

# WSU Tech Faculty Handbook

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## **Preamble**

Welcome to WSU Tech. We are happy you have joined us as a faculty member. This handbook is designed to provide you with some basic knowledge and expectations that will help you be successful at WSU Tech. No guide is all inclusive. If you come across a question that you cannot answer reach out to your supervisor.

## Chapter 1 - College Organization

### History of WSU Tech

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) located in Wichita, the largest city in Kansas. The college, a two-year, public institution, is the largest of the six technical colleges in Kansas. The institution was formed under the authority and supervision of the Wichita Public Schools Unified School District 259 in 1965. The institution functioned as an area vocational-technical school that enrolled high school and adult students. In 1995, Senate Bill 257 passed and was signed by the governor authorizing the transition of Wichita Area Vocational-Technical School to Wichita Area Technical College (WATC). This bill gave WATC the authority to grant college credit and award associate of applied science degrees (AAS). In 1999, jurisdiction of the college moved from the Kansas State Department of Education to the Kansas Board of Regents (KBOR). Three years later, KBOR established a policy enabling all degree-granting institutions in Kansas to achieve accreditation from HLC-NCA. WATC began the research and planning necessary to accomplish this new requirement. The following year Senate bill 7 passed allowing degree-granting institutions to be governed by a board independent from a K-12 school board and to develop a plan for transition. In 2004, the WATC transition plan was approved by the local Wichita Public Schools (USD 259) Board of Education and KBOR. WATC transitioned to an independent entity governed by a new Board of Trustees on July 1, 2004. In January 2007, the Board of Trustees transferred to the Sedgwick County Technical Education and Training Authority and became the governing board for WATC.

2008 was a busy year for WATC as it received initial accreditation from HLC, acquired the Southside Center (and the programs and courses located within it), and plans for the creation of the National Center for Aviation Training (NCAT) were launched. Over the next two years, the college footprint reduced from seven locations to three campuses and in August 2010, the main campus for WATC moved from the Grove Campus to NCAT. The college experienced significant enrollment growth over the next decade with the addition of programs at NCAT, growth in general education, and the impact of the Senate Bill 155-Excel in CTE providing free tuition and fees for high school students enrolled in career and technical education.

The college's growth continued with new partnerships including expansion of adult education with Goodwill Industries forming Nexstep to focus on adult basic education, English as a second language, and GED completion. High school enrollment and partnerships expanded beyond CTE into dual-credit and concurrent enrollment opportunities for students. In 2017 Senate Bill 174 authorized the affiliation between Wichita State University and WATC. On July 1, 2018, WATC became WSU Tech. The affiliation was created to open new avenues for an innovative approach to the continuation of knowledge flow from research to experiential learning partnerships to practical application in industry. It consolidates all levels of postsecondary education—from GED to Ph.D. and provides opportunities for students and the community that did not exist previously. WSU Tech continues to function as an independent technical college, but within the operational structure of WSU as governed by KBOR. The college

continues to respond to industry trends and provides certificates and two-year associate degrees, keeps separate financials, financial aid, HLC accreditation, and receives state funds that are only available to technical colleges/two-year colleges.

### Mission Statement of the College

The mission of WSU Tech is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

### Vision Statement of the College

To be one of the nation's most innovative and impactful two-year colleges.

### WSU Tech's Guiding Principles

- Provide our students an opportunity to a better life through education and training.
- Provide a highly educated and trained workforce for our community to be globally competitive.
- Ask ourselves as we make decisions, is it in the best interest of our students, employees, and community.

### Values Based Culture Standards

#### Same Team

- I collaborate for maximum impact.
- I give and accept constructive feedback through open communication.
- I foster a fun and healthy environment that encourages relationship building.
- I recognize and celebrate achievements of co-workers and students.
- I advocate for an inclusive and diverse environment that allows all employees and students to thrive.

#### People First

- I listen first to understand.
- I approach all interactions with empathy and respect.
- I serve others with helping hands and a positive attitude.
- I remain receptive to new ideas and approach situations with an open mind.
- I assume good intentions and respond rather than react.

#### Integrity

- I exhibit ethical behavior by doing the right thing, even when no one is watching.
- I build open and honest relationships.
- I make my intentions clear.
- I strive to earn trust, loyalty, and respect every day.
- I utilize human, financial, and physical resources wisely.

#### Visionary

- I take educated risks to remain relevant, nimble and responsive to ever-evolving needs of our communities.
- I am resilient when faced with rapid change and challenges.
- I support innovation and remain open minded to bold, new ideas.
- I demonstrate commitment to life-long learning and personal development.

#### Leadership

- I take initiative and do what needs to be done.
- I am generous in sharing my knowledge.
- I empower others to resolve problems at the first opportunity.
- I am responsible for communicating and cascading needed information throughout the college.
- I demonstrate good judgment in decision making

#### Service to All

- I anticipate the needs of each individual and take a solutions-oriented approach.
- I model excellence through accountability to myself and others.
- I aspire to exceed expectations.
- I am committed to providing exceptional experiences.
- I act with an attitude of selflessness in all interactions

#### Accreditation

WSU Tech is accredited by the Higher Learning Commission and is a Kansas Board of Regents institution. Many of WSU Tech's programs hold additional industry accreditation as well.

Credit earned at WSU Tech may be transferable to other colleges and institutions. It is the student's responsibility to check with the receiving institution to determine transferability. As part of the Kansas Board of Regents' seamless transfer system, many general education courses are guaranteed to transfer to public colleges and universities in Kansas. [Click here](#) for details.

#### State Regulatory Agency

The nine-member Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions (six state universities, one municipal university, nineteen community colleges, and six technical colleges).

In addition, the Board administers the state's student financial aid, adult education, high school equivalency, and career and technical education programs. Private proprietary schools and out-of-state institutions are authorized by the Kansas Board of Regents to operate in Kansas.

### Faculty Associations

The full-time Faculty of WSU Tech enjoy membership with the Faculty Senate. The senate also serves the adjunct faculty through an elected representative. The Senate comprises members from the College's different divisions that meet regularly to discuss changes within the College and ways to improve. The Faculty Senate Leadership meet with Academic Leadership to discuss concerns and suggestions.

**All Policies are available on the WSU Tech [website](#), Sharepoint, and myWSUtech on the Employee Tab**

## **Chapter 2 - Human Resources Information**

### ADA Accommodations

For further information, refer to [POLICY: 2-36 ADA](#)

### Change of Address, Phone, Marital Status

To report any change of address, telephone, and/or marital status, go online to the MyWSUTech employee portal located at this [link](#), log on using your username and password. Click on the Employee Tab on the left column. Select the "Self Service Banner" hyperlink in the middle column and then click on the Personal Information tab at the top. For assistance, contact HR at [HumanResources@wsutech.edu](mailto:HumanResources@wsutech.edu)

### Drug-Free Work Place Policy

For further information, refer to [POLICY: 2-40 Substance Abuse](#)

### Employee Assistance Program

For more information, please contact HR at [HumanResources@wsutech.edu](mailto:HumanResources@wsutech.edu)

### Equal Employment Opportunity Policy

For further information, refer to [POLICY: 2-01 Non-discrimination](#)

### Harassment Prevention

For further information, refer to [POLICY: 2-01 Non-discrimination](#)

### Holidays

For further information, please refer to [POLICY: 2-64 HOLIDAY POLICY](#)

### Inclement Weather

For further information, please refer to [POLICY: 7-10 INCLEMENT WEATHER PROCEDURE](#)

### Pay Schedule

The College's work weeks run from Sunday through Saturday. Paychecks are distributed every other week (except for holiday conflicts). Deductions will be made from your paycheck as required or allowed by law (including federal and state withholding taxes and the employee portion of Social Security contributions, as well as any garnishments or any other deductions required by law) or, where applicable, as you

request for a contribution to the College's programs, such as health insurance. Time Sheets/Pay Periods: Timesheets (a record of work) or electronic time records are required of every employee on a bi-weekly basis and are due no later than 12 PM on Friday at the end of each pay period. Employees are expected to accurately record the time worked each day for further information, please refer to [POLICY: 2-22 PAY PERIODS AND DEDUCTIONS](#)

[Each Division Attach Pay breakdowns for adjunct, overload, clinicals, etc]

#### Standards of Conduct

For further information, please refer to [POLICY: 2-43 STAFF CONDUCT AND DISCIPLINE](#)

#### FMLA

For further information, please refer to [POLICY: 2-30 FMLA](#)

#### Mailboxes and Keys

Mailbox locations and key access vary by campus. Please speak with your supervisor for more information on how to obtain a mailbox or key access.

## **Chapter 3 - Instructional Program Evaluation**

### Program Review

The academic program review is a collaborative process to promote mission alignment, academic excellence, and sustainability. The program review process enables academic leadership and faculty to complete a longitudinal study on various variables over three years. The program review consists of two phases: a self-study by the program director or chair and an institutional review by the program's dean, vice president, the Vice President-Aviation, Manufacturing & Institutional Effectiveness, and the Director of Assessment and Accreditation.

The Director of Assessment and Accreditation (DAA) creates an annual timeline and identifies the programs to be reviewed. Once approved by the Academic Leadership Team, the DAA meets with the program directors and chairs to provide the template, rubric, and guidance. The self-study is a description of fundamental questions that provides an overview of the program through a 3-year lens. Faculty critically assess enrollment patterns, completion rates, and program placement. They also describe how the program gathers information from and responds to community workforce needs. Curriculum, teaching and learning, accessibility, and student feedback are examined, and faculty showcase how this feedback is incorporated and demonstrate how students benefit. Finally, a three-year plan is developed along with an action plan to meet those goals. Information gathered includes:

### Program Overview

- Meeting Community Needs
- Industry Advocate Teams
- Industry Trends
- Demographics



- Diversity
  - First generation students
- Community Partnerships
- Student engagement/satisfaction (Noel Levitz)
- Third party credentials
- Performance Standards
  - Enrollment
  - Completion Rates
  - Placement Rates
  - Class Size
  - Program Costs
  - GPA
  - Competencies

#### Curriculum and Modality

- Program Changes
- Course Offerings
- Curriculum Changes
- Syllabi

#### Teaching & Learning

- Faculty Credentials
- Learning Assessment
- Student Feedback and Closing the Loop

#### Analysis & Reflection

- SWOT Analysis
- Accessibility Score
- 3-year goals/resources

#### Action Plan

- 3-year plan
- Next steps with 3-year timeline

#### Academic Freedom and Responsibility

The College believes that faculty must feel "free to pursue scholarly inquiry without unreasonable restriction."

For further information, please refer to [POLICY: 5-10 ACADEMIC FREEDOM](#)

#### Assessment Planning

Assessment activities at WSU Tech are the responsibility of all program faculty.

The term "assessment" refers to the process of evaluating our students' ability to demonstrate their learning relative to course, program, and institutional learning objectives, Student Learning Outcomes (SLO's). Assessment also involves the strategic

process through which we identify the SLO'S, ensure that the SLO's are aligned with the curriculum, systematically measure students' learning, and make evidence-based curricular and educational improvements.

The assessment process is a method of continual improvement of courses, instructional methods, and institutional practices that affect student learning and development. Through assessment, we can identify areas for improvement and “close the loop.” At WSU Tech, assessment is an ongoing process, and each program collects and analyzes assessment data each semester.

Simply put, assessment ensures that students receive the best education that is held to the highest standards.

Assessment efforts at WSU Tech are led and coordinated by the Director of Assessment & Accreditation. The Director of Assessment & Accreditation organizes training related to assessment, monitors and tracks assessment data, accreditation, and collaborates with faculty, staff, and administrators to ensure that the College is committed to and engaged in a cycle of continuous improvement.

In addition to the college level assessment, all programs complete annual skills-based and knowledge-based assessments. All disciplines complete knowledge-based assessments.

## Chapter 4 - Instructional Information

### Faculty Expectations

The following matrix outlines expectations for a faculty in areas related to Classroom Management, Teaching and Instruction, and Programmatic and Institutional Engagement. This document can also be found on the Innovation Café.

<b>Classroom Management</b>	<b>Faculty</b>	<b>Adjunct Faculty</b>	<b>Program Chair/Director</b>
<b>Maintain accurate and complete Scholastic Record</b>			
Syllabi Development	X	X	X
Syllabi posted 5 -7 days before course start date	X	X	X
Complete census day roster by due date set by Registrar	X	X	X
Complete attendance every class session	X	X	X
Complete faculty initiated withdraw processes	X	X	X
Complete grade change forms	X	X	X
Complete incomplete grade contracts	X	X	X
Request for Reinstatement Process	X	X	X
Review WIDS Information for accuracy	X		X
<b>Evaluate students' progress</b>			
Identify grading window in syllabi	X	X	X

Grades entered into Bb based on grading window in your syllabus	X	X	X
Final Grades entered accurately by the due date	X	X	X
Provide effective feedback on student work	X	X	X
<b>Manage/supervise all classrooms (virtual or face to face) &amp; lab</b>			
Adhere to all safety procedures	X	X	X
Ensure all equipment is present and in good working order prior to start of class	X	X	X
Ensure instructional spaces are clean and organized	X	X	X
Model professional behaviors	X	X	X
Apply MRW Employability Skills in the classroom	X	X	X
<b>Communication</b>			
Communicate Student Office Hours	X	X	X
Maintain Student Office Hours	X	X	X
Respond to student-initiated contact within 24-48 hours	X	X	X
Maintain a minimum weekly faculty to student communication (Bb Course messaging, Navigate etc.)	X	X	X
Maintain regular faculty to program leadership communication	X	X	X
Ensure all written and oral communication meets professional standards	X	X	X
<b>Teaching and Instruction</b>			
<b>Instructional Practices</b>			
Facilitate each class session (permission from Dean is required to cancel a class session)	X	X	X
Facilitate the assigned course using the assigned modality	X	X	X
Model MRW Employability skills in the classroom	X	X	X
Utilize effective Teaching strategies	X	X	X
Facilitate active engagement of students	X	X	X
<b>Instructional Content</b>			
Identify the outcomes/competencies for all assigned courses	X	X	X
Create instructional activities (tests, projects, assignments etc.)	X	X	X
Develop templates/masters	DBD*	DBD*	DBD*
Utilize templates/masters	X	X	X

Build/select course content to meet WSUTech course standard requirements	X	X	X
Build/select course content to meet accessibility standards	X	X	X
Start Here Module content items updated and deployed	X	X	X
Document a plan (lesson plan) for each unit or lesson including content and delivery	X	X	X
Course content created with minimum of the first week available to students by 5 to 7 days before start date	X	X	X
<b>Assessment</b>			
Working with Lead/Program Director or Director of Assessment Identify if this course is associated with institutional assessment strategy: Skills and/or Knowledge, Student Learning Outcomes based assessments	X	X	X
Ensure all assessment rubrics/testing are loaded into the appropriate courses/masters and or templates			X
Communicate Assessment strategy in the program/discipline with adjuncts			X
Ensure rubrics and or testing is completed in Bb for each student enrolled in the course	X	X	X
Participate in the planning and analysis of program/discipline assessment and review results annually with faculty teams	X	X	X
Complete all annual assessment documents			X
<b>Technology</b>			
Operate and maintain all equipment, software, and hardware associated with your assigned course	X	X	X
Utilize all vendor materials adopted for the course	X	X	X
Obtain and maintain proficiency with the instructional technologies integrated into the course	X	X	X
Obtain and maintain proficiency with instructional technologies found in WSUTech physical classrooms/labs	X	X	X
Obtain and maintain proficiency in navigating our Curriculum Management System (WIDS)	X	X	X
Complete Introductory Bb Training with ITAS	X	X	X
Participate in professional development annually to maintain relevancy and currency in instructional and industry technologies	X	X	X
<b>Textbooks</b>			

Evaluate, recommend, or adopt student textbooks and learning materials for your courses			X
Adhere to the timelines and processes establish by academic coordinators for textbook adoptions	X		X
<b>Course Evaluations</b>			
Participate in course evaluation process once notified by Instructional Technologist (ITAS) and retrieve	X	X	X
Complete faculty review of course evaluation within 7 -14 days of email notification	X	X	X
Create a course revision schedule with your Dean/Director by date determine by Dean	X	X	X
<b>Programmatic &amp; Institutional Engagement</b>			
<b>Assessment - see above</b>			
<b>Program Review</b>			
Actively participate, write, and review program on the college three -year cycle	X		X
<b>Course Evaluation</b>			
Promote student engagement in completing course level evaluations	X	X	X
Review all student evaluations each semester	X	X	X
Utilize student evaluation feedback to improve the course structure, course content, student engagement, and assessment	X	X	X
Utilize student evaluations as a coaching tool for faculty			X
<b>College Evaluation</b>			
Promote student engagement in completing college level evaluations	X	X	X
Review all college evaluations annually	X		X
Utilize evaluation feedback to improve the program/discipline structure, course content, student engagement, and assessment	X	X	X
<b>IAT</b>			
Provide industry contacts	X		X
Attend IAT meetings as requested	X		X
Recruit new members	X		X
<b>Student Recruitment</b>			
Actively participate in Open House Events and other recruitment opportunities	X		X

Be an Ambassador for their program and or disciplines	X	X	X
<b>College Committees</b>			
Serve on one college committee (initiative, project, work group) per academic year	X		X
Actively engage in the activities associated with the committee, initiative, project, work group	X		X
<b>Engaging with other departments</b>			
Respond to requests/email from support services within 1 business day	X	X	X
Work with other college departments to ensure the best possible outcomes for students	X	X	X

### Student Attendance

College faculty are required to record student attendance throughout their assigned courses. Attendance must be completed daily in traditional face-to-face courses. Online courses record attendance weekly. Attendance in hybrid courses will be recorded for the online portion and for the face-to-face class sessions.

Attendance policy questions should be directed to the Dean. By policy, students whose attendance records show nonattendance for 14 consecutive calendar days will be dropped due to nonattendance.

### Distance Learning

Distance Learning consists of courses that are taught in a virtual environment, inclusive of synchronous or asynchronous learning.

The mission of distance learning at WSU Tech is to provide students access to quality higher education for-credit courses via distance learning technologies in the WSU Tech service area and statewide.

Instructional Technologies and Services (ITAS) is responsible for providing support for faculty members who instruct students learning online or hybrid. Program Directors and Deans are also a resource to consult with for best practices and expectations. ITAS staff members are available during regular business hours to respond to requests for information and support issues.

WSU Tech faculty teaching distance learning courses follow the same College policies, procedures, and administrative rules as faculty teaching on-campus courses.

### Field Trips

Requests for field trips are submitted electronically through the Etrieve system. The form can be found using the E-forms link at the top of your MyWSUTECH portal.

### Guest Lecturers

The faculty at WSU Tech enjoy the academic freedom to invite and host any guest lecturer they deem appropriate and further their students' education to meet the outcomes of the course.

Please advise Security and front desk staff to direct the guest speaker to the appropriate location on campus.

WSU Tech provides access to CareerCONNECT, a digital platform to bring guest lecturers from around the world into the classroom. To learn more about CareerCONNECT please visit this [link](#).

### Professional Development Credit

The College requires all full-time faculty to engage in at least twenty hours of professional development activities each academic year. The academic year runs from July 1 to June 30.

Adjunct faculty are encouraged to participate in professional development, but it is not mandatory beyond the events that adjuncts are required to attend per policy. The department will assist adjunct faculty in finding and attending events that will strengthen their instructional talents and their subject matter expertise.

Professional development credit is documented through the MyWSUTech portal under the employee tab. The link for professional development documentation can be accessed via this [link](#). Submit New Professional Development>Complete Form>Submit.

Some mandatory events within the College can be counted as professional development. In-services, special ITAS training, and conferences hosted by or at the College are commonly accepted professional development opportunities. Please contact your Dean for additional guidance.

### Final Grades

Submission of final grades is one of the most important processes faculty are required to complete. Failure to submit grades by the deadlines established through the registrar's office can have a negative impact on students. Student financial aid cannot be processed or completed without final grade submission. Failure to submit grades can impact the student's ability to enroll in future classes.

At the end of a course, instructors have six calendar days to submit final grades. It can take up to 12 hours for grades to successfully roll from the LMS to Banner. Faculty are responsible for monitoring e-mail and responding promptly to questions from the Registrar or Dean regarding final grades.

Failure to comply may result in disciplinary action.

### Incomplete Grade Process

WSU Tech allows students to receive an incomplete if approved by the Instructor and the Dean or Director. An incomplete "I" grade is given only when a course cannot be

completed because of illness or other extenuating circumstances beyond the student's control. Students who are unable to complete courses should contact their instructor regarding incomplete grades. At the instructor's discretion, students may be granted an extension of time to complete assigned work if they are in good standing (have been earning a passing grade) and enter into a contract with the instructor indicating what work must be completed and the time frame for completion. If granted, students receive an incomplete letter grade for the course, which is recorded as an "I" on the grade report and transcript. The student must complete the missing assignments as outlined within 8 calendar weeks. If the student fails to comply the "I" becomes a "F" or "U".

The form can be found at this [link](#).

### Grade Appeal Process

The evaluation of student performance reflected in the final course grade becomes a part of the permanent student record of the College and is recorded on the College Transcript for the student. This grade is based upon several factors relating to the achievement of course objectives, as assessed by the instructor in accordance with the college policy. The grade is final, unless a grade appeal is filed by a student according to the following procedures:

If a student is dissatisfied with a course grade issued by an instructor and has reason to believe the grade issued is incorrect, the following appeal provisions, must be followed and initiated by the student no later than one semester after the grade was earned. If the grade appeal occurs during the summer, it will automatically be forwarded to the Program Director/Chair:

1. The student must meet with an advisor to fill out the Course Grade Appeal Form.

**The advisor will forward the Course Grade Appeal Form to the appropriate instructor and copy the Dean and Designated Director/Chair. The form is under the Academic Forms tab located in either MyWSUTech portal or external WSUTech.edu website.**

2. The instructor has 10 calendar days to respond to the student and the appropriate Director/Chair and/or Dean.
  - A. The student must meet the instructor in person or virtually to discuss the grade change.
  - B. The instructor has 10 days to respond to the student with a decision after meeting with all involved parties.
  - C. If an agreement is reached, the instructor will submit appropriate grade change form to the Registrar's Office. The student will receive a copy of the submission. If the appeal is declined, the instructor shall inform the student and Registrar's office via a declination letter.
  - D. In the event the instructor is not available, the Dean or designated Director/Chair shall replace the instructor as the individual in step 2 of the process.



3. If the instructor declines the grade appeal, the student may elevate the grade appeal to the appropriate academic Dean or designated Director/Chair.
  - A. The appeal must be in writing and include the instructor declination letter.
  - B. The Dean or designated Director/Chair has 15 calendar days to respond to the student with a decision after meeting with all involved parties.
  - C. If approved, the Dean will submit a grade change form to the registrar. The student will receive a letter of approval and a copy of the grade change submission. If the appeal is declined, the instructor shall inform the student and Registrar's office via a declination letter.
  - D. If the Dean is the individual that meets with the student during step 2, step 3 in the process is disregarded.
4. If the student contests the Dean or Associate Dean's action/decision, he/she must submit the request in writing to the appropriate Academic Vice President within ten (10) calendar days of Dean or Associate Dean's decision.
  - A. The request should include all documentation on previous appeals.
  - B. The Dean or Associate Dean may also submit written documentation and recommendations to the Vice President.
  - C. The Academic Vice President will notify the student in writing of a final decision within ten (10) calendar days. This decision is final. The Vice President will submit the final decision to the advisor, Dean, and/or registrar in writing.

#### Blackboard Access

Your Dean initiates access to Blackboard, the College's Learning Management System (LMS) through an electronic form submitted to ITAS. The Dean will determine the level of access appropriate for your position. For Program Directors, the level most often applied allows access to all courses in your discipline.

#### Scheduling Classes

Course schedules are completed by assigned program directors, program chairs, or other personnel assigned by the program dean. The college utilizes year-long scheduling.

Year-long schedules are due to the Registrar's Office on November 1.

Each term is separated, and faculty are provided a generic schedule template by the Registrar. Careful attention to detail must be given and focus on efforts to ensure accuracy. The most up-to-date academic calendar is used to develop the schedule. The calendar is available on the wsutech.edu website or mywsutech on the faculty tab.

### Textbook Adoptions

Textbook adoptions are done through the WSU Bookstore or other alternative vendors. Faculty should work with your academic dean on questions or alternatives to textbooks. Whenever possible, WSU Tech seeks best price solutions for students.

All textbook adoptions must be submitted by April 15th for the upcoming academic year (fall, spring and summer). Any supplemental resources that students will be required to purchase from the bookstore must be submitted at the same time.

The deadline for any ACCESS NOW adoptions is due February 1st for the whole academic year.

Exceptions will be approved only in emergency cases (e.g., an adopted textbook is no longer available) and must have the academic vice president's approval. All sections of a course will use the same textbook and/or software except for dual credit classes.

The Academic Vice President must approve any additional exceptions. Textbook adoptions for classes held in high schools are determined on a case by case basis. Textbooks adopted as a bundle may not be purchased separately.

### Worldwide Instructional Design System (WIDS)

WIDS is all about curriculum. From designing sound performance-based programs and courses to mapping outcomes and building assessments. The ITAS department manages WIDS access and use. They will assist you in gaining access, building a curriculum, or making changes to the curriculum.

Process and Timeline for Curriculum changes:

You will receive a notification from the ITAS department when program revision opportunity is open for the upcoming Academic Year with the following request for information:

Program Revision for the upcoming Academic Year is open. As with previous years, we will use the WIDS system to process the changes. Please work with your faculty to review programs/disciplines and create a revision plan. Once the revisions for the upcoming AY are completed the next step is submission of a full year schedule for the AY. Below is a chart with the action steps, due dates and responsible parties. Please review carefully and let me or your program leadership know if you have questions.

As you consider potential changes to your curriculum. Here are some basic reminders to keep in mind.

- Are you and the program faculty making significant changes to the number courses or credits in your program? Start the process early as KBOR may require a full revision document, and this takes extra time to complete. What does significant mean? Unfortunately, KBOR does not give a specific number, but two courses or 15% of the program credits is a good rule of thumb.

- Faculty, please work with your Deans to ensure the program revisions meet division/departmental goals/standards.
- Program revisions should meet KBOR requirements including credit limits and alignment.
- Program revisions should meet program accreditation requirements.
- Be sure to work with your Dean to obtain IAT approval for changes.

Action	Due Date	Responsible Party	Notes
Identify changes for upcoming AY	End Of July	Program Director or Chair	
Review changes with IAT	Early August to end of September	Program Director or Chair	
Submit Upcoming AY Revisions	October 1	Program Director or Chair	<ul style="list-style-type: none"> <li>• Make sure your Dean is aware of the changes</li> <li>• Make sure your academic coordinator is aware of the changes</li> <li>• <b>Submit your changes to Trish Schmidt</b></li> </ul>
Program Revision Team enters changes in WIDS/Banner	Month of October	Revision Team	
Submit Upcoming AY Schedule	November 1	Program Director or Lead Faculty	<ul style="list-style-type: none"> <li>• <b>Submit to the Registrar</b></li> </ul>

## Chapter 5 - Evaluation Process

### Overview

Instructional performance is a review based on instructional material, various input forms, student evaluation, and Grade Distribution Report from the previous semester.

### Faculty Observations

The purpose of the full-time faculty observation is to provide a system to provide feedback on the instructional process according to the schedule presented below.

The Division Dean or Director may schedule the observation with the faculty in advance. The Classroom Observation Form will be used and scored.

#### Frequency of observations:

**New Teachers (no teaching experience)** –These faculty will be observed by their Dean/Director or Vice President a minimum of one time per semester and by a Peer a minimum of one time per semester for their first two semesters of teaching (excluding summer). One observation will be completed within the first six weeks of each semester.

**Year-Two Teachers (teachers with one year of full-time teaching)** –These faculty will be observed by their Dean/Director or Vice President a minimum of one time per semester for their first two semesters of teaching (excluding summer).

**Year-Three Teachers (teachers with two years of full-time teaching or more)** – These faculty will be observed by their Dean/Director or Vice President a minimum of one time per academic year.

**Year-Four+ Teachers (teachers with three or more years of full-time teaching or more)** – These faculty will be observed by their Dean/Director or Vice-President every two years or at the Dean/Director's discretion.

More frequent and/or unannounced visits are at the discretion of the appropriate Dean, Director, or Vice President but will not be part of the Performance Observation System.

#### **Part-Time to Full-Time Teaching equivalency chart:**

<b>Semesters* as Part-Time Faculty</b>	<b>Full-Time Equivalency for observation purposes</b>
Two or fewer semesters	New Teacher
Three to five semesters	Year-two teacher
Six or more semesters	Year-three teacher

\*Definition of semesters is at the discretion of the appropriate Dean, Director, or Vice President.

### Student Evaluation of Faculty

With guidance from the Higher Learning Commission (HLC) and WSU Tech administration, the full-time and adjunct faculty of WSU Tech are regularly evaluated by their students and their supervisors. These evaluations are intended to provide feedback to faculty on the effectiveness of their classroom instruction and aid in developing their Professional Development plans. Currently, student evaluations are

initiated through the Institutional Effectiveness Department with input from Deans. In addition, any supervisor may request an evaluation for a faculty member in their area.

#### Administrative Performance of Adjuncts

Adjunct faculty are evaluated by both their Dean and Program Director twice within their first year of teaching. Once in the fall semester and once in the spring semester. Spot checks of classroom activities can be conducted at the discretion of the Program Director or Dean.

A review of the student evaluations for the academic year is conducted in conjunction with the end of the year evaluation meeting for full-time faculty. Adjunct faculty review of student evaluations is done with the Program Director at their discretion.

#### Industry Advocate Teams

##### **Expectation of Faculty to attend**

Career and Technical Education Programs shall utilize technical advisory committees, referred to as Industry Advocate Teams (IAT). The team's purpose is to invite input from business and industry to improve technical education offered by the College.

The composition and operational procedures of the Industry Advocate Team follow the guidelines outlined below:

- a) The team consists of representatives from industry, business, or a professional field associated with the program. Lay committee members are those who are recognized and respected in their specialized fields of work. Current WSU Tech students and recent WSU Tech alumni should also be included.
- b) Most teams will consist of a minimum of eight lay members, depending upon the occupational area; the appointment of members will be for a three-year term. Terms of office will be staggered to assure experienced personnel on committees. Instructors and administrators from the College are ex officio members of the team.
- c) Individuals appointed to serve on the team are recommended by instructors, members of the team, and others with a special interest in the operation of the team. IAT memberships shall reflect the equitable representation of labor and management, with consideration to racial and ethnic minorities, sex, and handicapped. The selection of members and notification thereof is the responsibility of the Program Dean, who shall serve as an ex officio member, the administrative assistant for the department will serve as secretary of the IAT. All new members will be provided a copy of this policy and the IAT Handbook.
- d) The Department Dean shall be responsible for calling all meetings, setting agendas, and supporting data to members. The agenda shall consist of the following, with appropriate sub-items being added: call to order, roll call of members, reading of minutes, and report of College and departmental activities, old business, new business,

and adjournment. The Program Dean is also responsible for sending minutes of meetings to each committee member.

e) The chairperson and vice-chairperson are elected from the lay members by the IAT. The chief duty of the chairperson is to preside at all meetings, to appoint subcommittees when needed, and to represent the team in other groups. Unresolved concerns or issues that have been President of Academic Affairs.

f) The number of meetings each year and the time and place for meetings should be established by the group as a team. A minimum of two regular meetings will be scheduled each year; other meetings will be scheduled as needed.

g) A quorum is necessary for the transaction of business at IAT meetings. Industry representatives must be a minimum of three for a quorum and cannot be outnumbered by WSU Personnel.

## **Chapter 6 - Instructional Support Services**

### Disability Services

WSU Tech recognizes that traditional methods, programs, and services are not always appropriate or enough to accommodate limitations experienced by some qualified persons with disabilities. When a disability prevents a student from fulfilling a course requirement through conventional procedures, consideration is given to alternatives while also realizing that academic standards must be maintained.

#### 1. How to register with the Disability Service Office at WSU Tech:

Complete the Disability Services Request Forms listed on the website:

Release of Information, Request Accommodations, and Verification of Disability

Contact or meet with the Disability Services Office staff.

Please contact Disability Services at 316-677-1065 or [disabilityservices@wsutech.edu](mailto:disabilityservices@wsutech.edu) with questions or if you need assistance in completing required documents. Accommodations should be requested as soon as reasonably possible.

#### 2. Provide completed disability forms to the Disability Services Office:

Classroom accommodations are arranged based on these forms. You can mail, drop off, fax, or email forms to the Disability Services office.

Students with Disabilities Preparing for Postsecondary Education: Know your Rights and Responsibilities. Please refer to the website at this [link](#).

### TRIO Services

TRIO Student Support Services (SSS) is a federally funded program through the U.S. Department of Education. The program is funded to provide services to students from first-generation and limited income families as well as students with disabilities.

WSU Tech Student Support Services helps up to 140 students a year achieve their educational goals and their maximum potential. The program is designed to help students graduate from WSU Tech and/or transfer to a four-year university. WSU Tech SSS offers many free services to help students be successful and meet their educational, personal, and professional goals.

Contact the WSU Tech TRIO Student Support Services at 316.512.7347  
[trio@wsutech.edu](mailto:trio@wsutech.edu)

### Tutoring

The Tutoring Hub provides FREE face-to-face and virtual tutoring services in a variety of subjects to enrolled WSU Tech students. [The Hub offers](#) subject-focused hands-on activities and materials to assist in your learning success, and tutors help you develop independent learning and critical thinking skills. All tutors are professionals with tutoring experience to provide high-quality academic support during your time at WSU Tech.

WSU Tech students can get help in multiple subject areas, including the following:

- Science/Health Science: Biology, Anatomy & Physiology, Chemistry, Pharmacology, Medical Terminology, Nutrition, and Dosage Calculations.
- Writing, Social Sciences, and Humanities: English Composition, APA/MLA formatting help, History, Logic, and more.
- Math: Math Fundamentals, Lower-level Algebra, College Algebra, Trigonometry, Calculus, and Statistics
- Test Prep: TEAS, Accuplacer, EdReady Study Pathway
- Study Skills: Notetaking, Time Management, Study Strategies, and Goal Setting
- Technical Skills: Scientific/Graphing Calculator training and Blueprint Reading

Students should bring course texts and materials to the Hub. Additional learning materials, including models and charts, are available for use while in the Hub. Contact the Tutoring Hub at 316.677.9440 | [tutoring@wsutech.edu](mailto:tutoring@wsutech.edu)

### Testing Center

The WSU Tech Testing Centers provide proctoring services for WSU Tech students, faculty, and community customers. The services include Accuplacer assessments, classroom exams, Ed Ready, Math Assessments, Health Occupation Credentialing, TEAS tests, Powersafe Training, and the WorkKeys. For information and hours of operation, please contact the Testing Center staff at **316.677.9506** or email at [testing@wsutech.edu](mailto:testing@wsutech.edu) [Testing Center Link](#)

### Library

The WSU Tech library is a welcoming space for students to study, research, and relax during their time at college. The library, located at WSU South, provides physical

collections specialized for the WSU Tech programs, information literacy instruction, reference services, and online resources for students to use in their programs.

Students may access the online resources via their MyWSUTech Portal either on or off campus. The campus libraries are also home to WSU Tech tutoring services and provide comprehensive academic support for all students.

For schedules and more information please refer to this [link](#).

### Computer Resources for Students

Open computers for students can be found in the commons area of the South campus, NCAT, and City Center. There are also computers available within the library that students can use to access course material or complete homework.

There are computer labs available on campus. Computer labs are scheduled through registrar.

Students can lease or rent a laptop by semester through the IT department. (Please add link to this application)

### ITAS: Instructional Technology and Academic Support

ITAS staff have a variety of expertise integrating technology with learning, teaching strategies, and developing course content. Please reach out to any team member for assistance with Blackboard or teaching techniques

The ITAS team:

- Facilitates faculty training
- Manages Blackboard
- Provides instructional design services
- Manages the WSU Tech curriculum
- Facilitates assessment technology, including WIDS
- Facilitates the Quality Matters initiative

ITAS staff are focused on integrating technology with course design, teaching strategies and developing course content. Not to be confused with IT, ITAS focuses on the academic aspect of technology, helping faculty use educational technology to create courses that meet the WSU Tech course standards and reflect best practices for adult learning.

ITAS provides training and support for using our Learning Management System (LMS) which is Blackboard. They are also a touchstone for learning about other educational technology available via instructional design appointments.



Instructional Design assistance is provided to develop course objectives, teaching strategies, instructional techniques, learning outcomes, and assessment methods for online, hybrid, live online, or traditional modalities.

You can submit questions or requests to the ticket system for ITAS by emailing [itas@wsutech.edu](mailto:itas@wsutech.edu).

ITAS can help with questions relating to:

- Course development
- Blackboard® training and assistance
- Teaching techniques and course materials
- Best practices for classroom management, content creation, and adult learning strategies
- Training on Knowmia, Blackboard, publisher content integration, or other educational technology available
- Questions about WIDS, Quality Matters, the WSU Tech Course Standards, and Course Reviews
- Questions about the COLAB (WSU South Technology collaboration space), the COLAB recording studio, or the mobile COLAB
- Teaching tools like Microsoft HoloLens, ZSpace, Oculus Quest or Rift
- Training on the culture of accessibility at WSU Tech and accessibility standards and best practices.

Though it is easy to get the two confused, ITAS is not IT. ITAS does not provide support for the Remote Desktop, Office 365 apps (including Outlook, Teams and Skype for Business), or the hardware (computers, phones, copiers) on campus— IT handles those requests. For more information about IT, please see the IT section of the handbook.

### Student Help Desk

The Help Desk is the starting point for all questions on electronic services offered by Information Technology. Their student help guide can be viewed [here](#).

Phone: 316-677-9906 (leave a message)

Email: [studenthelpdesk@wsutech.edu](mailto:studenthelpdesk@wsutech.edu)

Web: [wsutech.edu/contact/student-it-help-desk/](http://wsutech.edu/contact/student-it-help-desk/)

### IT Services for faculty

Support for campus computers or digital devices owned through the College. A separate IT help guide is provided for faculty and can be viewed at this [link](#).

You can contact IT by emailing [ithelpdesk@wsutech.edu](mailto:ithelpdesk@wsutech.edu) or by calling 316.677.9905. Please do not provide this number to students.

### Telephone Services

IT services also assist with voicemail and telephone operations.

## **Chapter 7 - Student Related Information**

### Advising Services

New WSU Tech students must meet with an advisor before enrolling in their first semester. Academic advisors guide course placement based on assessment test results, help students select first-semester courses, and provide students with transfer information to and from other colleges. Faculty members with questions about a student's course placement (such as what a student was advised to take or whether a student meets a prerequisite) can speak to an academic advisor at any campus location.

Advising is a function of student services which also includes financial aid, business office, and learning services (testing, tutoring, TRIO, and the library). The advisors are the outward face of the college and often the students first point of contact. Advisors are assigned specific programs but can help students with all programs. It is important for faculty to foster a good working relationship with the advisor for their program. Advisors often pass along feedback received from students.

### Career Services

Students interested in exploring career issues and options will find many helpful resources through the Career Services Coordinators located at each campus.

The WSU Tech Career Services team is here to support you in all your employment needs. We provide coaching and mentoring for a variety of services, including career exploration, resume writing, interview preparation, and support. Our team can help you connect to your next job through our professional connections. Our goal is to translate industry expectations into student best practices through professional guidance and preparation.

For more information, go to <https://wsutech.edu/career-help/>

### Counseling Services

WSU Tech provides counseling and crisis intervention services to enrolled students through the WSU CAPS (Counseling And Preventative Services) Department. Licensed

counselors are available on Tuesday at the WSU Tech South campus location during business hours.

Currently, enrolled students are eligible for one free counseling session. Additional counseling appointments cost \$10 a session. If this is difficult for you to meet, speak to your counselor about reduced cost.

To schedule a counseling appointment, contact WSU CAPS at [counselingcenter@wichita.edu](mailto:counselingcenter@wichita.edu) or 316-978-4SWC.

If you are in crisis, reach out to the National Suicide Prevention Lifeline at 1-800-273-8255 or text the Crisis Text Line at 741-741. You can also call 911 or campus security at 316-677-1911 if you need immediate assistance.

More information can be found at <https://www.wichita.edu/services/counseling/>

### Financial Aid Services

The Office of Student Financial Aid provides grants, loans, and work-study to students who otherwise may not attend College. The amount and type of aid a student may receive depends on the availability of funds and the student's established financial need. For more information, go to <https://wsutech.edu/financialaid/>

Faculty are not financial aid experts and should refrain from offering any financial aid advice. All student questions should be directed to financial aid.

### Registrar's Office

The registrar is the record keeper of the college. Their duties include academic transcripts, classroom scheduling, year-long schedules, review of course transfer materials and any official records requiring signatures. You will often hear from the registrar when census day rosters and grades are due. Please be responsive to any communication from the registrar as their processes affect other processes across the college such as student enrollment.

Student transcripts are requested from the registrar's office. [Transcript Request](#)

### Business Office

The business office is responsible for accepting student payments and billing students for classes. Please direct all student questions about their account to the business office. Students can view their current account status on the student tab of mywsutech.

### Disability Services

**Students with a documented disability should contact Disability Services for assistance. If an accommodation is required or recommended, faculty will receive notification from Disability Services.**

**If you require assistance, please see your Dean.** WSU Tech recognizes that traditional methods, programs, and services are not always appropriate or sufficient to accommodate limitations experienced by some qualified persons with disabilities.

When a disability prevents a student from fulfilling a course requirement through conventional methods, consideration is given to alternatives while also realizing that academic standards must be maintained.

WSU Tech is committed to the highest quality of instruction for all students regardless of any limitations that a disability may pose. For more information, please contact Disability Services at 316-677-1065 or [disabilityservices@wsutech.edu](mailto:disabilityservices@wsutech.edu).

### Policies and Procedures

The College has many policies and procedures that are important for faculty members and students not included in this handbook. For a complete list, go to this [link](#).

### Student Activities and Clubs

The Student Engagement Department provides avenues for student growth and enrichment outside of the classroom. The office coordinates student organizations, special events, cultural heritage programs, and leadership opportunities. WSU Tech has several registered student organizations. Faculty members interested in serving as a Faculty Advisor to a student organization should contact the Director of Student Engagement. For more information, go to <https://wsutech.edu/student-engagement/>.

## **Chapter 8 – Inclusion, Diversity, and Equity**

### Statement of Commitment to Inclusion, Equity, and Diversity:

WSU Tech is committed to inclusive and equitable practices to create an environment and culture where students and employees thrive. We acknowledge that through valuing diverse identities, experiences, talents and gifts, we excel by fulfilling our mission to create a talent pipeline, establish workforce equity, and improve economic prosperity for our community.

Connect with WSU Tech's Director of Inclusion, Diversity, and Equity for support and for information on how to incorporate IDE in your program or course. Contact info [caluko@wsutech.edu](mailto:caluko@wsutech.edu) or 316-677-1720

Look for ways to engage:

- Council for Inclusion, Diversity, and Equity
- Novel Ideas- aims for critical thought and discussion around topics of IDE
- Intercultural Outreach & Programming
- DIVE-IN Sessions-facilitated workshops on IDE topics

### WSU Tech Inclusion, Diversity, & Equity (IDE) Terminology

Below is a list of terms you might see or used frequently within WSU Tech

**Diversity** is the unique intersections of our identities and experiences that adds value to the culture of the institution.

**Inclusion** is a sense of belonging. We commit to a culture where students, faculty, and staff feel respected and valued for their contributions.

**Equity** is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of

some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of adequate opportunities to all groups (University of Washington).

**Equality** refers to access to the same resources for everyone (i.e., all students) regardless of individual needs. Social equality means that all people have access to the same rights (McGraw Hill 2018).

**Preferred Name or Pronouns:** Some students may choose to share or disclose a name that aligns with their preferred gender identity. The term “preferred name” refers to a name that an individual wishes to use that differs from their legal name on legal documents and/or differs from the name that is listed on a student original college record. Preferred Pronouns is how a person wants to be referred in third person (he/him/his, she/her/hers, they/them, their)

**Culturally responsive Teaching** involves conscious awareness that “culture is at the heart of all we do in the name of education, whether that is curriculum, instruction, administration, or performance assessment” (Gay, 2018, p.8). Instructors modify pedagogical approaches to incorporate classroom interactions that reflect students’ cultural values, which subsequently shapes learning. Culturally responsive teaching “centers classroom instructions in multiethnic frames of reference” (p.xxvii) Zamani-Gallaher 2020.

### Inclusive Language

“Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities.” Linguistic Society of America  
[www.linguisticsociety.org](http://www.linguisticsociety.org)

Language is one of your most powerful tools for creating an environment where everyone feels welcome, respected, and included. Be mindful about your language and consider the possible reactions of the person you’re giving feedback to. Avoid words, phrases, and tones that may offend or stereotype the person based on attributes like ethnicity, gender, sexuality, and age. If in doubt about how to phrase something, feel free to contact Director of Inclusion, Diversity, and Equity.

### **7 Tips for Using Inclusive Language:**

1. Use gender neutral language
2. Eliminate gender-coded terms such as ninja, rock star, competitive, patient, guru or nurturing, to name a few.
3. Invite students to include their name and pronouns such as name or desk tents, student survey on the first day of class. \*This should only be requested as optional and students should only share if comfortable. Consider display your personal pronouns in your email signature, in introductions (if comfortable), profiles, or other places where you can display your name. [www.mypronouns.org](http://www.mypronouns.org)
4. Be open to calling individuals by their preferred pronouns which is a form of inclusive language.
5. Consider using person-first language versus identity first language when referring to various abilities and/or mental health.

6. Be ready to explain common terminology or language used within the classroom, department, organization.

Creating a Culture of Inclusion

“We thrive in environments that respect us and allow us to (1) feel included, (2) feel safe to learn, (3) feel safe to contribute, and (4) feel safe to challenge the status quo.” When the environment nurtures psychological safety, it creates space for students to thrive and in some cases reach a level of self-actualization.

Source: Timothy R. Clark | The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation

The classroom or learning spaces are an opportunity to build community or psychological safety where students feel welcome, safe, and they feel they can make contributions. This requires explaining expectations, norms and behaviors, terminology, and resources for support. Also, continuing to invite students to communicate with you anytime they have questions or concerns. While research and data help to inform our understanding of the students we receive, it’s just as imperative to see students as individuals and be open to meeting ALL students where they are.

Decolonization of Course Syllabus & Pedagogy Rubric

<b>Decolonize the Syllabus</b>	<b>Outstanding</b>	<b>Excellent</b>	<b>Average</b>	<b>Below Average</b>
<b>Lectures/ Lesson Plans</b>	Includes context from several cultures, races, religions, genders, politics, socioeconomic levels, etc. Gives <b>equal</b> weight to POC and women.	Includes context from several (more than 3) cultures, races, religions, genders, politics, socioeconomic levels, etc.	Includes context from several (more than 1) cultures, races, religions, genders, politics, socioeconomic levels, etc.	Has little to no context from other cultures, races, religions, genders, politics, socioeconomic levels, etc.
<b>Readings</b>	The course reading material is written from a variety of perspectives: races, genders, religions, cultures, politics,	The course reading material is written from a variety of perspectives (more than 3): races, genders, religions,	The course reading material is written from a variety of perspectives (more than 1): races, genders, religions,	The course has little to no reading material written from other cultures, races, religions, genders, politics,

	countries, socioeconomic levels, etc. Gives <b>equal</b> weight to POC and women.	cultures, politics, countries, socioeconomic levels, etc.	cultures, politics, countries, socioeconomic levels, etc.	socioeconomic levels, etc.
<b>Speakers</b>	Guest speakers include POC and women.			No women or POC speakers were included in the guest lectures.
<b>Homework / Project Assignments</b>	Homework intentionally asks students to think critically and to be informed by other races, genders, religions, cultures, politics, countries, socioeconomic levels, etc. Gives <b>equal</b> weight to POC and women.	Homework (More than 3 assignments/projects) intentionally asks students to think critically and to be informed by other races, genders, religions, cultures, politics, countries, socioeconomic levels, etc.	Homework (More than 1 assignments/projects) intentionally asks students to think critically and to be informed by other races, genders, religions, cultures, politics, countries, socioeconomic levels, etc.	Homework does not ask students to think critically and to be informed by other races, genders, religions, cultures, politics, countries, socioeconomic levels, etc.
<b>Images</b>	Images in the syllabus are carefully selected to represent a variety of races, genders, religions, cultures, politics, countries, socioeconomic levels, etc. Gives <b>equal</b> weight to POC and women.			

Learn More:

Annamma, Subini Ancy “Show Don’t Tell: Decolonize your classroom, syllabus, rules, and practices” *Liberated Genius*. 13 Sept. 2018.

<https://liberatedgenius.com/2018/decolonize-your-syllabus/>

Dechavez, Yvette. “It’s Time to Decolonize that Syllabus.” *LA Times*. 8 Oct. 2018.

<https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html>

“Decolonizing the Classroom.” NCTE. 11 April 2019.

<https://www2.ncte.org/blog/2019/04/decolonizing-the-classroom/>

### Inclusive Syllabus

When students believe language in the syllabus is welcoming and friendly, they view instructors as warm and approachable and believe they are highly motivated to teach ([Harnish et al., 2011](#))

Consider adding an abbreviated syllabus or creating a video highlight main points and policies.

Be sure to include where to find college resources, as well as emphasize resources available specific to your course or program

#### Mathematics Inclusive Syllabus Example (excerpt)

“Growth, not ability: There is a very prevalent belief that you are either “good” or “bad” at math, and if you are “bad” at it, then you will always be bad at it no matter how hard you try. This is extremely false, and the mathematics community bears a lot of responsibility for perpetuating this myth. In reality, mathematics is just like any other discipline or skill: you can improve more and more with practice. We are all capable of growth in mathematics. You should measure your success in this class by how much your understanding of the concepts have improved over the course of the semester. Also, like most things worth doing, math is hard, so you should expect to struggle with the material! When you struggle, you are learning and growing.

### Managing IDE Classroom Discussions

- Preparation is key
- Acknowledge your power & privilege. How might your “power” and your privilege directly or indirectly influence the dialogue
- Set the atmosphere (ground rules or community building activities)
- Consider your audience
- Provide opportunities for self-reflection before and after discussion
- Mutual learning must be the goal



## Department Appendix: