

**Any conduct that is deemed to be unethical under NCAA guidelines shall be grounds for termination.**

- **Gambling:** The following individuals shall not knowingly participate in sports wagering activities or provide information to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur or professional athletics competition: staff members of an institution's athletics department; nonathletic department staff members who have responsibilities within or over the athletics department (e.g., chancellor or president, faculty athletic representative, individual to whom athletics reports); and student-athletes.
- **Extra Benefits:** An extra benefit is any special arrangement by an institutional employee or a booster to provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation. It is a violation of NCAA rules for student-athletes to receive an extra benefit.
- **Academic Integrity:** Oklahoma State University has a clear Academic Integrity Policy that all students are expected to follow. OSU fully expects its student-athletes, tutors, facilitators, and staff to comply fully with this policy as well.

It is difficult to fully cover all the material that needs to be conveyed in this handbook, therefore, the Office of Athletics Compliance has developed a website to provide more comprehensive rules education [www.okstate.com/compliance/okst-compliance.html](http://www.okstate.com/compliance/okst-compliance.html). For additional information please contact the Office of Athletics Compliance at 405-744-7862.

## Letters of Recommendation

Sometimes a student will ask an instructor for a letter of recommendation. In order to submit recommendations or evaluations in accordance with FERPA regulations, instructors must request that students submit an authorization/waiver prior to providing FERPA-protected student information to third parties. Additional information and sample waivers are available on the Forms section of the Registrar website at <http://registrar.okstate.edu>.

## International Students

The University has promoted international education and hosted international students for many years. Approximately 8% of the total student body is international.

International students are subject to a number of U.S. immigration regulations. They must be enrolled full time each spring and fall semester; undergraduates must **complete** 12 semester hours, and graduates 9 hours (or 6 if they have a half-time assistantship). No more than one web class or 3 credits may count toward these totals for full time enrollment. U.S. Immigration permits students to work a maximum of 20 hours per week when classes are in session. Students who work on campus must first obtain a Work Permit from the Office of International Students and Scholars. The Office of International Students and Scholars also conducts a special orientation for new students each semester and provides the following services:

- advice on processing student and scholar immigration documents and assistance with special needs/concerns
- settling in assistance
- workshops on topics of special interest
- assistance with intercultural events

Advisors must be attentive to the special regulations that are part of the Student Exchange Visitors Information System (SEVIS) mandated by the Immigration and Customs Enforcement (ICE) regulations. SEVIS requires regulation and reporting of all students and scholars with F and J visas so it is important that these students and scholars abide by all immigration regulations.

The Office of International Students and Scholars (ISS), 250 Student Union, <http://union.okstate.edu/ISS> provides information and resources to faculty, staff & students. If you would like more information, contact the ISS office at 405-744-5459 or OSU-Tulsa at 918-594-8521.

## Professional Travel

The University encourages faculty members to travel when such travel can be justified in terms of official business or professional development. Travel policies vary from college to college; however, in all cases, requests for university reimbursed travel must be approved in advance by the dean of the college or the head of the administrative unit. Faculty should check with the department head regarding travel approval. University Policy & Procedures Letter 1-0132 (International Travel Policy) contains the official university policies and procedures regarding travel by OSU employees (<https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>). Reimbursement for official travel is governed by a considerable body of state law; contact your unit fiscal officer for additional information. Travel advances are not allowed by Oklahoma State Statute.

Out-of-State travel requests must be approved in advance by all administrative levels up to and including the respective dean. Out-of-Country (outside the 48 contiguous states) travel requests must have the approval of the Associate Vice President for International Studies & Outreach. The OSU/A&M Board of Regents receives a weekly summary of the out-of-country requests. Travel to a country with a U.S. State Department Travel Warning ([http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html)) must be approved by the Office of Risk

Management, 405-744-7337, prior to travel. Requests for travel should be submitted early enough to allow sufficient time for approval.

### **Consulting and Other Outside Activities**

The University supports the concept of reasonable consulting and other outside activities on the part of faculty as a means of keeping abreast of the latest developments in the field of application of one's specialty. Faculty members may devote a reasonable amount of time to outside professional activities provided that they continue to discharge, in a responsible fashion, the duties assigned by the department head and/or dean and provided such consulting does not involve possible conflict of interest. Administrative approval must be obtained in advance from your immediate supervisor for each proposed outside professional activity. (See University Policy & Procedures Letter 2-0111, <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents> and the approval form available at <http://academicaffairs.okstate.edu/faculty-a-staff>.)

### **Graduate Faculty Status**

New tenure-track Oklahoma State University faculty members are granted an initial appointment to the Graduate Faculty at the time of hire. Generally, a member must possess the terminal degree and have a record of ongoing scholarship appropriate to his/her discipline. Graduate Faculty membership for non-tenure track faculty is granted by the Graduate Council upon recommendation of the faculty members of the subject matter group appropriate to their appointment. More details on the roles and privileges of graduate faculty members, the bylaws that govern graduate faculty appointments and copies of the nomination form may be found at <http://gradcollege.okstate.edu/faculty>.

### **The Missions: Instruction, Research/Scholarship, and Extension/Outreach**

The University has a three-fold mission of instruction, research, and extension/outreach. Sound teaching practices and effective research are mutually supportive. Research/scholarly activities serve as an important component in the improvement of undergraduate and graduate learning. New faculty members should visit with the department head to learn about departmental and college expectations, as well as support services for these activities. OSU's Office of University Research Services ([www.osu-ours.okstate.edu](http://www.osu-ours.okstate.edu), 206 Whitehurst, 405-744- 9991) and college research offices assist faculty in research/scholarly activities. Exhibit H contains two articles from the *Chronicle of Higher Education* with suggestions for becoming a more productive faculty member. Exhibit H also contains the article "A Call for Faculty Fund Raisers" from the *Chronicle of Higher Education*. Faculty can also play an important role in fund raising by maintaining relationships with alumni, sharing scholarship ideas with potential donors, and similar activities.

### **Political Activities**

A policy of the Board of Regents for OSU/A&M Colleges states that all employees of university/colleges under the jurisdiction of the Board enjoy full rights and privileges of citizens to participate in political activities in the state of Oklahoma and the United States. Employees are permitted to freely engage in lawful political activities of any kind provided such activities are conducted on the individual's own time, do not interfere with official duties and responsibilities, and are not inconsistent with other provisions within the policy. (See University Policy and Procedure Letter 1-0705 at <https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>.)

## FACILITATING STUDENT LEARNING

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As you enter the classroom, focus on facilitating student learning. You are the primary motivator in this process. Teaching is an action directed toward the student, whereas learning is an action the student takes in acquiring knowledge. Involve the students quickly and get them committed to the learning process.

### The First Class Session

Instructors and students alike feel some tension on the first day. Careful planning can minimize that tension, and, unless you begin immediately with a lecture or exercise, you might consider the following plan:

1. ***Set the pace or climate you prefer.***

An informal climate can be achieved if you arrive early and chat with the students. If you wish, let the students know your name and how you expect to be addressed. A more formal mood is set when you arrive; put your title and last name on the board, and move on to the next topic.

HINT: If you are unsure about which way may be more effective for you, you may begin with a more formal approach and settle in on a style of your choice later.

2. ***Introduce yourself and vice versa.***

You would be surprised how many students do not know their instructors' names. Put it on the board, with office location and hours (even if it is listed on the course syllabus you hand out next).

Learn something about your students, either through roll call or note cards you ask them to complete.

3. ***Explain the mechanics of the course.***

Now is the time to hand out a course syllabus and review it. Students will want to know the kinds of tests you give, what you expect, and what they must do. Then, stick to these established ground rules except in the most urgent situations. You can change the syllabus; be certain to give every change in writing to the students.

4. ***Introduce the course.***

If you have a course outline, now is the time to hand it out and review the material. A salesperson would say this is the time you show what your product is and its importance to each person.

HINT: Allow a few minutes at the end of class for those ever-present housekeeping chores: next class assignment, students not on class roll, etc.

5. ***Don't rush to leave.***

Prompt conversation with your students after class. They are interesting people!

### Lecture - Tell Them with a Purpose

When you were a student, you probably remember the lecture described as "tell them what you're going to tell them, tell them, and then tell them what you told them."

1. ***Know your purpose.***

Know what you want to transmit - information not in text, a technique, evidence, summary, or examples.

2. ***Write down your outline.***

Students have just one chance to hear the material; consequently, stay organized. A good lecture moves from major points to minor points and on to supporting evidence. Many instructors put an outline on the board or in a PowerPoint slide, but it is a matter of choice.

3. ***Tell the students what you expect to accomplish during class.***

Students stay organized and understand better if they know where you are headed. For example, "Today, I will continue our discussion of the five techniques for avoiding the 'drop and add' lines."

4. ***Develop the lecture.***

Good lecturers use a lot of connecting words, phrases, and transitions ("as a consequence," "for example," "a result of this is") to guide a listener. Visual aids really do aid the lecture, especially if you speak with an accent. Remember that if you speak too fast, you outpace the student's note taking. Writing during class by the teacher promotes students to take better notes.

5. ***Finish with a brief summary.***

A brief summary and a short time for questions reinforce the process. Remember, the purpose of teaching is to facilitate student learning.

## Discussion Sections

1. ***Ask the lead question and then be ready to wait.***

Too many times the leader does all the talking, so wait for someone to answer and start the discussion.

2. ***Open-ended questions stimulate learning.***

Ask questions about what a student thinks, rather than what a student knows.

3. ***Set the climate.***

If students are in a circle, they talk to many people rather than one person at the front. If you avoid eye contact, the student speaking will talk to others in the group. Remember that sometimes a quizzical, questioning look does more than a direct question in a discussion group.

4. ***Grades for participation may hurt the discussion.***

When grades are involved, some students retreat from discussion whereas a few ambitious students may dominate the discussion. Let students know that you expect participation in discussion from the first day of class. Learn different techniques to include all students in the discussion (such as asking a student who does not participate in discussions to respond to a question).

## Laboratory Sections

As the leader, you must be well organized and prepared. You have to be able to tie the lab experience to the lecture material. Remember, a lab is usually a little noisy and a little chaotic. If you circulate around the room, you can catch problems before they blow up, literally, in some cases.

1. ***Start each day in a formal manner.***

This gives some order to the coming disorder. Remember the lab usually counts for only part of a student's grade, so you have less control at the beginning.

2. ***Knowing the experiment carries respect.***

If you perform the experiment before meeting with the class, you help eliminate the problems and can anticipate student questions.

3. ***Research the theory and relevance behind the experiment.***

This helps to eliminate the chance that you might not be able to answer the student's questions, as well as provide the knowledge you need to run the experiment clearly.

## Suggestions for Handling Disruptive Student Behavior in the Classroom

OSU supports freedom of expression and inquiry between faculty and students. However, inappropriate disruptive behavior in the classroom need not be tolerated. The following information is provided for faculty to inform you of OSU's position about disruptive student behavior.

Student Code of Conduct (<http://studentconduct.okstate.edu/code>), Section III, contains the following definition:

Classroom Disruption is behavior a reasonable person would view as substantially or repeatedly interfering with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program.



Further, the Student Code of Conduct, Appendix A, addresses student/faculty relations, classroom activities, and the University's responsibility to provide a satisfactory learning environment. The last paragraph of this section states:

It is the responsibility of the student to be prepared, prompt, attentive, and courteous in the classroom and conform to policies set forth by the teacher to maintain an academic decorum.

Instructors have the responsibility and the authority to maintain a productive educational environment in the classroom. You do not need to tolerate constant talking, use of profanity or threatening language, routinely coming to class late or leaving early, inappropriate interruptions, or personal insults. A proactive approach to the problem is to include an expectation statement of student behavior in the course syllabus and to discuss these expectations with students early in the semester.

If a student's behavior is negatively affecting the learning environment in the classroom, consider the listed options and follow the procedures:

1. Confront the disrespectful behavior. Depending on the severity of the behavior:
  - a. Consider a general word of caution to the whole class rather than warning a particular student (i.e., "we have too many conversations going on, let's stick to today's topic").
  - b. Ask the student to meet with you after class or during office hours.
  - c. Tell the student to stop the behavior and/or ask him/her to leave the class immediately.
2. When meeting with the student, clearly state the behavior causing the disruption and give the student an opportunity to respond. Hopefully, some agreement can be reached which should be documented in writing, including what action will follow should the disruptive behavior continue. Some consequences to consider:
  - a. filing a written complaint in the Student Conduct Office;
  - b. not allowing the student to return to class until he/she has met with the Student Conduct Officer,
  - c. recommending that the student be placed on conduct probation; and
  - d. in very extreme cases, recommending that the student be dismissed from the class.
3. If you have talked with the student on more than one occasion, document the incident(s) in a memo or letter to the student. The letter can be one of warning or a summary of your meeting with the student. The letter should include a description of the problem behavior(s), your expectations for the future, and what will happen if problems continue.
4. If the student behavior is of a threatening nature to you or other students, call the OSU Police at 405-744-6523 in Stillwater or 918-594-8123 in Tulsa.
5. Make a dated written record for yourself of any discussion, incidents or action taken in case the disruptive behavior persists.

Grades are earned by students for work assigned and cannot be used as a penalty for inappropriate classroom behavior.

When a student is referred to the Student Conduct Office because of classroom behavior problems, the Student Conduct Officer discusses classroom behavior expectations with the student and asks him/her to agree to the expectations. The meeting is confirmed with a follow-up letter. The letter reinforces the desired change in behavior and clearly states that further disruptive classroom behavior could lead to more severe action, including withdrawing the student from the course, probation, suspension, or expulsion from the University.

Please call the Student Conduct Office when a referral is being made so that you and the Student Conduct Officer can talk about how best to meet your needs. We have had good success at OSU following these guidelines. Addressing the issue early maintains the quality of the classroom environment and may avoid more serious problems later.

If you have additional questions, please call the Coordinator of Student Conduct on the OSU-Stillwater campus at 405-744-5470 or the Director of Student Activities on the OSU-Tulsa campus at 918-594-8234.

## INSTITUTIONAL SUPPORT FOR TEACHING AND LEARNING

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### Institute for Teaching and Learning Excellence

The Institute for Teaching and Learning Excellence (ITLE) provides a wide array of services to support the design, development, and delivery of high quality instruction in traditional and nontraditional educational settings. Any OSU employee engaged in teaching is encouraged to access the services and programs offered at ITLE. Those services include teaching and learning support, multimedia design, video production, and classroom technology services.

ITLE's Teaching and Learning Support department is staffed with expert professionals to provide a range of services from individualized teaching consultations to campus-wide technology trainings designed to enhance the teaching and learning experience in OSU classrooms. TLS staff provide numerous professional development opportunities for faculty who continually seek to refresh, renew, and enhance their scholarship of teaching and learning.

The Creative Media department is dedicated to assisting faculty with the development of high quality instructional materials employing visual design principles that integrate colorful graphics, animations, and 3-D models. The staff can "bring to life" an idea through general and technical illustrations, improve the use of audio and video in PowerPoint presentations, and provide eye-catching computer animations.

The Video Production department offers faculty services to support teaching that result in the creation of a digital presentation to be used in course instruction. Videos, graphics, and editing services can be provided during class sessions, in the ITLE studio, or other non-classroom sites on the OSU Stillwater campus.

To obtain teaching support services, contact ITLE at 405-744-1000.

### University College Advising (UCA) and the Learning and Student Success Opportunity (LASSO) Center

University College Advising (<http://uca.okstate.edu>) is a student academic services and advising unit at Oklahoma State University dedicated to helping all undergraduate students succeed as they transition from high school to college. UCA advisors help prepare students for success with their academic and career goals by employing holistic advising techniques to help students make an educational plan and assist students with enrollment each semester. Students undecided about their majors and those requiring additional academic support are advised through UCA before transitioning to a college major.

University College advisors teach a variety of courses to equip students with success tools and strategies at the university level. Freshman and Transfer Orientation classes are offered in the fall semester and teach students about campus resources, important deadlines, time-management strategies and study skills. Weekend courses also give students the opportunity to earn one credit hour over a two-day span. Topics for these short courses vary each semester, but have included leadership, memory techniques, study skills and college major selection.

Additionally, the LASSO Tutoring Center provides free tutoring and success coaching for all students. Students use the online scheduling system (<http://lasso.okstate.edu/tutoring>) to schedule up to five one-on-one tutoring appointments per week or utilize the walk-in tutoring service. For some classes, walk-in tutoring is available in conjunction with dedicated supplemental instruction sessions. Success coaches are community members, graduate students and retired faculty who are committed to student success. Coaches can help students develop time-management plans and study schedules, resolve issues adjusting to campus, implement success strategies and improve relationships with peers and professors. Students may self-refer to the success coaching program, or faculty, advisors, parents and residential life staff may refer students.

The UCA office is located at 214 Student Union, 405-744-5333, and the LASSO Tutoring and Success Coaching Center is located at 021 Classroom Building, 405-744-3309. Please stop by to visit and investigate areas of collaboration. Learn more online at <http://uca.okstate.edu> and <http://lasso.okstate.edu>, "like" us on Facebook at /OSULASSO or "follow" us on Twitter @OKStateLASSO. We look forward to working together!

## STUDENT & FACULTY CO-CURRICULAR RESOURCES

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### Student Affairs

The Division of Student Affairs is committed to the success of students on the Stillwater campus. Student Affairs provides a wide variety of programs, services and events to enhance the student experience. The lessons and personal growth each student encounters extend through and beyond the classroom, and encompass a broad range of opportunities, conceptualized in the Six Pillars of Student Success which are: Academic Excellence, Leadership, Service/Civic Engagement, Finding Your Purpose, Broadening Your Horizons and Wellness. The Office of the Vice President for Student Affairs coordinates Welcome Week for new and transfer students, coordinates catastrophic withdrawals and hardship issues.

- Campus Life
- Career Services
- Department of Wellness
- Residential Life
- Student Union
- University Counseling Services
- University Dining Services
- University Health Services

### University Counseling Services

As a faculty member at OSU, you are likely to come in contact with students who may benefit from talking with a counselor. Some reasons to refer students are: high levels of irritability, mood changes, alcohol/drug abuse, isolation from others, self-esteem issues, psychiatric issues, or threat of harm to self or others.

The Student Counseling Center (320 Student Union, 405-744-5458 [www.okstate.edu/ucs](http://www.okstate.edu/ucs)) offers psychological counseling to assist students in dealing with these and other issues. An on-duty counselor is available for emergencies M-F 8:00a.m.-5:00p.m. A counselor can be reached after hours and for weekend emergencies, through the OSU Police Department in Stillwater (405-744-6523).

Other counseling services on campus include:

- Psychological Services Center, 118 N. Murray, 405-744-5975, <http://psychology.okstate.edu/psc>
- Center for Family Services, 101 Human Sciences West, 405-744-5058
- Counseling Psychology Clinic, 111 PIO Building, 405-744-6980 or OSU-Tulsa 918-594-8569, [www.osu-tulsa.okstate.edu/services/counseling.asp](http://www.osu-tulsa.okstate.edu/services/counseling.asp)

### Reboot Center

The Reboot Center assists students with stress and stress management, using the latest in stress management technology. Reboot has video-game software with 3-D visuals, a pacer to guide breathing and a heart-rate sensor to provide feedback about stress levels. With practice, students learn to use relaxation to enhance academic and personal performance.

Reboot has four stations equipped with 42" screens along with a variety of games, levels, visualizations and workshops. Some games have multi-player options where 2-4 students race with relaxation as the fuel for their car or jet ski. Students with OKEY credentials may use Reboot. There is no cost, no appointments (first-come, first-served) and no limit on visits.

Reboot Center, 320W Student Union, 405-744-6434

Open M-F, 8 am – noon & 1 – 5 pm <http://ucs.okstate.edu/reboot>

## Career Services

OSU Career Services has comprehensive services to assist students with their career needs; helping students from “admission to position.” Career Consultants, located in every academic college as well as 360 Student Union and the OSU-Tulsa campus, advise students on selecting majors, career development, employment (part-time, work-study, internship, and full-time positions), job searches, résumé development, professional correspondence, interview preparation, and networking.

OSU Career Services facilitates over 5,000 employment interviews on campus each year. Additionally, Career Services hosts and partners with other departments to present a variety of career fairs, job expos, and networking events to facilitate students’ ability to successfully connect with over 600 employers annually. Our vast employer network includes organizations specifically seeking OSU students and alumni who post over 8,000 jobs annually through Career Services.

For assistance with job posting, workshops, classroom presentations, student salary information, and other student resources, please contact OSU Career Services at [careers@okstate.edu](mailto:careers@okstate.edu). Additional information can also be found on the Faculty section of Career Services’ website – <http://HireOSUGrads.com>.

## Employee Assistance Program

OSU has partnered with ComPysch to provide a comprehensive Employee Assistance Program (EAP). Your GuidanceResources benefits will give you and your dependents confidential support, resources and information for personal and work-life issues. These services are provided at no charge to benefits eligible employees and their dependents. Your GuidanceResources services include short-term confidential counseling and referrals, work-life solutions, legal support, financial guidance and wellness information. GuidanceResources can be accessed online at [www.guidanceresources.com](http://www.guidanceresources.com). Web ID for first time users is OKSTATEEAP and you will be prompted to setup your own username and password. They can also be reached at 855-850-2397.

## University Health Services (UHS)

University Health Services is the medical facility students can use if they are ill or injured. If you are concerned about a student’s health, please encourage him/her to come to the clinic at 1202 Farm Road, across the street from Kerr-Drummond Hall. Students do not have to make an appointment to see a physician, but appointments are available, and that option may be a better use of a student’s time.

Only on rare occasions do the physicians of UHS recommend that a student not attend class. These instances include serious illness or injury or those of a public health nature, such as active tuberculosis, chicken pox, or other serious communicable illnesses. In these instances the student’s instructors are contacted and informed by UHS physicians of the student’s illness and the nature of their class restriction. For routine episodic illnesses, the UHS physicians will not intervene between faculty and students regarding class attendance. In these cases, the student may present a receipt from the health center as evidence of having been to the clinic or a physician may write a statement that the student was seen in the clinic. A statement of a visit to the clinic should not be interpreted as a class excuse, rather the issue of attendance is to be addressed between the faculty member and the student.

Privacy regulations prevent the release of any information about a student’s medical condition without the permission of the student. UHS staff will not reply to inquiries of that nature without the student’s written permission.

UHS also provides most immunizations for faculty who travel abroad.

Questions regarding these or other health or medical issues may be directed to UHS, 405-744-7665, <https://uhs.okstate.edu>.

## Department of Wellness

### Colvin Recreation Center

The nationally recognized Colvin Recreation Center offers outstanding facilities, services, and programs including over 32,000 square feet of fitness, cardio, and weight equipment. An indoor jogging track, golf area, an indoor climbing wall, both indoor and outdoor pools, 15 gyms, and 12 racquetball courts. The building is ADA compliant and may be the most accessible building of its kind in the country. The Center offers over 150 weekly non-credit instructional classes such as yoga, aerobics, Pilates, zumba, water exercise, golf, tennis, personal training, etc.

Faculty and staff membership is paid by the University for the use of both the Colvin/Seretean Centers. Spouses may purchase an activity card for \$85/per semester. Locker and towel service cost is \$30/per semester. Contact the Colvin Recreation Center at <http://wellness.okstate.edu>, 405-744-5510, for additional information.

### Seretean Wellness Center

The Seretean Wellness Center provides newly renovated space which accommodates 2 group fitness rooms, a cardio/weight room, and a personal training studio. Special programs and services such as group fitness classes, personal training, massage therapy, Pilates training, nutrition classes and counseling, and cooking classes are offered to OSU employees at nominal prices. The B.A.L.A.N.C.E. program provides the opportunity for employees with metabolic syndrome to adopt healthier behaviors in order to lead a more vibrant life. Our "Wellness on the Go" team is available to consult with departments across campus. As we Strive to be America's Healthiest Campus, our Certified Healthy Department certification continues to grow.

## Residential Life

More than 6,000 students live on the Stillwater campus. Faculty members in many colleges are involved with learning communities located in residence halls. In most new communities, students in similar majors live in the same housing unit, enroll in one to three courses together, and participate in extracurricular activities with faculty and staff from the college. Other residential communities encourage students with similar interests (e.g., wellness, diversity, transfer students) to live together and offer faculty the opportunity to partner with Residential Life by becoming a Faculty Associate. Contact the Department of Residential Life, 405-744-5592, <http://reslife.okstate.edu>.

## EXHIBITS

## EXHIBIT A: EXAMPLE SYLLABUS OUTLINE

### COURSE NUMBER AND TITLE:

FACULTY: Name: Office Number:  
Office Hours: Telephone Number:  
Teaching Assistants: E-mail address:

### PREREQUISITES AND SUPPORT COURSES:

### TEXTBOOK/READING MATERIALS:

### SPECIAL COURSE FEE:

### COURSE OBJECTIVES:

### STYLE/MODE OF TEACHING:

### COURSE OUTLINE:

### GRADING PROCEDURES:

Standards: Meaning of a grade, i.e., what is required to earn an A, B, C, etc.  
Policies: Specific aspects of the course and how each contributes to the final grade, i.e., tests, labs, field trips, projects, etc.  
Expectations: What is expected relative to achieving a final grade, i.e., deadlines, professionalism, class participation, etc.

### EXAMS AND MAJOR ASSIGNMENTS:

### OTHER REQUIREMENTS (FIELD TRIPS, ETC.):

### POLICY ON ATTENDANCE:

### ACADEMIC INTEGRITY:

Include information related to academic integrity such as the following statement:

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-8789, <http://academicintegrity.okstate.edu>.

Any changes to grading procedures during the semester should be communicated to the student **in writing**.

## EXHIBIT B: COURSE SYLLABUS, EXAMPLE 1

COMSC 7000 (Number Structures)  
Instructor: John Doe, Fine Arts 216, 4XXXX, jdoe@okstate.edu  
Office Hours: M-W-TH-F 8:30-9:20 (and by appointment)

Spring 20XX

**Required Book:** *Number Structures - Advanced* by Doe and Smith

### Comments on DOS

DOS will be used as the implementation language. You are not expected to be familiar with the basic structure of DOS at the outset. A great deal of time during the first month will be spent covering DOS. An appendix in the text contains an introduction.

### Computer Facilities

The Computer Lab will be used in this course.

### Prerequisite Comments

COMSC 6777 is the prerequisite. Your level of maturity about program design and implementation is reflected by successful completion of that course. You will need a reasonable grasp of sorting, searching and linkage structure concepts, block structured language concepts, and hierarchical data structure concepts.

### Course Objectives

The general objective is to provide you with a foundation of number structure and processing concepts for a wide range of computer applications requiring non-trivial number organization and processing methods. This should provide you with the ability to design and implement effective file structures and associated software for both small and large and complex systems. In addition, the emphasis on fundamental principles should provide you with the ability to adapt to a variety of programming languages and peripheral storage technology (which is evolving rather rapidly). A thorough grasp of the topics covered should also provide a firm foundation for studying, implementing, and effectively using data base systems.

### Topical Outline (Not necessarily in order to be covered)

1. Low level number design and maintenance.
2. Sorting and searching.
3. Physical characteristics of peripheral storage devices and their effects on performance (serial and block addressable devices, instantaneous and effective transfer rate analysis, and blocking).
4. Basic file organization (sequential, direct, indexed, indexed sequential, and B-tree based indexing).
5. Consequential processing (match/merge logic, master file updating, merge sorting, ordered set operations).
6. Multiple key processing.

### The Laboratory

Weekly 1-½ hour labs will involve discussions of problems and assignments, and will cover technical material related to use of the computing systems. During the first month, the lab will be devoted largely to the coverage of DOS.



## Grading

4 one-period examinations @ 50	200
1 final examination	100
5-7 assignments	<u>200</u>
	500

You must achieve at least 50 percent of the points in each category in order to be eligible for a passing grade. (This does not guarantee passing—it merely makes you eligible.) Do not take this requirement lightly.

Letter grades are guaranteed according to the following percentages of points (subject to the 50 percent rule noted above):

90% or above	A
80% or above	B
70% or above	C
60% or above	D

## Late Assignments

Assignments are due at the beginning of class on the stated due date. Each assignment will have a stated late penalty for each academic day late. An assignment worth 40 points which is due on Monday and has a 20 percent penalty will be worth at most 32 points on Tuesday, 24 points on Wednesday, etc. Assignments for which a design is required will not be acceptable without a complete, legible, and meaningful design document. No such assignment will be graded until the required design document is provided. Late penalties will continue to accrue until the design document is provided.

## Academic Integrity

Oklahoma State University is committed to maintaining the highest standards of integrity and ethical conduct. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, fraudulently altering academic records, and similar behaviors) will likely result in a sanction. In this class you are not expected to work in isolation on assignments. Significant learning frequently takes place when exchanging ideas with one another. In the final analysis, however, your response to an assignment must be your own, not someone else's. Violations may subject you to sanctions including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity (F!) on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-8789, <http://academicintegrity.okstate.edu>.

## Missed Examinations

Only in extenuating circumstances such as family crisis, illness, births, etc., will makeup provisions apply. Advise your instructor in advance of absences due to such matters, if possible.

If a makeup examination is required, it may be given the last day of finals week during the period scheduled for makeup examinations. Such an examination may be comprehensive or it may be a one-problem programming test.

## EXHIBIT C: COURSE SYLLABUS, EXAMPLE 2

POLS 2000: Media Law and Private Rights  
Spring Semester, 20XX

Dr. Doe, 206 Fine Arts East, X4XXXX, jdoe@okstate.edu  
Office Hours Mondays, 1:30-3:00; Fridays, 8:30-10:00; and other times by appointment or "walk-in "

### 1. Required Texts:

Smith, *Media Law and Justice*  
Brown, *Media News*  
Green, *The Supreme Court and Media*

### 2. Library Reserve Material:

Smith, *Views from the Public*  
Doe, *Media Justice*

### 3. Course Requirements and Grading Scale:

Your grade in this course will be based entirely on the points accumulated on the quizzes and examinations indicated below. There is no provision for extra-credit work. In the event that the professor determines that an examination or quiz item is defective, the grading scale may be lowered for the entire class—but the scale will not be raised under any circumstances. There are no preconceived quotas for the distribution of letter grades in this course.

Quiz #1	25 points	Friday, January 22
Hour Examination #1	100 points	Friday, February 12
Quiz #2	25 points	Friday, March 4
Hour Examination #2	125 points	Wednesday, March 23
Quiz #3	25 points	Friday, April 15
<u>Final Examination</u>	<u>150 points</u>	<u>Monday, May 2 (1:00-2:50pm)</u>
<b>TOTAL</b>	<b>450 points</b>	

The grading scale will be: 405-450 = A; 360-404 = B; 315-359 = C; 270-314 = D; 0-269 = F.

### 4. Format of Quizzes and Examinations

Quizzes will be objective in nature, consisting of multiple-choice and/or short-answer questions (definitions, etc.). Examinations will offer a choice of format. You will be able to select either a completely essay format or a format which is objective in nature (multiple-choice and short-answer items). You will receive both sets of questions on the examination and then make your choice of which format you prefer to utilize on the examination.

To assist in your preparation for examinations, copies of examinations from previous semesters of POLS 2000 have been placed on reserve in the Library, and evening review sessions may be scheduled prior to the first and second hour examinations if there is sufficient student interest. You should understand that the old examination copies and the review sessions are not substitutes for careful study on your part. Instead, they should be used as a way to check your progress in understanding the lecture and reading materials for the course. (Please note that the old examinations do not necessarily match the current semester's sequence of topics.)

## 5. Make-Up Examinations

There will be no make-up quizzes. If you miss a quiz and there is a valid reason for your absence, a score for the quiz will be computed on the basis of the percentage of points you have earned on all work prior to the final examination multiplied by twenty-five points. If you do not have a valid reason for missing the quiz, there will be a five-point penalty deducted from the score so computed.

Make-Up Examinations will be completely essay in nature and will be given approximately one week after the scheduled examination date. There will be a ten-point penalty for missing an examination without a valid reason.

Students missing the Final Examination who notify the professor of the reasons for their absence by noon of the day following the scheduled final examination in the course will receive a grade of "I" (incomplete) for the course and be expected to take a make-up final examination at a time arranged with the professor (not later than the end of the first week of classes of the following semester). If there is no valid reason for absence from the final examination, there will be a fifteen-point penalty. Students who are absent from the final examination and who do not notify the professor of the reason for their absence by noon of the day following the examination will have their final grade computed with a score of zero being recorded for the final examination.

In this course, there are no early examinations under any circumstances. Valid reasons for missing a scheduled quiz or examination include illness sufficient to require medical care, participation in a scheduled University activity which requires you to be away from campus on the day of the quiz or examination, and similar reasons beyond your control for which proper verification can be provided.

Vacation plans, oversleeping, illness not sufficient to require medical attention, social activities (including fraternity, sorority, and residence hall activities), etc., are not sufficient reasons to miss a scheduled quiz or examination.

## 6. Scope of Examination and Quiz Coverage

Both of the hour examinations and the final examination will be completely comprehensive in the scope of their coverage. You will be responsible for all material covered in class and the assigned readings to the point of the examination. Quizzes will cover only the new material over which has not previously been tested.

## 7. Honors Credit for the Course

Students participating in the Honors Program who wish to earn honors credit for this course may undertake an honors contract. The terms of the contract should be agreed upon with the professor not later than the sixth week of classes. The honors contract does not affect your letter grade in the course. If you earn a grade of "A" or "B" in the course and complete the contract, honors credit will be reflected on your OSU transcript for POLS 2000.

## 8. Dropping a Course

If you drop a course or withdraw from the University during the first six days of classes of a regular semester, no record appears on your transcript. After the first six days, you may then drop the class or withdraw from the University with a grade of "W" until the end of the twelfth week of classes. If you are still enrolled at the beginning of the thirteenth week of classes, a regular grade must be reported for you.

According to University policy, exceptions may be made after the beginning of the thirteenth week of classes only under "extraordinary circumstances" and then only with the approval of the student's academic adviser and dean, and a university-wide review panel.

## 9. Academic Integrity

The expectation for all students in this course is that complete integrity will be demonstrated at all times. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, fraudulently altering academic records, and similar behaviors) will result in a sanction. You should be aware that both "taking" and "giving" improper assistance during quizzes or examinations violates academic integrity—even if the action appears to be merely passive in nature (such as not covering your paper when you know that someone is looking at it). Violations may subject you to sanctions including the following: receiving a failing grade on an assignment, examination or course; receiving a notation of a violation of academic integrity (F!) on your transcript; and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-8789, <http://academicintegrity.okstate.edu>.

## 10. Quiz and Examination Conduct Rules

Because of the size of this class, it is particularly important to minimize distractions during quizzes and examinations. It also is imperative to make certain that no student is improperly accused of academic dishonesty. In an effort to achieve both of these goals, quiz and examination conduct rules are provided below:

- (1) All quizzes and examinations are closed book, closed notes exercises. In other words, you are not allowed to have any materials to assist you.
- (2) No books, papers, notes, or other items (newspapers, magazines, backpacks, etc.) are permitted in the examination area at the time of the quiz or examination.
- (3) No talking, other than questions about the quiz or examination, which are directed to the professor, is permitted.

Violation of any of these rules will result in a five-point penalty on a quiz or a ten-point penalty on an examination. As an examination conduct rule violation, the penalty does not imply an act of academic dishonesty. In the event that a penalty is imposed for an act of academic dishonesty, any penalty, which might have been imposed under this section, will not be imposed. (Note: If you need to bring books or papers for other classes with you on the day of a quiz or examination, they may be placed on the floor at the front of the room prior to distribution of the questions.)

## 11. Attendance

A seating chart will be developed in the second week of classes, based on the seat you occupy on the date specified by the professor. While there is no point penalty specified for class absences, experience has shown a definite correlation between poor class attendance and low grades in POLS 2000. If you have not already developed the practice of attending every class session in your courses, it is strongly suggested that you do so for this course—or that you drop the course during the first week of classes so that space will be made available for more serious students.

## 12. Assistance from the Professor

You should always feel free to contact me outside of class, either during office hours or by special appointment. It is perfectly acceptable to call or stop by the office at any time—or call at home in the evening or on weekends (at a reasonable hour). Please do not hesitate to seek any appropriate out-of-class assistance from me in your efforts to master the subject matter of this course.

## 13. Assignments for the Course

The reading assignments for the course are listed on pages 4 and 5. You are expected to read and gain at least a general understanding of the assigned materials before the week for which they are assigned. Class lectures will move at a fairly rapid pace, and your advance reading will assist you in keeping up with the lectures.

Assignments in the three required textbooks are listed by author name and chapter or page numbers (for example, Smith, chapter 1). Assignments in materials distributed as class handouts are identified as such.

Assignments in the two books on two-hour reserve in the Library are indicated by title of the book and chapter or page numbers—for example, *Views*, pages 101-112 (Reserve).

In addition to the materials assigned by chapter or page number, you are responsible for understanding the meaning of legal terms and phrases used in class and in your assigned readings. For this purpose, refer to the glossary (pages 229-240) in the Smith text as you encounter such terminology.

## READING ASSIGNMENTS AND DATES FOR QUIZZES AND EXAMINATIONS

Week 1	January 11	LAW, THE COURTS, AND YOU: INTRODUCTION & OVERVIEW Read Smith, chapters 1&2; <i>Views</i> , pages 7-18 (Reserve)
Week 2	January 18	STRUCTURE AND OPERATIONS OF STATE COURTS Read Smith, pages 81-90; Oklahoma Judicial Organization Handout QUIZ #1 - 25 points - Friday, January 22 *
Week 3	January 25	STRUCTURE AND OPERATIONS OF FEDERAL COURTS Read Smith, pages 90-101; Green, chapter 1;
Week 4	February 1	CRIMINAL LITIGATION AND PROCESS Read Smith, chapter 6 and pages 199-217; Sentencing Materials (Reserve)
Week 5	February 8	CRIMINAL LITIGATION: RIGHTS OF THE ACCUSED Read the remainder of the Lewis text (including Epilogue). *EXAM #1 - 100 points - Friday, February 12*
Week 6	February 15	THE BILL OF RIGHTS AND THE STATES Read <i>Views</i> , pages 215-243 (Reserve).
Week 7	February 22	CIVIL LITIGATION Read Smith, chapter 7.
Week 8	February 29	SMALL CLAIMS ADJUDICATION Read Smith, pages 217-227; <i>Inexpensive Justice</i> , pages 13-68 (Reserve). QUIZ #2 - 25 points - Friday, March 4 *
SPRING BREAK-NO CLASSES MARCH 7-11		
Week 9	March 14	U.S. SUPREME COURT AND ITS CASES Read Green, chapters 3 and 4.
Week 10	March 21	DECISION-MAKING IN COURTS OF LAST RESORT Read Green, chapters 5 and 6. EXAM #2 125 points - Wednesday, March 23 *
Week 11	March 28	CONSTITUTIONAL AND STATUTORY INTERPRETATION Read <i>Views</i> , pages 181-199 (Reserve); Statutory Interpretation Handout.
Week 12	April 4	LEGAL EDUCATION AND THE LEGAL PROFESSION Read Smith, chapter 3.
Week 13	April 11	SELECTION AND REMOVAL OF JUDGES: PART I Read Abadinsky, pages 109-120; O'Brien, chapter 3; QUIZ #3 25 points - Friday, April 15 *
Week 14	April 18	SELECTION AND REMOVAL OF JUDGES: PART II Read Oklahoma Judicial Selection and Removal Handout
Week 15	April 25	CHECKS AND BALANCES ON THE COURTS; JUDICIAL ADMINISTRATION AND REFORM Read Abadinsky, pages 101-108; <i>Views</i> , pages 100-119 Reserve.
FINAL EXAM - 150 points-Monday, May 2, 1:00-2:50 p.m.		

## EXHIBIT D: ACADEMIC INTEGRITY (P & P Letter 2-0822)

### POLICY

1.01 An institution's reputation and intellectual freedom depend on its uncompromising commitment to the ideal of academic integrity. OSU is committed to instilling and upholding integrity as a core value. This policy embodies OSU's dedication to maintaining an honest academic environment and ensures fair resolution of alleged violations of academic integrity.

1.02 The following statement summarizes OSU's Commitment to Academic Integrity:

I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

1.03 All members of the OSU community are entrusted with academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. Therefore, students, instructors and members of the Academic Integrity Panel are expected to demonstrate academic integrity through the following actions.

a. Students are expected to:

1. Understand and uphold the academic integrity guidelines established by the University and the instructor.
2. Present their own work for evaluation by their instructors.
3. Cite appropriately the words and ideas of others.
4. Protect their work from misuse.
5. Accept responsibility for their own actions.
6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

b. Instructors are expected to:

1. Understand and uphold this academic integrity policy and procedures. Standards set by instructors in their classes should be consistent with the guidelines provided within this policy.
2. Discuss and communicate information about academic integrity to students.
3. Reduce opportunities for dishonesty through vigilant exam security and proctoring, and give clear instructions for homework and projects.
4. Evaluate students fairly and consistently and award credit based on professionally judged academic performance established by the instructor.
5. Trust students to follow the academic integrity policy until the instructor has sufficient information to substantiate a violation, then confront students with information about the alleged violation, follow the procedures, and report violations.
6. Evaluate fairly the information that may indicate a student has violated academic integrity.
7. Assure that teaching assistants or adjunct instructors who work under their direction understand and uphold academic integrity policy and procedures.
8. Treat students and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
9. Trust members of the Academic Integrity Panel to enforce the academic integrity policy and procedures when violations are appealed.

c. Members of the Academic Integrity Panel are expected to:

1. Accept responsibility for upholding the academic integrity policy and procedures for the University.
2. Uphold instructors' standards for academic integrity that were clearly communicated to students, consistently enforced, and compatible with the University academic integrity policy, procedure, and guidelines.
3. Evaluate information that may indicate a student has violated academic integrity.
4. Treat students and instructors with respect when violations of academic integrity are examined or



- and work of others in a group effort.
- 5. Using a false excuse to obtain an extension on a due date.
- 6. Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
- 7. Failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination)
- b. Level two sanction—a grade of “F!” for the course. An F! signified the student failed the course because of an academic integrity violation. Level two violations include but are not limited to the following:
  - 1. Turning in a paper copied from another student.
  - 2. Turning in a paper obtained in full or in part from a term paper “mill” or website.
  - 3. Copying material almost word for word from a written source and turning it in as one’s own work.
  - 4. Fabricating or falsifying a bibliography.
  - 5. Getting questions or answers from someone who has taken an examination.
  - 6. Obtaining an unauthorized copy of an examination in advance.
  - 7. Using unauthorized notes during an examination.
  - 8. Having another student take an examination.
  - 9. Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
  - 10. Copying from another student during an examination with or without his/her knowledge.
  - 11. Helping someone else cheat on an examination.
  - 12. Stealing an examination or problem answer from the instructor.
  - 13. Having unauthorized access to solutions and/or instructors or solutions manual for a course.
  - 14. Altering a grade or scoring on an examination or paper to obtain unearned credit.
  - 15. In a course requiring computer work, copying another student’s program rather than writing one’s own.
  - 16. Fabricating or falsifying laboratory or research data.
  - 17. Inappropriately sharing or using work on an online assignment or examination.
  - 18. Turning in work done by someone else.
  - 19. Submitting substantial portions of the same assignment to more than one class without permission of the instructors.
  - 20. Altering course withdrawal slips and similar academic documents. This includes forging an instructor or adviser signature.
- c. Level three sanction—recommend awarding a grade of “F!”, dismissal from the graduate and professional education program; and dismissal from the University when a graduate student is found responsible for an academic integrity violation while enrolled in a course or completing academic work, and/or degree program requirements.
  - 1. Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, or professional education portfolio, professional presentations, or publications.
  - 2. Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation, or publication.
  - 3. Altering academic records such as transcripts or falsification of applications for admission.

Suspension from the University may be recommended for cheating on required prerequisite exams at the graduate or undergraduate level.

2.05 The student, instructor, and Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form. The following actions may result from this meeting:

- a. The instructor and student agree that no violation of academic integrity occurred. No further action is needed.
- b. The student admits responsibility for a violation and accepts the instructor’s recommended sanction. A copy of the signed form is given to the student, the instructor retains a copy, and copies are sent to the



- instructor's department head and the Office of Academic Affairs.
- c. The student admits responsibility but does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the panel within five school days after receiving official notification from the Academic Integrity Coordinator (see procedures for appeal).
  - d. The student denies responsibility for the alleged violation and does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the Panel within five school days after completion of the Academic Integrity Resolution Form (see procedures for appeal).
  - e. The student fails to appear for the resolution meeting. The instructor and facilitator discuss the alleged violation, the instructor recommends a sanction, and they sign the Academic Integrity Resolution Form. A copy of the form is emailed to the student's University email address, the instructor retains a copy, and a copy is sent to Office of Academic Affairs.
  - f. The assigned sanction becomes final if the student does not submit documentation to the Academic Integrity Coordinator by the five school-day deadline.
- 2.06 The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W" if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must meet the deadline to drop the course or withdraw from the University. A student may not drop a course in which the "F!" grade was assigned.
- 2.07 Certain violations (e.g., theft of an examination) may also violate the Student Code of Conduct. Instructors should contact the Student Conduct Office to report such violations.
- 2.08 Students may remove the first "!" from their transcript by completing an academic integrity education program. The "!" will remain on the transcript for a minimum of one semester.
- 2.09 Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an F! for the course, even if both incidents were Level One violations. Students who are accused of a second alleged violation of academic integrity resulting in a second F! will be referred to the Academic Integrity Panel.
- 2.10 Undergraduate students who are found responsible for multiple academic integrity violations could be suspended from the University. If a student is found responsible for a violation resulting in suspension during the spring semester (even if the violation occurred during the previous fall or winter intercession semester), they will be suspended for the subsequent summer and fall semesters. If a student is found responsible for a violation during the fall semester (even if the violation occurred during the previous spring or summer semester), they will be suspended the subsequent spring and summer semesters. Examples of circumstances that could result in suspension include, but are not limited to:
- a. Two or more level two violations.
  - b. A level two violation followed by a level one violation.
  - c. Three or more violations (level one and/or level two).
  - d. In rare circumstances, the Academic Integrity Panel may consider a different sanction if two violations occur at or about the same time.
- 2.11 If clear and convincing evidence of a serious violation of academic integrity is discovered (including but not limited to the violations listed under level three sanctions in 2.05.c.) after a student graduates, revocation of the degree may be recommended by following the Degree Revocation Procedures.

### **Procedures for Appeals of Alleged Academic Integrity Violations**

- 3.01 If the student appeals the alleged violation of academic integrity the student and instructor will meet with the Academic Integrity Panel.
- 3.02 The student will use the following procedures to file an appeal:
- a. The student obtains and completes an appeal form that is available online or from the Office of Academic Affairs. The student should submit documentation to support his or her appeal.
  - b. The student submits the appeal form to the Academic Integrity Coordinator within five school days after

the official email is sent from the Academic Integrity office to the student's University email address. For alleged violations which occur at the end of the semester, the five day appeal period will roll over into the next regular (fall or spring) semester. The Coordinator, who can be contacted in the Office of Academic Affairs, gives the student notice of receipt of the appeal, notifies the instructor of the course, assists the instructor and student in understanding the appeals process, assembles the supporting documents, and transmits the case to the Academic Integrity Panel.

3.03 The instructor submits the necessary forms, sufficient information to substantiate the alleged violation of academic integrity, and the recommended sanction. The instructor must return the evidence and make themselves and any graduate assistants/teaching assistants available for a hearing within 20 school days after the student returns the appeal form or the case will be dismissed.

3.04 The student and instructor have the right to appear in a hearing before an Academic Integrity Hearing Panel. (Refer to the Academic Integrity Guidelines for a complete list of the rights in the Academic Integrity procedures.)

3.05 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The Panel will make one of the following decisions:

- a. The student is found not responsible for a violation of academic integrity. The Academic Integrity Coordinator shall remove the sanction and the instructor shall assign an appropriate grade. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W."
- b. The student is found responsible for a violation and the sanction is appropriate. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W" if the student admits responsibility for a level one sanction. A student may not drop a course in which the "F!" grade was assigned.
- c. The student is found responsible for a violation but the sanction is not appropriate. The panel may uphold, increase, or decrease the sanction.

3.06 After each decision, Academic Integrity Coordinator sends a Hearing Report to the student, instructor, advisor, and the Registrar (if needed).

3.07 The student may submit a written request for a final appeal before the Appeals Panel. The student must submit an appeal within five school days after the Hearing Report if academic integrity procedures were not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year. The Appeals Panel will determine if the final appeal will be considered.

3.08 The student will use the following procedures in filing a final appeal:

- a. The student obtains and completes a final appeal form that is available online or from the Office of Academic Affairs. The burden of proof rests upon the student to establish his/her case with a preponderance of information.
- b. The appellant submits the final appeal form to the Academic Integrity Coordinator by the date specified on the email sent to the student's University email address. . The Coordinator, who can be contacted in the Office of Academic Affairs, gives the appellant notice of receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

3.09 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions:

- a. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel.
- b. Academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel.
- c. New information does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel.
- d. New information warrants another hearing in front of the Academic Integrity Panel.

3.10 The Academic Integrity Coordinator notifies the student and the instructor of the Appeals Panel decision.

3.11 The decision of the Appeals Panel is final except when revocation of a degree is recommended by the Academic Integrity Panel. Revocation of a degree requires approval of the Provost, OSU-Stillwater President,

A&M Board of Regents, and Oklahoma State Regents for Higher Education.

### **Composition of the Academic Integrity Panel**

4.01 Each college will have at least three faculty representatives (at least one should be a full member of the graduate faculty) and up to seven student representatives (5 undergraduate and 2 masters, doctoral, or professional students) on the Academic Integrity Panel. For each college, faculty representatives will be appointed by Faculty Council or by Graduate Council. The college will nominate student representatives; these nominations will be approved by the Student Government Association for undergraduate students and the Graduate and Professional Student Government Association for graduate students. Each student representative should complete at least one semester at OSU in good academic standing before serving on the Panel.

4.02 All members of the panel must complete training on academic integrity.

4.03 When a hearing panel is convened to hear an appeal, it will be composed of at least five members: a student chair, at least two student members and at least two faculty members. The chair will always be a student who has experience on the Academic Integrity Panel.

4.04 For appeals involving alleged violations of academic integrity by graduate students outside of class (e.g., comprehensive or qualifying examination, proposal, theses/dissertation defense), graduate students and graduate faculty will serve on the Academic Integrity Hearing Panel.

### **Composition of the Academic Integrity Appeals Panel**

5.01 For final appeals involving violations of academic integrity, three members of the Academic Integrity Panel who were not involved in the case will be selected to serve on the Appeals Panel. The panel will be composed of one student chair, one student member and one faculty member.

## **ACADEMIC INTEGRITY GUIDELINES**

6.01 Oklahoma State University's Academic Integrity policy identifies some behaviors that violate the fundamental values of academic integrity. These behaviors are described below:

- a. **Unauthorized Collaboration:** Completing an assignment or examination with other students, turning in work that is identical or very similar to others' work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.
- b. **Plagiarism:** Presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:
  - Copying another student's assignment, computer program or examination with or without permission from the author.
  - Copying another student's computer program and changing only minor items such as logic, variable names, or labels.
  - Copying or paraphrasing material from an Internet or written source without proper citation.
  - Copying words and then changing them a little, even if the student gives the source.
  - Verbatim copying without using quotation marks, even if the source is cited.
  - Expressing in the student's own words someone else's ideas without giving proper credit.
- c. **Multiple Submissions:** Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.
- d. **Cheating on Examinations:** Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student take an examination for the student.
- e. **Fabricating Information:** Making up references for a bibliography, falsifying laboratory or research data

- (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.
- f. Helping Another Person Cheat: Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.
  - g. Unauthorized Advance Access to Examinations: Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.
  - h. Altering or Destroying the Work of Others: Changing or damaging computer files, papers or other academic products that belong to others.
  - i. Altering Academic Records: Altering graded papers, computer materials/records, course withdrawal slips, or academic documents. This includes forging an instructor or advisor signature and altering transcripts.
- 6.02 Instructors may identify other behaviors that violate academic integrity.
- 6.03 Students have the following rights during the Academic Integrity hearing:
- a. Written notification of the time and place of the appeal hearing. This notice will be sent to the student’s University email address.
  - b. A copy of the Academic Integrity Violation and Resolution forms.
  - c. The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
  - d. The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
  - e. The right to be accompanied by one person (colleague or friend); however, this person may not address the hearing panel.
  - f. The right to call witnesses to assist in establishing facts of the case.
  - g. The right to ask questions.
  - h. The right to an explanation of the reasons for any decision rendered.
  - i. The right to be free from retaliation by the instructor.
  - j. The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by FERPA or with written permission of the student.
- 6.04 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The following guidelines have been developed for the Panel to use when examining an alleged academic integrity violation:
- a. The Panel will review the course syllabus statements about academic integrity.
  - b. The Panel will determine if the instructor clearly communicated the parameters of the assignment to the students.
  - c. If more than one student was involved in the alleged violation, the Panel will consider if the students were sanctioned fairly or if one student was singled out for arbitrary or discriminatory treatment.
  - d. If the student has more than one alleged violation, the Panel will consider when the violations occurred.
  - e. The Panel will not consider issues related to the quality of instruction or the academic soundness of the instructor’s teaching methods.

## **PROCEDURES FOR DEGREE REVOCATION**

7.01 Allegations of serious violations of academic integrity directed at graduates of Oklahoma State University should be made directly to the Dean of the Graduate College (for graduate students) or the Associate Vice President for Undergraduate Education (for undergraduate students), hereafter referred to as the Investigating

## Official

7.02 The Investigating Official will review the allegations and make a preliminary determination regarding whether the allegation provides sufficient reason to warrant the formation of a Review Committee. He or she will consult with the Office of Legal Counsel to the Board of Regents prior to making a preliminary determination regarding the allegation.

7.03 The Review Committee will be composed of one Academic Integrity Facilitator, one faculty member appointed by the Investigating Official, and one faculty member appointed by the Dean of the graduate's academic college. Persons appointed to the Review Committee may not have a conflict of interest with the graduate, the person making the allegation, or any other person involved in the case.

7.04 The purpose of the Review Committee is to determine whether clear and convincing evidence of a serious violation of academic integrity supports a recommendation of revocation of the graduate's degree.

7.05 The Investigating Official, as soon as reasonably practicable, will notify the graduate in writing of the pending allegation against him or her, the possibility of revocation of his or her degree, the placement of a transcript hold, and the formation of a Review Committee to conduct an initial inquiry into the allegation. The written notice must include:

- a. The alleged violation of academic integrity committed by the graduate.
- b. The information supporting the allegation.
- c. The course grades that may be changed to "F".
- d. The identities of the Review Committee members.
- e. The procedure to be followed by the Review Committee.
- f. The opportunity for appeal.

7.06 The graduate will respond to the allegations and submit factual reasons for any objections to the composition of the Review Committee within 20 school days of receipt of the written notice. The graduate may request replacement of up to one member of the Review Committee for cause.

7.07 After the 20 school day period, the Review Committee will schedule a meeting with the graduate to discuss the alleged violation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his or her own expense, present for advisory purposes only. Legal counsel may not question Committee members, make statements, or answer questions for persons called to appear before the Review Committee. The following actions may result from the meeting:

- a. The Review Committee and graduate agree that the alleged serious violation of academic integrity is not supported by clear and convincing evidence. No further action is needed and the graduate is held harmless against further allegations warranting degree revocation;
- b. The graduate admits responsibility for a serious violation and accepts the Review Committee's recommendation of degree revocation;
- c. The Review Committee recommends degree revocation. The graduate admits responsibility for the alleged violation but does not agree with the sanction. The case is referred to the Academic Integrity Panel;
- d. The Review Committee recommends degree revocation but the graduate denies responsibility for the alleged violation and does not agree with the sanction. The case is referred to the Academic Integrity Panel;
- e. The graduate fails to appear for the meeting with the Review Committee. If the Review Committee recommends degree revocation the case is referred to the Academic Integrity Panel.

The Review Committee will provide a written report of their findings to the graduate, the Academic Integrity Panel, and the Investigating Official. If degree revocation is recommended, the Review Committee will submit sufficient information to substantiate clear and convincing evidence of a serious violation of academic integrity and the recommended sanction of degree revocation.

7.08 If degree revocation is recommended the graduate will participate in a hearing with the Academic Integrity Panel unless he or she admits responsibility for a serious violation and accepts the Review Committee's recommendation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his or her own expense, present for

advisory purposes only. Legal counsel may not question Panel members, make statements, or answer questions for persons called to appear before the Academic Integrity Hearing Panel. The graduate will use the following procedures in filing an appeal:

- a. The graduate obtains and completes an appeal form that is available online or from the Office of Academic Affairs. The graduate should submit documentation to support his or her appeal.
- b. The graduate submits the appeal form to the Academic Integrity Coordinator within 20 school days after the graduate receives the written report from the Review Committee. The Coordinator, who can be contacted in the Office of Academic Affairs, will assign a consulting member of the Academic Integrity Panel to assist the graduate in understanding the appeals process, assemble the supporting documents, and present the case to the Academic Integrity Panel.

7.09 The Investigating Official will act as the proponent in presenting the alleged violation to the Academic Integrity Hearing Panel.

7.10 If the graduate does not respond within 20 school days or fails to appear for the hearing, the consulting member of the Academic Integrity Panel will act as respondent on behalf of the graduate before the Hearing Panel.

7.11 After the hearing, the Academic Integrity Hearing Panel will determine A) if the graduate committed an act that was a serious violation of academic integrity and B) if degree revocation is an appropriate sanction. The Panel will make one of the following decisions:

- a. The graduate is found not responsible for a serious violation of academic integrity;
- b. The graduate is found responsible for a serious violation and the sanction is appropriate. The Hearing Panel will recommend degree revocation to the Provost
- c. The graduate is found responsible for a serious violation but recommends a lesser sanction.

The Academic Integrity Coordinator will provide a written report of the Hearing Panel's findings to the graduate, Provost, and Investigating Official.

7.12 If the Hearing Panel recommends degree revocation the graduate will have 20 school days after receipt of the report of the Hearing Panel to submit a written request for a decision appeal before the Appeals Panel. The graduate will use the following procedures to file a decision appeal:

- a. The graduate obtains and completes a decision appeal form that is available online or from the Office of Academic Affairs. The burden of proof rests upon the graduate to establish his/her case with clear and convincing evidence;
- b. The appellant submits the final appeal form to the Academic Integrity Coordinator by the date specified on the report from the Chair of the Academic Integrity Hearing Panel. The Coordinator, who can be contacted in the Office of Academic Affairs gives the graduate notice of receipt of the appeal, notifies the Investigating Official, assembles the supporting documents, and transmits the case to the Appeals Panel.

7.13 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if additional information provided by the graduate warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions.

- a. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel or recommend against degree revocation.
- b. The academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation.
- c. Additional information provided by the graduate does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation.
- d. New information warrants another hearing in front of the Academic Integrity Panel.

The Chair of the Appeals Panel will provide a written report of the Panel's findings to the graduate, Provost and Investigating Official.

7.14 The Provost will review the written statements of the graduate and recommendations of the Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the Provost supports the recommendation for degree revocation, he or she will submit a letter to the President with a copy to the graduate. If the Provost does not support the recommendation for degree revocation, the graduate will be notified in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.15 The President will review the written statements of the graduate and recommendations of the Provost, Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the President supports the recommendation for degree revocation, he or she will submit a letter to the OSU/A&M Board of Regents with a copy to the graduate. If the President does not support the recommendation for degree revocation, he or she will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.16 The OSU/A&M Board of Regents will review the recommendation of the President. If the OSU/A&M Board of Regents supports the recommendation for degree revocation, the President will submit a letter to the Oklahoma State Regents for Higher Education (OSRHE) with a copy to the graduate. If the OSU/A&M Board of Regents does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.17 OSRHE will review the recommendation of the President and the OSU/A&M Board of Regents. The Chancellor will notify the President of the OSRHE decision. The President will provide a copy of the OSRHE decision to the graduate in writing. If the OSRHE does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.18 If the degree revocation is approved by OSRHE, the Registrar will remove the degree designation from the transcript, assign F! grades for applicable courses, and send copies of the revised transcript to all individuals who have previously received official copies of the transcript. The Registrar will request that the graduate return the diploma. In cases of serious violations involving theses or dissertations, the Graduate Dean will remove the thesis or dissertation from the library and electronic copies will be recalled.

**Academic Integrity Inquiry Form**  
(Given to student before Resolution Hearing)

*Below is a report indicating a **possible** violation of Oklahoma State University's Academic Integrity Policy. It is very important that you contact me no later than (time, day, date).*

My contact information is listed below.

One of the following people will attend the meeting as an Academic Integrity Facilitator to assist in the fair facilitation of the process:

- |    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |

Be aware that if you fail to schedule a meeting by the date noted, or choose not to attend your scheduled appointment, a decision will be made in your absence based upon the information available as to whether or not a violation of Academic Integrity has taken place. For complex situation or situations involving multiple students the instructor may postpone any decision about the alleged violation until all facts have been gathered. You may not drop this course. If you drop the course, you will be re-enrolled by the Registrar.

Student's Name	CWID
Course Title	Prefix & Number
Instructor's Name	Instructor's Phone
Instructor's Email	
Date Alleged	Assignment
Violation Discovered	Due Date

Alleged Violation of Academic Integrity

*(See P&P 2-0822 1.04, 2.04, or 6.01 for examples)*

Description of Alleged Incident: (Please include a copy of all supporting documents/attach additional pages if needed)

Possible Sanction for Incident:

For questions or concerns regarding alleged violations of academic integrity,  
please contact the Office of Academic Affairs at 405-744-5627.

Distribution:  
Original—Student  
1 copy—Faculty member  
1 copy--Facilitator



# Academic Integrity Resolution Form

(Completed at conclusion of meeting)

Name \_\_\_\_\_ CWID \_\_\_\_\_

Course prefix and number \_\_\_\_\_ Section number \_\_\_\_\_

An academic integrity violation report dated \_\_\_\_\_ named the above student in an alleged violation(s) of academic integrity. In accordance with the Academic Integrity policy and procedures, the following information was determined and the findings are hereby recorded.

**Please check one:**

- The student denied responsibility for violation
- The student admitted responsibility for violation
- The student admitted responsibility for the action but denies it is a violation
- The student failed to appear or reschedule the meeting

**Indicate sanction that will be used:**

- Receive an F for the assignment, examination, paper, or project
- Receive no credit for the assignment, examination, paper, or project
- Receive grade of "F!" for the course
- Graduate or professional education student will be dismissed from the program and suspended from the University
- Other sanction (in accordance with University policy) specify \_\_\_\_\_

**Please check one:**

- Student agrees to accept the sanction
- Student does not agree to accept sanction. The sanction will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

**Note: In the event an incident is not resolved at the time grade reports are due to the Registrar, an incomplete grade should be assigned. For questions or concerns, please contact Academic Affairs, 405-744-5627.**

I have discussed the incident with my instructor and agree the information listed above is accurate. I understand that if I do not agree with the assigned sanction, I may appeal this decision to the Academic Integrity Panel for further action. I have received a copy of this form.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

- Student failed to appear or refused to sign document. The sanction will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

Instructor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Academic Integrity  
Facilitator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Distribution:**

Original—Student. Give to student at conclusion of meeting. Email this form to the student if he/she does not appear at meeting.

1 copy—Instructor

1 copy—Instructor's department head

1 copy—Send Forms A & B to Academic Integrity Coordinator, 101 Whitehurst.

1 copy—Facilitator

## Resource List

*Your academic integrity violation could result in additional consequences that include, but are not limited to, the following issues. Please discuss your specific situation and concerns with your advisor, graduate program coordinator, and/or unit head.*

*All academic integrity violations and student conduct violations are entered into the University's student conduct database and will remain a part of your educational records for a minimum of 10 years. Employers and licensing boards as well as graduate and professional schools may request a copy of your educational records. Your consent is necessary for the release of educational records.*

### **Undergraduates**

If this sanction drops your GPA below the University's academic requirements, you could be placed on academic notice, warning, probation, or suspension.

Failure to comply with academic integrity sanctions could result in enrollment holds.

Some colleges and programs require a higher GPA for admission to the program or courses or for continued enrollment in programs or courses.

Failure to make satisfactory academic progress could impact your funding. Please check with Scholarships and Financial Aid (119 Student Union, 744-6604).

If you are an international student, your visa could be impacted, depending on the outcome and additional consequences. Please check with International Students and Scholars (250 Student Union, 744-5459).

### **Graduate Students**

If this sanction drops your GPA below the University's academic requirements, you could be placed on probation, No Further Enrollment with Program Consent (NFWPC); No Further Enrollment (NFE); dismissal from the program; and/or, suspension.

Failure to comply with academic integrity sanctions could result in enrollment holds.

Academic integrity violations could result in dismissal from your graduate program or suspension from the University. Please consult your graduate program advisor, graduate program coordinator, or the Graduate College (202 Whitehurst, 744-6368).

Academic integrity sanctions could result in enrollment holds. Please consult your graduate program advisor, graduate program coordinator, or the Graduate College (202 Whitehurst, 744-6368).

If you are an international student, your visa could be impacted, depending on the outcome and additional consequences. Please check with International Students and Scholars (250 Student Union, 744-5459).

## EXHIBIT E: GRADE APPEALS (Portions of P & P Letter 2-0821)

### POLICY

1.01 It is the responsibility of the faculty members of Oklahoma State University to communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the student's final grade, the student shall have the right to appeal the case to the Grade Appeals Board (GAB) if informal discussions fail to resolve the issue. The burden of proof rests with the student. The proof shall be a preponderance of evidence.

1.02 The deadline for filing grade appeals is no later than four months after the date the grades are officially due in the Registrar's office, or six weeks after the student begins a new semester, whichever comes first. Deadlines for filing a grade appeal for short courses or intersession courses will be those deadlines that apply to the semester in which credit is granted. For courses offered during the summer sessions appeals deadlines will be those of the Fall semester unless the appeal impacts the student's graduation. If graduation during the summer is impacted then appeal becomes a "Priority Appeal" and is governed by those procedures (section 3.01).

1.03 The guidelines of the Board specify that the process is not an adversarial process. The Board makes a determined effort to provide a mechanism for exchanging information between student and instructor, and affecting reconciliation without creating an air of judicial inquiry. The intent is not to embarrass students or instructors, nor to assess penalty or retribution when mistakes on either side are discovered, but to provide a forum in which honest differences of opinion are discussed rationally and peacefully. For these reasons, the Board does not have the student and the instructor appear at the same time in the proceedings.

A. The University considers the syllabus a contract between a faculty member and each student within a course. As such, the Grade Appeals Board hears appeals based on concerns related to the course syllabus. Types of issues that might come before the Board related to a syllabus include, but are not limited to:

1. The student was not adequately informed of the details of the requirements of the course, the prerequisites for the course, and/or the grading system.
2. The evaluation system was not consistently and fairly applied to all students.
3. Criteria for determining the final grade were changed during the course of the semester, and the students were not adequately notified of this change. It is important to note that changes in syllabi need not be made in writing as long as students are given adequate notice of the changes.
4. All students did not receive equal notification and consideration of extra credit or other grade adjustment opportunities that were provided during the course of the semester.
5. Items such as attendance, participation, and/or attitude were criteria for determining the final grade and were not made clear in advance to the student.
6. The student was not adequately informed in advance of criteria used in making subjective evaluations of academic activities such as essay examinations, papers, projects, speeches, and practice teaching.
7. The grading system included non-academic criteria.

B. When evaluating the grading system of an instructor, the Board makes no attempt to establish whether a grading system is academically sound; that is, the Board is not in a position to decide the case on the instructor's choice of one particular grading system over another. Rather, the Board must rule solely upon whether the grade was assigned fairly within the grading system adopted and announced by the faculty member. In all other instances, the case will be referred back to the departmental and college levels for resolution. The following guidelines have been cautiously developed to be used when examining the internal merits of any grading system:

1. Were errors made in calculating the final grade?
2. Was the student accurately informed, in writing, of the instructor's grading system; that is, was the student clearly and precisely informed of the decision-making process the instructor was using in determining the final grade for the course?
3. Student absence is not to be considered a valid excuse for being unaware of the details of the grading system.
4. Subjective criteria are recognized as valid in determining a grade. The grading system can be subjective but not arbitrary, capricious or personally biased.
5. Did the instructor consistently and fairly apply the grading system to all students?

6. Did the instructor change the grading system during the course of the semester in such a way that it put the student at a serious disadvantage or without adequately communicating the change to the students in the class?
  7. Were all students given a chance to improve their grades when grade adjustment opportunities were made available during the course of the semester?
  8. Did the instructor single out the student for arbitrary or discriminatory treatment?
- C. It is very important to note that the Board, while considering all the above issues does not engage in the following activities:
1. Grading papers or examinations or challenging the instructor's evaluation of oral participation in class.
  2. Hearing cases involving graduate oral or qualifying examinations or theses/dissertations.
  3. Making decisions on the basis of the academic soundness of the instructor's teaching methods or grading system.
  4. Basing decisions on a general consideration of "good" or "bad" instruction.
- D. The Board does not have the academic competency in the various fields that are involved to evaluate field specific instruction; nor can the Board overcome the differences of opinion over soundness of teaching methods. Recourse against generally "bad" instruction must be handled at the department or college level; therefore, these cases will be referred back to the departmental and college levels for resolution.

1.04 The Grade Appeals Board has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P."

1.05 The Grade Appeals Board consists of twenty faculty who are appointed by the President of the University in consultation with the Chair of the Faculty Council, eight undergraduate students who are appointed by the President of the Student Government Association, and four graduate students who are appointed by the President of the Graduate and Professional Student Association. No fewer than two Faculty members on the GAB must be members of the Academic Standards and Policy Committee (ASAPC) of the Faculty Council. Two faculty members serve as co-chairs to divide the Board so that all cases filed within that semester can be handled quickly. When the Board is so divided, each panel shall have the authority of the full Board, providing a section has a quorum present. A quorum for the full Board or a hearing panel shall consist of three voting members, two of whom are faculty, and a chair. In addition, the Board will be assisted by an Executive Assistant and an Assistant who are appointed by the Office of Academic Affairs.

- A. Before any member may serve on an appeal committee he/she must attend an orientation session, conducted by the Chair of the Grade Appeals Board, regarding the regulations for hearing/not hearing an appeal and all processes associated with the appeal.
- B. GAB members shall be appointed for a two-year term and cannot be reappointed for the following term.
- C. The chair and co-chair of the GAB are appointed by the President of OSU after consultation with the Chair of the Faculty Council.

1.06 Aside from the duties described elsewhere, the responsibilities of the Chair are to educate and train members of the GAB and to make an annual report on GAB activities to the ASAPC. When issues of violations of academic integrity, presentation of false information, or graduate thesis/dissertation issues are raised at any point in the process the Chair/co-chair has the responsibility to halt the proceedings and to refer the case to the appropriate body for resolution.

## **PROCEDURE**

2.01 In cases where a student appeals a final course grade and where allegations of violations of academic integrity are not involved, the following procedures shall be used:

- A. Student obtains and completes an appeal form. Appeal forms are available at the Office of Academic Affairs the day after grades are posted and available to students on the Internet. In completing the form, the student must discuss the action with an advisor, the instructor, the instructor's department head, and the instructor's dean and thereby informs each official of the pending action. For the purposes of 2.01a of this document, 'instructor' shall mean 'instructor of record'. This procedure may encourage any dispute to be solved by the instructor, the department head and the instructor's dean before it is heard by the Grade

Appeals Board. If during these discussions it becomes clear that a grade change is necessary, the instructor will submit a change of grade form to the registrar. When the instructor is no longer employed by the university, the responsibility falls to the department Head.

B. Form is submitted to Assistant to the Appeals Board. The Assistant, who can be contacted in the Office of Academic Affairs, accepts the form and notifies all parties concerned when the case is ready for hearing. The Executive Assistant to the Grade Appeals Board meets with both the instructor and student before the hearings are scheduled to obtain information pertaining to the case. Information includes, but is not limited to, the official grade book. Prior to the hearing, the student will receive a copy of the instructor's verification form and the instructor will receive a copy of the student's form and written statement.

C. Appeals Board schedules hearings for both student and instructor. Appointments for hearings are confirmed by mail. Both hearings are generally held on the same day but never simultaneously so that there will be no confrontation between student and instructor. Both parties have the right to call witnesses to assist in establishing the facts of the case. Each party is permitted to have one silent observer of their choosing present during their part of the hearing and the right to call a short recess and consult with that observer outside the hearing.

D. Instructor's verification form. The Instructor's verification form needs to be returned five working days after signing the student's Form "A." If a student has conferred with the instructor in question and has delivered the appropriate form to the instructor, but the completed instructor's form is not returned in a reasonable amount of time, the Grade Appeals Board may hear the case without the instructor's form. In such a case, the Grade Appeals Board should hear the case without prejudice, and the rights of the instructor to present evidence and testimony before the Board should not be restricted. A statement of this policy and the address to which the forms are to be returned are included on the instructor's grade appeal form.

E. Appeals Board renders decision. Written notice of the decision is sent within ten working days to the student, the student's advisor, the instructor, and the instructor's department head and dean. When the Board votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

2.03 The procedures of the Grade Appeals Board assume that faculty will ensure the existence of relevant evidence in the form of major projects and exams. (A major project or exam is worth 10 percent or more of the final grade.) The faculty member is expected to do this by (a) returning the project or exam to the student, or (b) retaining it for a period not less than the time during which an appeal can be made. It is understood that if the faculty returns the work, the student shall be provided a reasonable opportunity to pick it up.

2.04 Both parties have five (5) business days to file a written appeal with the Provost's Office of the GAB decision. The ad hoc panel hearing the appeal will be the three former chairs or co-chairs of the Grade Appeals Board, a past chair of ASAPC selected by the Office of Academic Affairs, and one student from the Grade Appeals Board who did not participate in the original hearing. The ad hoc panel may either uphold the decision of the GAB, nullify the decision, or return the case to the GAB for rehearing. Grounds for appeal will be the failure of the GAB to follow its own policy and procedures or if new information related to the original decision becomes available. To be heard, the appeal must include specific written information stating the grounds of the appeal.

Consult the complete policy and procedure 2-0821 "Appeal Of Final Grade Not Involving Alleged Violations Of Academic Integrity" (<https://stillwater.sharepoint.okstate.edu/Policies/Shared%20Documents>) for details on priority appeals.

## EXHIBIT F: GRADE INTERPRETATION (University Academic Regulations 6.2, 6.6, and 6.7)

The quality of student performance in all classes is indicated by the following letter grades: "A," "B," "C," "D," "F," "FI," "I," "NP," "P," "S," "U," "W," or "R," "SR," or "UR."

Descriptions of the grades are provided below. For graduate students, a grade of "D" or "F" is considered a failing grade. See the Graduate College section of the *Catalog*.

Grade "A" Excellent

Grade "B" Good

Grade "C" Average

Grade "D" Below average

Grade "F" Failure

**Grade "F!"** (pronounced F shriek). The "!" indicates that the student failed the course because of a violation of academic integrity. Students may remove the first "!" (though not the "F") from their transcripts by completing an academic integrity educational program. The "F!" will appear on the transcript for a minimum of one semester. (See also <http://academicintegrity.okstate.edu>)

**"Incomplete" Grade.** This grade is given to a student who satisfactorily completes the majority of course work (i.e., material amounting to more than 50% of the course grade as outlined in the course syllabus) and whose work averaged "D" or better, but who has been unavoidably prevented from completing the remaining work of the course. This grade is considered temporary. When the instructor specifies the conditions the student must fulfill in order to complete the course, he or she will also specify the grade the student would receive based on total course requirements and evaluation of completed work, and assign a composite incomplete grade. This temporary grade ("IB," "IC," "ID," "IF," or "IUR") will reflect the percentage of work completed by the student as well as the grade earned on the completed work. This will be the projected grade if the student received a zero for the remaining course work, with the "I" representing the incomplete status of the course. Neither a grade of "IA," "ISR," nor a condition that the student must repeat the course, is permitted.

The "composite incomplete" grade ("IB," "IC," "ID," "IF" or "IUR") will be recorded on the online grade form and on the unofficial transcript until the final grade is assigned. The official academic transcript will reflect an "I" grade for the course until the final grade is assigned.

The maximum time allowed for a student to complete the course is one calendar year after the end of the semester for which the incomplete grade was awarded. The dean of the student's college (for graduate students, this is the Graduate Dean) may recommend to the Office of the Registrar an adjustment of this period in exceptional circumstances, which must be clearly documented with supporting evidence when deemed appropriate. Instructors have the prerogative to require a shorter period of time to complete the remaining requirements.

It is the responsibility of the student to satisfy the requirements stipulated by the instructor at the time the incomplete grade is assigned; it is the responsibility of the instructor to initiate action to have any new permanent grade entered as soon as possible after the student completes the course or, after one year, partially fulfills the remaining requirements.

Upon completion of any or all of the remaining requirements, or at the end of the one-year period (whichever occurs first), the temporary grade on the transcript is changed to reflect the final grade for the course (e.g., "IC" is changed to "B" on the unofficial transcript, and "I" is changed to "B" on the official transcript). Any course in which none of the remaining requirements are fulfilled will, after one year, have the incomplete grade changed to the default grade (e.g., "IC" or "I" is changed to "C"). If the student opts to graduate prior to the end of the one year period and if the course is required for graduation, the remaining course requirements must be completed

and the final grade assigned by the deadline for course work completion for his or her final graduating semester. If the course is not required for graduation, the standard completion time limits apply. When the temporary incomplete grade is replaced with the permanent grade, this action is not considered a violation of the policy that states a grade will not be lowered after graduation.

An incomplete grade that was assigned prior to the Fall 2008 semester and is not changed within the designated time limit remains a permanent "I" grade on the transcript.

**Grade "NP."** This grade is given for unsatisfactory work (including that evaluated as "D") in courses on the pass-no pass grading system. Both credit hours and grade-points are ignored in calculating grade-point averages.

**Grade "P."** This grade is given for passing work in OSU courses approved for pass-no pass and pass-fail grading systems. Both credit hours and grade points are ignored in calculating grade-point averages.

**Grade "S" or "U."** This grade is given for satisfactory (equivalent to a "C" or better) or unsatisfactory work in remedial courses in English, mathematics, calculating grade-point averages, and neither grade is counted in total hours.

**Grade "W."** This grade indicates that the student dropped the course.

**Grade "R."** This grade is given to a student in a master's degree creative component course, and other courses as appropriate, when course work is still in progress. It is the responsibility of the instructor to initiate action to have a permanent letter grade entered as soon as possible after the student completes the course work.

**Grade "SR" or "UR."** These grades are given for satisfactory and unsatisfactory work, respectively, in thesis or dissertation courses (5000 or 6000). Both credit hours and grade points are ignored in calculating grade point averages, but courses in which a grade of "SR" is earned may be used toward minimum degree requirements.

**Mark of "AU."** An "AU" indicates that the student enrolled as an auditor in the course. An "AU" is not a grade and is not used in calculating grade-point averages.

**Mark of "N."** An "N" indicates that at the time grades were due in the Office of the Registrar, a final grade was not reported by the student's instructor. An "N" is not a grade and will be changed to the grade earned within a reasonable time. It is not used in calculating grade-point averages.

**Pass-No Pass Grading System.** An undergraduate student may elect to take no more than four courses or 15 hours (whichever is greater) during his or her academic career with the pass-no pass grading option. The option is restricted to those students who:

- a. have passed 28 or more semester credit hours;
- b. have at least a 2.50 grade-point average in all hours attempted;
- c. have met all of the prerequisites for enrollment in the course in question;
- d. do not need the course in question for meeting any requirements for graduation or certification other than as a general (unrestricted) elective;
- e. have approval of the academic adviser.

A student who chooses the pass-no pass option must do so by the last date on which a course may be added. Once the deadline has passed, a student may not change the choice of grading systems. The pass-no pass option is not identified on the official class roll and thus is not known to the instructor. The instructor assigns a normal grade based on the quality of the work performed. The grades of "A," "B" and "C" are recorded on the transcript as "P"; the grades of "D" and "F" are recorded as "NP." "W" and "I" grades are recorded without change. The pass-no pass grade will not affect the grade-point average. Graduate students should refer to the "Graduate College" section of the *Catalog*.

**Pass-Fail Grading System.** Some courses are taught only on a pass-fail basis. Such courses are so designated in the "Course Descriptions" section of the *Catalog*. Students who pass the course are awarded the grade of "P"; those who fail the course are awarded the grade of "F."

Graduate students should refer to the "Graduate College" section of the *Catalog*.



## EXHIBIT G: STUDENT DISABILITY SERVICES

**Student Disability Services (SDS) is committed to providing a community that ensures full participation for students.** SDS provides assistance to students that facilitates their independence and academic progress. Academic support services include specialized testing, classroom accommodations, accessible textbooks, access to/assistance with Assistive Technology (AT), and other services as necessary. Students may request services by contacting Student Disability Services. Student Disability Services is part of University Counseling Services (UCS).

SDS exists as a resource for staff and faculty. Staff are available to provide consultations, feedback, and trainings. Through partnerships with different entities on campus, SDS strives to create an universally accessible campus and community.

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 mandate that institutions of higher Education must make "reasonable accommodations" to the usual academic requirements for students with disabilities where such alterations are not essential to the academic program of the student and where they would not result in undue financial or administrative burdens.

The following categories have been developed to be as inclusive as possible of the students you might have on your campus. We offer this list as a suggested model of "people first" language and of the most widely accepted terminology.

- Students with Learning Disabilities
- Students with Attention Deficit Disorder
- Students who are Blind or Have Low Vision
- Students who are Deaf or Hard of Hearing
- Students with Psychiatric Disabilities
- Students with Medical Disabilities
- Students who use Wheelchairs or have Disabilities that Limit Mobility
- Students with Speech-Related Disabilities
- Students with Dual Sensory Disabilities (Students Who are Deaf-Blind)

It is important to remember that not all students will have only one disability and some disabilities do not fit neatly into a single category. For example, people with "head injuries" might be considered to have a medical disability, but may have limitations similar to students with learning disabilities and students with psychiatric disabilities. Students who use wheelchairs may take medication for pain or other symptoms, which would result in the need for accommodations more similar to those given to students with medical disabilities. A student with rheumatoid arthritis might be categorized as having a medical disability but may have severe enough symptoms to limit mobility.

### Student Responsibilities

Students with disabilities are not required by law to identify themselves to the disability service provider or faculty member, or to provide documentation of a disability. However, if a student desires accommodations (particularly such things as extended time on exams), the student is obligated to provide disability documentation to support accommodation requests. It is reasonable for you to expect the student who states he or she has a disability either to have already gone to the disability services office, or to go to that office at your suggestion, before accommodations are provided.

The student is responsible for letting his or her accommodation needs be known. Since the type of requirements, lecture styles, and exams will vary, the student must find out what your course requires, what activities are planned, and any other information that may be relevant. This is not necessarily resolved in one conversation. A student's needs may vary over time, the student may be learning what his or her needs are through a process of trial and error, or the nature of the assignments/exams may require that adjustments be made throughout the semester. The student should keep communicating with you throughout the semester to give you feedback.

### **Responsibilities of the Disability Service Provider**

The disability services provider on your campus is a resource to you as a faculty member, as well as to students. If you have any concerns that cannot be resolved through discussion with the student, you can contact that office for assistance. Typically, the staff is available for consultation or to meet with you and the student to come up with satisfactory options. Sometimes finding solutions involves talking through the difficulties and possibly generating some creative solutions not yet tried. The disability service provider assists students in facilitating accommodations if they do not feel they have been successful themselves. Sometimes, if a student is new and unsure of how to express his or her needs, the service provider will make an initial appointment with you and the student to discuss accommodations.

### **Faculty Responsibilities**

Faculty are required by federal law to provide reasonable accommodations. This is a fairly vague term, and if you are unsure whether something a student is requesting is reasonable, contact the disability service provider on your campus for consultation.

*An example* of a reasonable request would be a student with a learning disability and attention deficit disorder requesting:

- extended time on exams
- to take tests with use of a reader
- a room with minimal distraction.

*An example* of an unreasonable request would be a student with any type of disability requesting that:

- he or she requesting shorter exams or assignments.

These examples illustrate the fact that the goal is not to change the requirements of your course, but to enable the individual with a disability to meet those requirements in a way that does not discriminate based on disability. When this does not appear possible to you or the student, consult the disability service provider to find an option that works for both parties.

Faculty are expected to treat as confidential all information related to the disability (including accommodations).

For your convenience, following is the statement for faculty syllabi:

According to the ADA, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need classroom accommodations, contact the office of Student Disability Services, currently located in **315 Student Union**. Please advise the instructor of your disability as soon as possible, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability from SDS but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. Call 744-7116 v/t for more information or go to <http://sds.okstate.edu/>.

SDS is located in 315 Student Union, and may be reached at 405-744-7116 if you have any questions regarding services or resources related to students with disabilities.

## EXHIBIT H: NEW FACULTY ORIENTATION ARTICLES

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The Chronicle of Higher Education  
**Chronicle Careers**

Thursday, February 17, 2005 <http://chronicle.com/jobs.htm>

### ***Becoming a More Productive Researcher***

By JASON STONE

It's a paradox of the tenure track that, once on it, you get asked to do all sorts of things that will in no way help your case for tenure.

In just the past few months I have been asked to sit on a committee to review scholarships, come to a new December graduation ceremony, guest lecture in classes ... the list goes on.

I could say yes to all of those things, but then I would probably wake up one day and realize that all of my time was being spent on activities that would do little to increase my chances of earning tenure, while the one activity that *is* extremely important was getting left behind: research productivity.

At research universities like my own, both the quality and quantity of publishing in peer-reviewed journals is the most important factor in tenure decisions. As an assistant professor in the social sciences in my second year on the tenure track, I simply can't allow myself to get sucked into too many obligations that take time away from publishing.

Already I've learned a few tricks that have helped me immensely in maximizing my publishing productivity, and I think they can work for you too:

#### **Equipment Is Nice, but People Are Nicer**

When I was negotiating for my current position, I asked for start-up money to purchase equipment such as a laptop computer and software. What I have quickly realized is that although having spiffy equipment is nice, there is nothing so valuable as human resources.

I was lucky enough to have also asked for, and received, money to hire a part-time research assistant. That means one thing: I haven't had to spend time engaged in tasks that my research assistant can do instead. If I need assistance tracking down articles at the library or preparing a manuscript to go to a journal, I can delegate those tasks to my assistant.

Now, if you do not happen to have a warm body at your beck and call, what can you do? My advice would be to take advantage of any human resources in your department. For example, often departments have work-study students who are there to help faculty members. Some professors in my department use those students for a number of tasks, while others don't take advantage of them at all.

Another option would be to develop research collaborations with graduate students. Think about it: Who is hungrier to publish than graduate students just starting out? Often I have not had the money to pay them, but I have found that if I offer them significant responsibility on a project -- and significant authorship -- they snatch up the offer. It's a win-win situation: I get work turned out more quickly with their help, and they get experience on the project and are a co-author on the publication that results from it.

## **No Grant Is too Small**

This relates to my first point, as securing grant money allows you to hire people to help with your research. I tend not to encourage my fellow junior faculty members to apply for large grants from the big agencies. Why? Submitting those applications eats up a lot of time, and if they are not approved, then you have spent a massive amount of effort and gotten nothing in return.

What types of grant opportunities should you seek out? That's simple -- the ones that are easy to apply for and easy to manage once you get the award; for example, a grant from a professional organization.

What I have found to be particularly useful are grant opportunities at your own institution that are specifically for junior faculty members. Such small-grant programs can exist at the department, college, or university levels. They are typically easy to apply for, and are often not that competitive. I have received one such grant from my college and plan to apply for a larger one soon. Don't turn down a chance for some easy money.

## **Manage Your Research and Writing Time Carefully**

Do you have a certain time each month when you sit on some curriculum committee, and a certain time each week when you teach your classes? For most academics, the answer is yes.

So, why do so many junior faculty members not have a specific time set aside each week for writing?

Here's my advice: Set aside one day a week to write, and repeat the following mantra: "On writing day, there will be no class preparation, no administrative work, no meeting with students." This is the one day each week on which you will do things that lead directly to publications.

Sometimes faculty members find that their office is not the place to do research, and may prefer to write at a local coffee shop, bookstore, or from home (that last option tends to be my preference). The idea is to create an environment in which writing reigns supreme for that day, and all other distractions are minimized or eliminated.

Be sure to spend the time wisely. Often new faculty members pursue publications stemming from their dissertation, which is a great idea. You know that project better than anyone, and it may just need some formatting and small revisions to fit a journal.

In addition, I tend to work on small, manageable projects that begin at the beginning of a semester and are written up and sent out by the end, if possible. The longest project I have conducted so far lasted a year from start to finish, and resulted in two articles currently under review for publication.

Large, multiyear projects can be exciting when you have tenure, but in the early years it's important to stay away from projects that are not going to yield publications in a relatively short period of time.

## **Look to Senior Scholars for Advice**

There is no substitute for the wisdom of good mentors. Early on, identify and ask a senior faculty member in your department to be your informal mentor. Check in with that person when making decisions about what projects to focus on, what journals to send work to, and even what college committees to serve on. (I try to find out which department and college committees tend to take up the least amount of time. Then I nominate myself for those committees.)

A senior professor knows both the department and the discipline, and can help ensure that your decisions are sound and can provide opportunities for you. I am fortunate in that I conduct research in some overlapping areas with my mentor, who recently invited me to work on a book chapter with him.

In addition, although I try and stay away from involvement in multiyear projects, my mentor conducts many such ventures and has invited me to work on articles resulting from those projects. That means I get to write articles using data from his studies, but I do not have to deal with the time-consuming aspects of actually managing those studies.

Here's the bottom line: If research productivity is the most important factor in attaining tenure at a research university, then shouldn't you be doing everything you can to be successful at it?

I'm not suggesting that you lock yourself in solitary confinement in your office, only to emerge eight months later with five publications. But if you're spending major time on the stuff that doesn't really count, and very little on the stuff that does, then it's time to make a change.

*Jason Stone is the pseudonym of an assistant professor in the social sciences at a research university in the South.*

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The Chronicle of Higher Education  
**Chronicle Careers**

Monday, February 21, 2005 <http://chronicle.com/jobs.htm>

## The Buck Starts Here

By KAREN M. MARKIN

Scientific expertise alone won't get you a research grant. You also need to be "street smart" about grants -- something you may not have learned in graduate school.

In addition to having a good idea for your research, you must find an agency that needs what you will discover if you pursue your idea. Then you must establish your ability to carry it out on budget and on schedule, so the agency will trust you with thousands of dollars.

Submitting a winning proposal to the right agency can involve trial and error. If you're up against the tenure clock, you will want to avoid as many missteps as possible. Here are a few tips for the first timer on how to maximize success in preparing a document that is as different from a dissertation as a car commercial is from the owner's manual.

I'll assume you are starting out with a good idea and a vague notion about possible grant agencies. Let's start with some do's:

**Check out your target agency's recent awards.** The first step is to narrow down your list of possible grant agencies to the most promising prospects. The best way to do that is to see what they have supported in the past. The Web sites of major agencies list the names of recent grant recipients and the titles of their projects. Some, like the National Institutes of Health and the National Science Foundation, have vast, searchable online databases containing that information for a decade or more.

Find a few proposal titles that seem relevant to your work, and consider the abstracts. Check out the investigators' names, ranks, and institutions. Do you seem to fit? If all the grant recipients are tenured professors at major research universities and you're a new faculty member at a two-year college with a heavy teaching load, you may not have the resources to propose a project of adequate scope for that agency. By examining the agency's recent awards, you can also make sure you're not proposing work that has already been financed.

**Speak with a program officer.** Although requests for proposals posted on agency Web sites describe grant-program requirements, talk to a program officer to ensure that your specific project fits the agency's needs. Your interpretation of what the agency wants, and the program officer's interpretation, can be quite different. You can save yourself time and frustration with this simple step.

Be sure to *speak* with a program officer. Don't rely on e-mail unless the officer communicates only through that medium; then you'll want to respect that preference.

Sometimes new faculty members feel intimidated and are reluctant to call program officers. Look at it this way: They're public servants, and it's their job to award those dollars. Once you have a program officer on the phone, try to have a frank discussion about whether your project fits the goals of the grant program you've identified. The officer may be more candid in a phone call than in an e-mail message that may exist in perpetuity, and you don't really want to waste time submitting to a program that is a bad fit.

It can take six months from the date of submission to find out whether your proposal will be supported. That's a substantial chunk of tenure-clock time. If your project isn't a good fit for the program, the officer frequently can refer you to one that is -- one that you may not have otherwise considered.

**When preparing your proposal, follow the agency's guidelines.** That sounds obvious but is frequently ignored -- even by people with doctorates who certainly have the necessary reading-comprehension skills.

If the program announcement says to limit your narrative to 15 pages, limit it to 15 pages. If it sets the minimum type size at 10 points, don't think you'll fool anyone by trying to bump it down to 9 points. Reviewers typically have to read many proposals in a short amount of time, and they're paid little or nothing to do so. The last thing you want to do is irritate them.

Don't count on reviewers being so excited by your brilliant science that they will overlook your flouting of the rules. More likely, they will be concerned about being fair to the applicants who did follow the rules. Increasingly, Web-based submission systems use technology to force applicants to stick to the page limit and other guidelines by not accepting anything that is too long or contains impermissible appendices. Find out beforehand whether that is the case at your target agency.

**Be particular about the little things.** It may seem unnecessary to remind university professors to pay attention to proper grammar, spelling, and punctuation. Yet sometimes they don't.

Remember, grant readers will know nothing about you except what is presented in the proposal package. Reviewers will think that if you're sloppy about details in the proposal, you may be sloppy with your science.

**Have a colleague read the proposal before you send it off.** A second pair of eyes can be very helpful at spotting sections that need improvement. Choose an educated person who is not necessarily an expert in your field. Have the reader focus on overall organization and clarity.

Sometimes proposers write a great deal about what has been done before in their field but fail to adequately discuss what exactly they will do with the grant money and how long their research will take. A person who is not as absorbed with the project as you are can readily spot that type of problem.

And now for a few don'ts:

**Don't wait until the last minute to prepare and submit your application.** Murphy's Law usually prevails at proposal submission time: Computers crash and copiers jam.

If you were a procrastinator in graduate school and think you can keep getting away with it, you are in for a rude surprise. Back then you were solely responsible for most of your work, a one-person show. As a faculty member, you will have to work with many other individuals at the university. You will need your dean and various staff members to approve aspects of your project, and those people have many other professors to serve. They may not be immediately available to process your proposal.

It will do you no good in the long run to bully those people into dropping everything to attend to your project. Plan ahead and try to engage them in positive cooperation. They can be very helpful to you in the future.

**Don't assume that reviewers will be experts in your subspecialty.** Even though you are writing for other scholars, avoid jargon. Your reviewers will be educated people with expertise in your discipline, broadly defined. But they won't necessarily be familiar with the latest developments in your particular niche.

Define your terms. Use acronyms sparingly, if at all. If you do use an acronym, be sure to explain it on first reference. Don't let your proposal become an unreadable swamp of alphabet soup. If reviewers have to work hard just to figure out what you're trying to do, your proposal is in trouble.

**Don't give short shrift to the budget and its justification.** That is the first part of the proposal that some reviewers read. An experienced reviewer can get a clear idea of what you plan to do from those components.

Although the budget may seem like a lot of tedious bean counting compared with the excitement of scientific discovery, it shows whether you are putting your money where your mouth is.

Reviewers will notice, for example, if you say in your proposal narrative that Professor Hypotenuse will evaluate your project over the summer, but you fail to allocate summer money for that work. They may think you're careless, or that you and Professor Hypotenuse are not giving high priority to the evaluation in your schedules, which raises doubts about whether it will get done.

The budget justification is where you explain in detail the expenses listed in your budget spreadsheets. Don't leave reviewers guessing about expenses that are out of the ordinary. For example, explain that your postage costs are high because you will be conducting a mail survey. Reviewers may not take the time to thumb through your proposal narrative to confirm that the costs are justified.

**Don't give up if you're rejected.** Most everyone who submits grant proposals has been turned down at some point.

The rejection may not even have much to do with the quality of your work. Perhaps the organization was flooded with applications to a meagerly financed program. In that case, many excellent proposals fail to win financing.

Think of the rejection as one part of the larger process of your grant-writing and research enterprise. It does not mean the end of the line for that proposal or for your career. It simply means you must revise and resubmit.

**Don't forget to obtain copies of the reviewer's comments.** To revise and resubmit, it is essential that you know why your proposal was turned down the first time. Sometimes reviewers' comments are not sent to you automatically and you need to request them. Do it.

If you need a cooling-off period before looking at the reviewer's negative comments, that's fine. Just don't avoid them completely.

Be as objective as you can when reading the comments. It is tempting to follow in the footsteps of some other faculty members and write the reviewers off as too stupid to understand your work. That may contain a grain of truth; they probably didn't understand it. But since they're the ones helping to decide whether you get the money, it is in your best interest to present your work so they can appreciate its significance. Try to have a colleague who is less emotionally invested in the project read the comments and assess their validity.

Determine from the comments what the major problems were. Are you focusing on the wrong agency or program? Does your methodology need improvement? Have you failed to show the significance of your work within the field?

Once you've determined what needs to be fixed, then fix it. The only time you can be sure you won't get the grant money is when you don't send in a proposal.

*Karen M. Markin is director of research development at the University of Rhode Island's research office.*

March 30, 2007 <http://chronicle.com/weekly/v53/i30/30a01001.htm>

## **A Call for Faculty Fund Raisers: Professors are being recruited to drum up donations, but many are reluctant to get involved**

By ERIN STROUT

Even with years of experience working at a nonprofit organization, James C. Garman, an assistant professor at Salve Regina University, feels anxious when asking donors for money.

When he was named chairman of the cultural and historical preservation department seven years ago, he joined an academic program that was starting from scratch, with little financial support in place. He had no choice but to put his experience with nonprofit organizations to work, not only to jump-start the program, but to make sure that the collection of historical buildings on campus remained properly maintained.

"Being a faculty member gives donors a level of assurance and a strong feeling that their money is going toward something that will have a direct benefit to students," Mr. Garman says. "It also gives them a sense that the administration and the faculty have collaborated."

His sentiments are exactly what fund-raising staff members are trying to replicate, encouraging more professors to take a turn at raising money for their institutions. These days, college officials agree, everyone is a fund raiser. Large institutions are starting the biggest campaigns in history, and other colleges of all types are beginning their first significant fund-raising drives. Billions of dollars are up for grabs, and the more people each college has asking for money, the more each will raise.

Professors often resist requests for help from the fund-raising office. It's not part of their jobs, some say. Others just hate asking people for money. And most simply do not have the time. In a recent survey by Eduventures, a higher-education research firm, only 7 percent of successful ideas for large donations came from faculty members.

But professors are in many ways ideally suited to the task. Faculty members are the closest university employees to the students. Professors usually maintain the strongest connections with the institution's most successful alumni. They know better than anybody what the most pressing program needs are and can speak to donors about the impact their money makes.

"Faculty can provide a unique role in development because they are like color commentators," says Elizabeth A. Flanagan, vice president for development and university relations at Virginia Tech. "They can explain to a donor like nobody else what good specific research does for society, or how students will directly benefit from a certain gift — and fundamentally, everybody responds to students."

Fund-raising staff members are coming up with creative ways to encourage professors to help secure donations. They offer professors informal training on asking for gifts. They invite scholars to tag along with the president or other administrators on visits to prospective donors. And they even put professors in leadership positions during capital campaigns.

Despite the support that fund-raising offices try to provide to faculty members, success stories are few and far between. Ms. Flanagan says that professors often worry most about the most basic aspects of fund raising.

"I've done a number of programs to educate faculty members about how they can use fund-raising strategies to get more money into their programs," she says. "In areas like research sciences, you'll find that many are not 'people people.' They want to learn how to work a room or even just how to make conversation at an alumni event."



## Professors Reaching Out

Arno Selco, a professor of theater arts at Ithaca College, has helped to get gifts of all sizes for the college over the past eight years. He spent sabbatical time working in the development office and once convinced a \$10-million donor with an affinity for theater that the athletics department needed the money more at the time.

"I've been at Ithaca for 24 years, and my daughter went here as well," Mr. Selco says. "During my last years on the faculty I wanted to give back to the institution that has been good to me and my family."

Mr. Selco says the real help he provides is getting other faculty members involved. He is the co-chairman of a new faculty and staff fund-raising drive, an effort created to encourage employees of the college to give to the current \$115-million fund-raising campaign.

While the employees' goal— \$25,000— is a fraction of the campaign, Ithaca considers it the first step in creating a culture of philanthropy among those who work there. The mini-campaign has been successful so far, already collecting \$14,500.

"We're making some headway," Mr. Selco says. "It will create the first faculty-staff endowed scholarship, and they are attracted to it because we're all here for the students and it's an opportunity to help them."

Mr. Selco's direct involvement with donors has been all over the map, starting with asking for smaller gifts to the annual fund and all the way up to being a key player in multimillion-dollar donations. He also speaks with young alumni, teaching them the importance of giving even small amounts, in the hope that donating to Ithaca becomes a habit for them over the years.

Perhaps Mr. Selco's theater background puts him at ease in front of people, but he still understands that many of his fellow professors feel uncomfortable about being part of the college's fund-raising efforts. For example, many find activities such as cocktail parties nerve-racking and struggle to strike up small talk or approach people they do not know.

"As faculty members, we're so idealistic, and money is not of any interest to most of us," he says. "In fact, most faculty would rather talk about anything else in the world."

To ease them into the world of development, Mr. Selco and others have given professors opportunities to mingle and connect with alumni without having to necessarily even mention money, leaving the "big asks" to the professional fund-raising staff. Professors are often invited to travel with administrators on fund-raising trips. When traveling to conferences, academics are given short lists of alumni they should meet in the area. Simply cultivating relationships with former students they already know is sometimes the biggest help of all, says Shelley Semmler, vice president for institutional advancement.

She has learned, however, to tread carefully when it comes to those relationships. She found out during the beginning stages of the campaign, for instance, that one faculty member was in close touch with a donor she had hoped to contact for a gift. She backed off from any aggressive solicitation when the professor expressed concern, leaving the initial contact in the faculty member's hands. Ms. Semmler waited to call on the prospective donor until the professor felt like it was an appropriate time.

"The faculty member was protective and didn't want me bullying my way in," she says. "So I've found that it's really important to build a trust between my office and the faculty — if development is seen as the enemy, they will never get involved."

Sometimes professors are involved in fund raising without even realizing it, by merely doing their jobs. Leah Golberstein, who has created an endowment for the Jewish-studies program at Ithaca, says her generosity is a direct result of the positive relationships her son had with his professors and the stewardship faculty members have provided for the money she has given.

Ms. Golberstein says that when she visited her son during his undergraduate years, she was surprised that his professors asked to meet her.

"And the longer I've been involved at Ithaca, the more I've realized that this is not unusual, that other parents had the same experience," Ms. Golberstein says.

Eventually her faith in the institution led her to help the Jewish-studies department create a study-abroad program. Through the donation process, she met the faculty members who would be involved in creating and directing the program, even discovering that one of them — Barbara C. Johnson, an associate professor of anthropology — was visiting Jerusalem at the same time she was. They met at a cafe during their travels, talked about the direction of the study-abroad program, and discovered that they had mutual friends.

Since that time, Ms. Golberstein has remained close with Ms. Johnson and other professors in Jewish studies and has increased her endowment at Ithaca. "I knew it was in good hands," she says. "I feel good about it."

### **A Career Booster**

Donald C. Christ is the secretary of the Alletta Morris McBean Charitable Trust in San Mateo, Calif. Since the late 1990s, the trust has directed about \$2-million in donations to Salve Regina University for the restoration and preservation of its many historical buildings and for its academic program in historical preservation.

A key factor in the charitable trust's decisions has been the involvement of Mr. Garman, the professor who has taken significant time to educate board members about the historical importance of the buildings. Mr. Christ says that gathering such decision-making information can "only happen when you get that one-on-one time with the professors."

"Jim Garman in particular is a terrific advocate for the college," Mr. Christ says. "As a donor, it is terribly important to get that frontline view of how the money is going to make a difference. When he appears before our group, it's always impressive."

Mr. Garman has learned to write grant proposals and cultivate donors, and is now also heavily involved in the final "asks" for gifts. Over the years, it has all become much easier and less intimidating.

"Donors really like to hear what is really going on in a program or on campus, and all of that can be very easy to talk about," he says. "There's also a natural tie-in with what I'm trying to teach my students, who will eventually be in positions in their careers where they will need to ask for money."

His colleagues sometimes feel that fund raising might compromise their integrity, but often their hesitancy is more rooted in the time it requires and the fear of the unknown.

"I think personality goes a long way, and so many faculty members simply haven't been schooled to do this," Mr. Garman says. "Frankly, though, it really can be a time drain, so I'm just fortunate that I enjoy it."

Taking on the responsibilities in a more active way can pay off personally, too. Mr. Garman asked the administrators in the development office to write letters of recommendation when he was up for tenure in 2006.

And for those who have aspirations to eventually become administrators, honing fund-raising skills can give them a leg up. Ms. Semmler, at Ithaca, says a few faculty members have approached her to help just for that reason. She invites them to attend campaign and prospect-management meetings so they understand what is involved.

"Not to use them strategically would be a mistake," she says. "It's a matter of demystifying fund raising."