FACULTY ORIENTATION
August 22, 2014

Nancy Youlden, Vice Chancellor for Student Affairs
Mary Pat Dutton, Campus Registrar
Student Demographics

• Census Day – (official enrollment snapshot) Friday, September 5th

• Headcount – over 3100 (87% undergraduates - primarily transfer students)

• 55% of our students are between 17-24 years of age

• Gender
  ▪ 55% Female
  ▪ 45% Male

• 21% students of color
Student Profile

• 82% of our undergraduates students receive some form of financial aid (includes scholarships) and 65% of those students are Pell eligible (greatest financial need)

• Majority of students work either part-time or full-time

• Serious students
Student Profile (fall 2014 - unofficial)

- New Freshman
  - 18 years of age
  - 3.36 HSGPA

- New Transfer Students
  - 26 years of age
  - 80% transfer from Washington Community College
  - 3.15 transfer GPA
WSU Vancouver Student FTE and Headcount (HC) History
FALL 1997 through SPRING 2014

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Campus Culture

- Student-focused approach
- Involves entire campus community – (impacts student recruitment, persistence and retention)
- Responsive
- Current/correct information (i.e. Web)
- Faculty engaged with students (e.g. classroom, club advisors)
- New Student Success Council – Academic and Student Affairs partnership
Faculty Toolkit

• The academic success of WSU Vancouver students is our number one concern. Faculty are often in the best position to be the most effective in helping and retaining our students.

• Toolkit is intended to help WSU Vancouver faculty support, refer and retain students

• http://admin.vancouver.wsu.edu/toolkit
Week of Welcome

- August 25-29th
- Campus welcome to new and continuing students
- “Ask Me” button; handout; t-shirt
Student Resource Center (SRC)

- Collaborative services with a focus on student success (great place to refer students)
- Career Services
- Pre-Major and Undeclared Advising
- International Study Programs
- Supplemental Instruction/Tutoring
- Academic Success/Study Skills
Advising and Career Services (SRC)

- Advising (developmental approach)
  - Pre-major and Undeclared

- Career Counselor, Christine Lundeen, 546.9224,
  - Class visits and Don’t Cancel that Class (interviewing skills, resume, job search strategies)
  - Career Workshops and individual appointments
  - Career Exploration Assessments (MBTI and SII)
  - UCOLL 301 College Major and Career Planning course for Jrs/Srs 1 credit
Access Center
(co-located with Counseling Services)

• Sally Dost, 546.9138; new location - co-located with Counseling Services
• Available for faculty consultations
• Requesting academic accommodations
• Special testing arrangements
• Interpreters and note takers
• Confidentiality of student disability documentation (student will bring you accommodations letter)
• Syllabus Information
Counseling Services
(co-located with Access Center)

• Dr. Patience McGinnis and Chad McGhee, Licensed Psychologists and two practicum students
• Free services for WSU Vancouver students
• Brief therapy model
• Available to faculty for consultations related to student needs
• Available for brief presentations to classes
  • Proactively pursue “trigger” classes
• Student Appointments: 360-546-9238
Student Diversity Center

• Grand Opening – August 26th - (VFSC 136)
• Impact Volunteer Program for new students
• Workshops, Speakers, Documentary Film nights
• Outreach to Diverse Populations
  ▪ Noche de Familia, MOSAIC, LGBTQA Friendly College Fair
• Leadership Opportunities
  ▪ Internship, paid positions, clubs

• vancouver.wsu.edu/studentdiversity
Veteran Support Services

• Veteran Coordinator – Krista Griffin, 360.546.9570; VSSC 113

• Vet Corp Navigator (position funded through the VA); VCLS 212

• New space for student veterans – will be completed in late September or October - VCLS 212
Student Conduct

• Helen Gregory, Student Conduct Officer, 546.9573
• Student Handbook (available on-line)
• Disciplinary process educational
• Distinguish between academic (integrity, plagiarism) and non-academic (behavior, conduct) issues
• *Academic Integrity at WSU – A Reference Guide for Faculty* (handout)
• Timing – conduct issues involve a process (i.e. investigation, written statements, etc)
Student Care Team

• AWARE Network
  ▪ Online resources
  ▪ Assistance and Referral Form (can be completed by anyone from our campus community and is submitted electronically)

• Disruptive and Threatening Student Behavior; Guidelines for Faculty & Staff

• Student Care Team – VC for Student Affairs, Student Conduct Officer, Licensed Psychologist and Public Safety Officer (Lt.)
Student Involvement (OSI)

• Leadership
  • Cougar Leadership Series- workshops, prof development
    Student Ambassador program

• Recreation
  • Intramurals
  • Fitness Center & classes; multi-purpose court
  • Outdoor rec trips and rentals

• Student Organizations
  • 45+ Registered Student Organizations/clubs
  • Student Government – ASWSUV (free BBQ 8/27)
  • Student Media – VanCougar, KOUG Radio, Salmon Creek Journal

• CougSync
  • Student organization portal
  • Student event calendar
  • 1-stop for student life insights
ZZUSIS
(student information system)

www.zzusis.wsu.edu

• Class Rosters – first week
• Grade Rosters (mid-term & final grades)
• Grade submission
Who to Call?

Registrar’s Office
• FERPA Training/Resource
• Academic Calendar
• Academic Regulations
• Final Exam Schedule

Academic Department
• Raising Enrollment Cap
• Changing Classrooms
• Permissions to enroll in a full class
• Zzusis access
Who to Call?

Facilities Operations
546–9000
• Report damage
• Necessary repairs
• Cleaning
• Classroom arrangement

Information Technology
546.9440
• A/V equipment issues/questions
WSU Vancouver Registrar’s Office

www.vancouver.wsu.edu/registrar

Contact us:

• registrar@vancouver.wsu.edu
• 360-546-9565 or 360-546-9553
• Student Services Center
Academic Integrity at Washington State University
A Reference Guide for Faculty

Office of the Dean of Students
French Administration 134
Washington State University
Pullman, WA  99164-1013
(509) 335-5757
deanofstudents@wsu.edu
http://deanofstudents.wsu.edu
http://academicintegrity.wsu.edu

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Re-edited by:
Mel Morgan 2/12
Academic integrity is the cornerstone of higher education and violations can disrupt the educational process for faculty and students. While as a faculty member, you are at the frontline when these violations occur; adjudicating academic dishonesty is not an issue that rests solely on the shoulders of faculty; it has complex roots, requiring a comprehensive culture change toward integrity as a primary institutional value.

Dishonest acts by students complicate faculty work life by creating a culture of surveillance instead of scholarship. The classroom is not only a place for learning a subject but also learning a culture and faculty members are the cardinal force to influence culture while producing knowledge. By placing the needed value on academic integrity in your classroom you help facilitate a culture of scholarship and integrity at WSU.

The transition from high school or community college to a residential scholarly community provides many challenges and learning opportunities for our students. Understanding the value of ideas, thoughts and how that becomes intellectual property proves to be a difficult, often abstract concept for new students.

Our challenge is to educate our students to understand that academic integrity violations are not simply against the rules but against the greater philosophy of higher education. The Office of the Dean of Students aims to promote personal responsibility by taking advantage of the teaching moments that these violations create. We expect our students to have a clear understanding of the Standards of Conduct for Students and to live, work, and play within the perimeters defined by life in a scholarly community. By partnering with faculty, we believe a needed culture change toward integrity will empower our students to take pride in their individual work and add a greater value to their personal educational career here at WSU.

This reference manual is designed to: 1) clearly define academic integrity violations and offer sample language for documents; 2) assist you with reporting and protocol procedures; and finally 3) provide clarity on the appeal process and the rights and responsibilities of members of our community.
Definitions of Academic Integrity Violations (WAC 504-26-010)

The following definitions include the various types of academic dishonesty in which a student at WSU can be held responsible for violating. These definitions are found in the Standards of Conduct for Students (WAC 504-26-010).

**Cheating**
Use of unauthorized materials in taking quizzes, tests, or examinations, or giving or receiving unauthorized assistance by any means, including talking, copying information from another student, using electronic devices, or taking an examination for another student.

**Unauthorized Sources**
Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.

**Stealing Tests**
Acquisition or possession of tests or other academic material belonging to a member of the university faculty or staff when acquired without the permission of the university faculty or staff member.

**Fabrication**
Fabrication is the intentional invention or counterfeiting of information in the course of an academic activity. Fabrication includes, but is not limited to:

- Counterfeiting data, research results, information, or procedures with inadequate foundation in fact;
- Counterfeiting a record of internship or practicum experiences;
- Submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time.

**Unfair Advantage**
Engaging in any behavior for the purpose of gaining an unfair advantage specifically prohibited by a faculty member in the course syllabus or class discussion.

**Scientific Misconduct**
Falsification, fabrication, plagiarism, or other forms of dishonesty in scientific and scholarly research are prohibited. Complaints and inquires involving cases of scientific misconduct are managed according to the University’s policy for responding to allegations of scientific misconduct. A finding of scientific misconduct is subject to sanctions by the Office of Student Standards and Accountability. The policy for responding to allegations of scientific misconduct may be reviewed by contacting the vice provost for research.

**Collaboration**
Unless otherwise explicitly stated by the faculty member or outlined in the syllabus, the expectation is that all academic work be conducted on an individual basis.

**Unauthorized Knowledge**
Intentionally obtaining unauthorized knowledge of examination materials.

**Plagiarism**
Presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of
Definitions continued...

another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Multiple Submission**
Unauthorized multiple submission of the same work.

**Sabotage**
The sabotage of others’ work.

**Records**
Tampering with or falsifying records.

Syllabus Statements

It is helpful if you clarify academic and behavioral expectations at the beginning of the semester, and reach an agreement with students on standards for classroom conduct. When establishing guidelines for behavior in your course, *it is important that you only articulate the standards you are willing to enforce*. You have broad authority to manage your classroom, exercise that authority with compassion and self-restraint. Apply standards fairly and consistently, as students will recognize and resent perceived unfairness.

Emphasizing the importance of academic integrity in the course syllabus will assist you in addressing it on the first day of class. Information should specify what academic behaviors are prohibited, how you will manage academic integrity violations, and any consequences that may result. The following are suggested syllabus statements:

*Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions:*


*I encourage you to work with classmates on assignments. However, each student must turn in original work. No copying will be accepted. Students who violate WSU’s Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions:*


*Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3).*

Addressing a Violation: The Initial Hearing

When you believe a violation has occurred in your classroom it is important to address the violation in the following manner:

1) Assemble the evidence, including: the offending work, statements by any witnesses, and original sources if plagiarism charge. The standard of proof in cheating cases is “preponderance of evidence”—that is, more likely than not.

2) Notify the student about your concerns privately as soon as possible and provide a date, time and place for a face-to-face meeting to discuss the situation. Communicate your concerns through email or phone if the student is DDP or will not agree to a meeting.

3) Show the evidence to the student and allow him or her to respond. This meeting is your chance to provide a learning opportunity for the student and the student’s opportunity to respond in a responsible manner. Notify the student that you are required to report the incident to the Office of Student Standards and Accountability and you will provide them with a written summary of the meeting, academic sanction and appeal information.

4) There are two parts to the penalty process in academic integrity violations; the academic sanction and the university sanction. Notify the student in writing of the academic sanction you will assign in keeping with your statement included in your syllabus. For example, assigning a failing grade for the assignment or course.

5) Provide the student with the written statement (email is acceptable) outlining the evidence, summarize your meeting with the student including the academic sanction, and notify the student of the 21 day appeal period. A sample letter will be provided later in this document.

5) According to the faculty manual you must notify the Office of Student Standards and Accountability by completing the electronic reporting form at http://conduct.wsu.edu/default.asp?PageID=272 Along with the online form, please email a copy of the offending work, any original sources if plagiarism, and a copy of your syllabus.

Why should I report the violation to the Office of Student Standards and Accountability?

Reporting the violation to the Office of Student Standards and Accountability insures three main things. First, that the student will receive a university sanction that has been tailored to their particular offense with the goal of providing education about approaching academic work with integrity while promoting personal responsibility for their educational experience. Our goal is to support the student toward a successful career at WSU and provide the needed education to prevent a second violation from occurring. Secondly, reporting the violation to the Office of Student Standards and Accountability insures a central reporting location to monitor repeat offenders. Lastly, reporting the student gives them the opportunity to pursue an appeal (see page 10).
Sample Letter

October 30, 2011

John Doe
123 Residence Hall Road
Pullman, WA 99163

Dear John:

On Tuesday, October 15, 2011, you and I met in my office to discuss my concerns that you plagiarized internet sources in the paper you submitted for credit on October 4, 2011. I showed you that four pages from your paper that were identical (word-for-word) to materials found at www.easytermpapers.com. I also showed you that the remaining two pages contained substantial excerpts from “The American Response to Civil Disobedience,” an article by John Smyth (published at www.Smythondisobedience.net).

You told me that you had no idea why your paper was so similar to the materials found at these two sites and that you had not used them in writing your paper. In my judgment, the preponderance of the evidence proves that you plagiarized. Therefore, in keeping with the policy printed in the course syllabus, I am assigning you a failing grade for the course.

I will forward a copy of this letter, a copy of my syllabus, and copies of the evidence to the Office of Student Standards and Accountability. You have the right to request a review of my decision. If you wish this decision to be reviewed, you must make your request within 21 days of the date of this letter. Use the online form available at: http://conduct.wsu.edu/default.asp?PageID=3076. I recommend you contact the Office of Student Standards and Accountability at 335-4532 or standards@wsu.edu if you have questions about the appeal process.

Sincerely,

Your Name
Instructor, Class-Section
Academic Sanctions

You have authority in your classroom to assign the academic sanctions of your choosing as long as they are outlined in your syllabus. *It is important that you only articulate the standards you are willing to enforce.* Suggested sanctions include but are not limited to:

- Warning
- Failing grade on the assignment
- Failing grade for the course
- Unable to withdraw from the course if receiving a failing grade as sanction
- Extra assignments

University Sanctions

The University has the authority to assign sanctions for academic integrity violations as outlined in WAC 504-26-405. The most common sanction assigned for first offenses is an educational assignment. The list of university sanctions available for academic integrity violations includes:

- Warning
- Probation
- Loss of privileges
- Education
- Community Service
- University suspension
- University expulsion
- Revocation of admission and/or degree
- Withholding degree
- Hold on transcript or registration

Disciplinary records are kept separate from academic records. If a student is suspended or expelled a letter may be sent with their transcript if a conduct board rules the offending behavior is particularly egregious.
The Appeal Process

The appeal process at WSU is guided by the framework of due process rights provided by the Fourteenth Amendment of the United States Constitution. The amendment states, “…nor shall any State deprive any person of life, liberty, or property, without due process of law…” The courts have continually upheld, without actually defining, that education is considered a property interest of the student.

The Academic Integrity Hearing Board

The Academic Integrity Hearing Board is a quorum of teaching faculty and a chairperson recommended by the faculty senate and appointed by the university president. The board members serve a term of three years.

The function of the board is to make a separate and independent determination of whether or not the student is responsible for violating the academic integrity policy and/or whether the academic sanction is in keeping with the instructor’s syllabus statement on academic integrity.

Once an appeal has been received…

The student has 21 days from the date of your letter to file an appeal with the Office of Student Standards and Accountability. Once the appeal is received, the office will convene the Academic Integrity Hearing Board to hear the case.

The Hearing

Prior to the hearing, the student will be notified by mail of the date, time, and location of the hearing. The letter also provides instruction for witnesses, statements, and lists the evidence to be reviewed. During the hearing, the student will be asked to provide a statement of events and to answer questions the board has about the case. The faculty member will be called as a university witness and will be asked to be available for any questions the board may have about the case. Once the board is satisfied with the responses the hearing will be adjourned. The chairperson of the board will notify the student by mail of the outcome within ten days of the hearing. The faculty member will be sent a copy of the letter by email.

If the student is found responsible…

The Office of Student Standards and Accountability will continue with the regular academic integrity process and assign the appropriate university sanction.

If the student is found not responsible…

The Office of Student Standards and Accountability will contact the student notifying them that their case is closed and the university no further action is required on their part.

The written decision of the academic integrity appeal board is the university’s final decision. There is no appeal from findings of responsibility or outcomes assigned by the Academic Integrity Hearing Board.
Second or Egregious Offenses

If the reported violation is the second offense recorded with the Office of Student Standards and Accountability the student is ordinarily required to appear before the University Conduct Board. The University generally makes a recommendation of expulsion to the board for second offenses.

If a first offense is determined to be particularly egregious by the instructor or the Academic Integrity Hearing Board, the student will be required to appear for the University Conduct Board. Expulsion can be the recommendation, even though it is the student’s first recorded offense.

In accordance with the above mentioned due process rights, any student who appears before the University Conduct Board is given the option to appeal the board’s decision. Similar to the Academic Integrity Hearing Board the student has 21 days from the date of the board’s decision letter to file an appeal, online at: https://conduct.wsu.edu/default.asp?PageID=273. The appeal is a review of the file. The student and/or the university will not have the opportunity to address the appeal board. The student will be notified by mail within twenty days of the appeal board’s decision.

The Accused Student’s Rights and Responsibilities

As always, in situations involving students, you should observe appropriate confidentiality. FERPA protects the privacy of student education records (including disciplinary records). Disciplinary records are kept separate from academic records. If a student is suspended or expelled a letter may be sent with their transcript if a conduct board rules the offending behavior is egregious. It is prudent to communicate only with those directly involved with the situation.

WSU expects our students to act as independent, responsible, and adult members of the university community. Students are afforded due process rights during the academic integrity violation process. A student who believes that he or she has been treated improperly in the aftermath of an incident may seek assistance through established university grievance procedures (University Ombudsman) or contact the Office of the Dean of Students.
The Faculty and Staff Members
Rights and Responsibilities

When you report academic integrity violations to the Office of Student Standards and Accountability, you will be advised of the outcome because you have a legitimate educational interest as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA).

As a faculty member acting in good faith, you have certain assurances when reporting academic integrity violations. The risk of liability for making such a report is minimal. There are strong public policy reasons to support and protect individuals who make good faith reports of wrongdoing to appropriate officials, even if those reports later prove to be mistaken. Common law (or statutes in some states) gives people who report misconduct to proper authorities a “qualified privilege.” Simply stated, that means they cannot be held liable for defamation unless the report was made in bad faith, with knowledge the information they provided was false, or in reckless disregard of its truth or falsity.

Documentation

Resolving dishonesty cases can be helped if you document problem behavior, including dates, times, brief descriptions of what happened, and the names of witnesses who may have observed the behavior. Such documentation should always be factual, and not include personal interjections.

Consultation

The Office of the Dean of Students aims to be a transparent reference and resource for all issues regarding students at WSU. Please call us regarding any questions you have about the academic integrity policies at WSU. Further, if you would like to have us speak to your department or colleagues about the process we would be happy to provide that service as well.
Important Contact Information

Student Standards and Accountability
260 Lighty
(509) 335-4532
http://conduct.wsu.edu

Office of the Dean of Students
134 French Administration
(509) 335-5757
http://deanofstudents.wsu.edu/

Office of the Dean of Students Staff
Melynda Huskey, Ph.D., Assistant Vice President for Student Services/Dean of Students
Mel Morgan, Assistant Dean of Students
Karen Fischer, Director of Student Assistance Programs
Tiffany Demeerleer, Assistant to the Dean of Students
Elouise Montes De Oca, Administrative Assistant
Maureen Smith, Coordinator - Office of the Dean of Students

University Ombudsman
2 Wilson Hall
(509) 335-1195
http://www.wsu.edu/~ombuds

Note: Brief sections of this document are adapted from the University of Southern California document, “Disruptive & Threatening Student Behavior” and Washington State University – Spokane Campus document “Classroom Management.”
Disruptive & Threatening Student Behavior

Guidelines for Faculty & Staff

WASHINGTON STATE UNIVERSITY
World Class. Face to Face.
Disruptive & Threatening Student Behavior
Guidelines for Faculty & Staff

Adapted from the University of Southern California document “Disruptive & Threatening Student Behavior” revised Spring 2014 and Washington State University – Spokane Campus document “Classroom Management.”

Edited by:
Meghan Levi Burton
Karen Fischer
Ray Acuña-Luna
Occasionally, Washington State University experiences threatening and disruptive behavior on the part of some student, a trend paralleled nationally at other campuses. As a faculty or staff member, you may find yourself having to contend with a disruptive or emotionally disturbed student at some point during your career.

Student behaviors that you may encounter range from simple disruptions in class, to ongoing harassment, to verbal and physical threats.

The guidelines in this booklet are designed to: 1) assist your department in thinking through its response to situations in which students may behave in unusual or unpredictable ways; 2) help you handle an actual threat; and 3) assist you with referral and protocol procedures. When your department has prepared its faculty and staff adequately for such situations, the chances of serious disruption may be lessened.

The majority of students act in an appropriate and respectful manner; however, there are occasions when students will test the limits of acceptable classroom behavior. Student conduct that substantially or repeatedly interferes with the ability of an instructor to teach or the ability of other students to learn is a violation of Washington State University’s Standards of Conduct for Students and can be addressed in accordance with Student Conduct procedures. However, it is rarely enough to simply hand a situation over to Student Conduct when a student has caused significant disruption within a department. The department or office involved may also need to address issues related to perceived safety of its faculty and staff, as well as the wellbeing of other students.

Please note that a separate policy and protocol exists for handling violence in the workplace. When an employee is threatening or intimidating assistance should be sought from Human Resource Services or from the WSU Police (509) 335-8548. The policy on workplace violence can be found here: http://www.wsu.edu/forms2/ALTPDF/BPPM/50-30.pdf
Definitions

Classroom disruption is behavior a reasonable person would view as substantially or repeatedly interfering with faculty’s ability to teach or student’s right to learn. Disruptive behavior may sometimes threaten or endanger your physical or psychological wellbeing or safety, or that of others. Disruptive behavior can assume many forms, including but not limited to:

- Persistent late arrival or departure that disrupts the flow of class.
- Repeated cell phone use.
- Talking out of place during class.
- Loud and/or frequent interruption of class flow with inappropriate questions or remarks.
- Persistent contact outside of class that hampers your ability to do normal work or assist other students.
- Belligerent behavior once confronted.
- Verbal and/or physical threats.
- Threatening emails, letters, or voicemails.
- Inappropriate contact at your home.
- Any behavior indicating a romantic or obsessive interest.

Three Levels of Threatening or Disruptive Behavior

For the purposes of these guidelines, disruptive and threatening behavior has been categorized into three different levels.

1) The first level encompasses any situation that can be handled informally between you and the student, leading to a prompt resolution.

2) The second level involves an ongoing problem, or a more serious incident in the classroom. In these situations, you are encouraged to consult with the Dean of Students. If necessary, the Dean or a representative will assist you in evaluating and resolving the situation.

3) The third level, and most serious, is when there is immediate danger. If this occurs, you should call the WSU Police by dialing 911 immediately.
Level One
Informal Resolution

a) In the classroom

It is helpful if you clarify behavioral and other expectations at the beginning of the semester, and reach an agreement with students on standards for classroom conduct.

When establishing guidelines for behavior in your course, it is important that you only articulate the standards you are willing to enforce. You have broad authority to manage your classroom, exercise that authority with compassion and self-restraint. Apply standards fairly and consistently, as students will recognize and resent perceived unfairness.

Describing basic behavioral standards in the course syllabus will assist you in discussing them on the first day of class. Information should specify what behaviors are prohibited, how you will manage behavioral issues, and any consequences that may result. A statement in the course syllabus might read:

“Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Standards and Accountability.”

When a student is disruptive in class...

- Respond immediately. This may mean employing informal action (standing next to students who are talking), reminding the class of the agreed standards for behavior, or directing a word of warning to the disruptive student. When you respond to a student during class, do so in a professional manner.

- If the behavior continues, notify the student that he or she must leave the room if the behavior does not cease and that disciplinary action may result. If the student does not respond appropriately, ask him or her to leave and arrange to see you during office hours before the next class session. You may wish to consult with the Office of the Dean of Students prior to meeting. If the student refuses to leave, notify him or her that you will call WSU Police and that disciplinary action will result.

- It is appropriate to call WSU Police any time disruptive behavior escalates, or when it is reasonable to interpret behavior (including oral statements) as threatening or harassing to you or to other members of the class.

Meeting with the disruptive student...

The Office of the Dean of Students recommends having another person present if possible when meeting with the disruptive student following a confrontation or removal from class (TA, colleague, etc.) or leaving the door open in case the situation becomes confrontational. You may wish to request a meeting with a student who has displayed
unacceptable behavior even when removal from class has not resulted. In either case, meeting with the student is an opportunity for him or her to understand the inappropriateness of their behavior, and for you to discuss strategies that will enable him or her to continue successfully in your class. Disruptive behavior generally results from other life problems, be ready to recommend additional resources on campus, such as Counseling Services, Health and Wellness Center, or other appropriate services.

**In the meeting...**

- **Remain calm.** Your reasoned response will assist the student in addressing the behavior in question.

- **Do not take the student’s remarks personally.** Again, disruptive behavior often results from other life problems.

- **Be specific about the inappropriate behavior that the student exhibited.** Describe the behavior; do not focus on the person. Explain why the behavior is problematic and the affect it has on others in the class.

- **Ask questions and summarize what you hear the student saying.** Respectful concern may enable you as the educator to help the student be successful both in your class, and in his or her university experience.

- **Focus on areas of agreement between you and the student.**

- **Again, recommend additional resources on campus as needed.**

- **Conclude by summarizing any resolution and articulating expectations for the future.** Be clear that continued inappropriate behavior will be referred to the Office of Student Standards and Accountability. We recommend that you send a summary by email to the student outlining your conversation and agreed upon conduct. This provides written expectations and may be useful for formal adjudicative procedures should the behavior continue.

**b) Outside the classroom**

You may encounter threatening, intimidating or harassing behavior by students outside of the classroom. Should this occur, strategies for responding to the student generally are the same as those outlined previously.

**In general...**

- **Remain calm, and speak in a controlled manner.** This will diffuse tension.

- **Identify a more appropriate place and time to discuss the matter.**

- **Allow the student to regain composure if necessary and again, identify a more appropriate place to discuss the matter.**

- **Explain to the student that you will call the WSU Police if inappropriate behavior persists or if a threat is made.**

Of course, it is important to differentiate between student behavior that is threatening or harassing, and that which is merely uncivil or rude.
Level Two
Disruptive Behavior Requiring a Student Affairs Response

If the disruptive behavior feels intimidating, threatening, or appears to be escalating, you should consult with the Office of the Dean of Students and your department chair.

A member of the Office of the Dean of Students can assist you in handling the situation and consult on further disciplinary action. The Office of the Dean of Students will provide appropriate levels of support for you and others involved including other student affected by the student exhibiting the behavior in question. The student may be referred to the Student Care Team (SCT). The SCT is a cross-functional, multi-disciplinary behavioral threat assessment team that assesses and intervenes when a student may be at risk for self harm or for causing harm to others. The SCT gives guidance to the university community members who may need to refer students for assistance and review. The complete SCT policy is available upon request. On line reporting can be found at http://aware.wsu.edu/

The Office of the Dean of Students or the Office of Student Standards and Accountability will follow up with the disruptive student. Various disciplinary processes can be employed at this point, including, under certain circumstances, interim suspension of the student (WAC 504-26-406) prior to a formal review by the University Conduct Board.

Level Three
Immediate Threat

Whenever there is an immediate threat to the safety of any person, contact the WSU Police immediately. It is always safer to error on the side of caution.

After a threatening incident has occurred and a report has been taken, the WSU Police customarily involves the Office of the Dean of Students, the Office of Student Standards and Accountability, Counseling Services, and other campus offices in responding to the incident. You can expect these and other offices to provide appropriate consultation and assistance on an ongoing basis where a serious problem has occurred.

When an incident is sufficiently serious and attracts media attention, senior Student Affairs officers and the WSU Police will take the lead in communicating with the press, in conjunction with Public Relations and other appropriate offices.
When a Complaint is forwarded to the Office of the Student Conduct

When you report behavior that violates the Standard of Conduct for Students, you will be advised of the outcome because you have a legitimate educational interest as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA). Sanctions include a range of options from warnings to educational projects, community service, and suspension, or expulsion after formal review by the University Conduct Board.

Online reporting is available for faculty and staff members for your convenience. The online form can be found here: [http://conduct.wsu.edu/forms/misconduct/](http://conduct.wsu.edu/forms/misconduct/)

Following the receipt of your complaint and the determination that the student violated the Standards for Student Conduct, the student will be required to meet with a conduct officer to discuss the violation. This is a preliminary hearing to assess whether the situation can be resolved administratively through the student and the conduct officer or if the matter needs to be forwarded to the University Conduct Board for a formal hearing. Should this happen, you will generally be involved as the university witness.

The purpose of a hearing with the University Conduct Board is to discuss the facts of the case, to hear the accused student’s perspective, and to determine an appropriate disciplinary sanction. Disciplinary sanctions take into consideration the needs of both the accused student and the campus community as a whole.

*Please note: While you or the WSU Police may order a student to leave a class session in which he or she is displaying disruptive behavior, permanent removal cannot occur without a hearing from the University Conduct Board. The Vice President of Student Affairs, Equity and Diversity or a designee may invoke an interim suspension (WAC 504-26-406), prior to a hearing by the University Conduct Board, when circumstances warrant such action.*

The Accused Student’s Rights and Responsibilities

As always, in situations involving students, you should observe appropriate confidentiality. FERPA protects the privacy of student education records (including disciplinary records). Disciplinary records are kept separate from academic records. If a student is suspended or expelled, a letter may be sent with their transcript if a conduct board rules the offending behavior is egregious. It is prudent to communicate only with those directly involved with the situation.

Often students will have a misunderstanding of the jurisdiction of their First Amendment Rights. The Standards of Conduct for Students (WAC 504-26-203) states:

“Students have the right to freedom of speech, including the right to dissent or protest, but this expression cannot interfere with the rights of others or disrupt the university’s activities. Prohibited behavior includes: disruption or obstruction of
teaching…” As long as you do not discriminate or seek to punish students for expressing their pertinent viewpoints you can and should feel free to set limits for discussion and make the determination of behavior that extends beyond expressing a viewpoint and becomes disruptive or threatening.

WSU expects our students to act as independent, responsible, and adult members of the university community. Students are afforded due process rights during the conduct process. A student who believes that he or she has been treated improperly in the aftermath of an incident may seek assistance through established university grievance procedures (University Ombudsman).

**The Faculty and Staff Members Rights and Responsibilities**

As a faculty or staff member you have the right to conduct your business in a reasonable and respectful environment. Disruptive and threatening behavior tests the boundaries of what can be deemed reasonable. As such, you have certain assurances when reporting violations. The risk of liability for making such a report is minimal. There are strong public policy reasons to support and protect individuals who make good faith reports of wrongdoing to appropriate officials, even if those reports later prove to be mistaken. Common law (or statutes in some states) gives people who report misconduct to proper authorities a “qualified privilege.” Simply stated, that means they cannot be held liable for defamation unless the report was made in bad faith, with knowledge the information they provided was false, or in reckless disregard of its truth or falsity.

**Documentation**

Resolving disruption cases can be helped if you document problem behavior, including dates, times, brief descriptions of what happened, and the names of witnesses who may have observed the behavior. Such documentation should always be factual, and not include personal interjections.
## Important Contact Information

<table>
<thead>
<tr>
<th>Office of the Dean of Students</th>
<th>Office of Student Standards and Accountability</th>
<th>University Ombudsman</th>
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<tbody>
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<td>260 Lighty</td>
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<td>(509) 335-4532</td>
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<td>(509) 335-8548</td>
<td>280 Lighty</td>
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<tr>
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<td>(509) 335-4511</td>
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Karen Fischer, Assistant Dean of Students  
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Adam Jussel, Director, Office of Student Standards and Accountability  
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Get help:
Call us: (360) 546 – 9686  IM:  wsuvlibrary (aol & Yahoo!)  Email: library@vancouver.wsu.edu
library@vancouver.wsu.edu(msn/live)  
Updated: August 2014
Contact the Writing Center
Location: VLIB 203
Phone: (360) 546-9650
Email: writingcenter@vancouver.wsu.edu

What we can help you do:
- Develop/strengthen your thesis
- Identify a paper’s main points and how they are reflected in topic sentences
- Relate transitions and topic sentences
- Identify appropriate paragraph structure
- Note major grammatical patterns
- Suggest a revision strategy (or strategies)
- Suggest a revision plan
- Familiarize with citation style

There are 13 Writing Center Consultants available for your convenience.
The Writing Center is Now Online!

WSUV Writing Center general website:
cla.vancouver.wsu.edu/writing-center
Online Writing Lab (OWL) website:
http://writing.vancouver.wsu.edu/content/online-writing-lab
Services Offered by the WSUV Writing Center

Face-to-Face Writing Consultations
A face-to-face writing consultation is a conversation between a student writer and a trained, peer writing consultant. A consultation typically lasts between 25 and 45 minutes. The consultant will read the paper and begin by noting the strengths in the piece. The consultant will focus on “global” issues: thesis, organization, logic, first. (Issues of grammar and style will be addressed once the paper has a strong thesis and is well organized with a cohesive, logical flow.) The consultation is a conversation. This means that in order for the consultation to be effective, the student writer must participate. The consultant will encourage/facilitate a “give and take” dialogue with the student writer focused on improving the writing.

Online Writing Consultations
Student writers may submit work via the online writing service. A writing consultant will read and write a response to the student writer, using the global approach described above. Because the OWL exists in a text-only environment, it is not preferable to a face-to-face consultation. It does, however, provide a way for student writers to obtain feedback on their writing when they are not able to come to the Writing Center in person. Writers can contact the OWL by emailing writingcenter@vancouver.wsu.edu.

Individual Consultations by Appointment
Students who wish to work with a specific writing consultant on a specific issue on a consistent basis may set up regular appointments. Often students working at the master’s or doctoral level set up appointments with the writing center director during the thesis or dissertation process. Undergraduate students who feel they need more consistent help with their writing can set up a regular schedule to meet with a consultant.

Grammar and Style Consultations
When, in the course of a consultation, the writing consultant identifies a grammatical issue that seriously impacts the clarity of the writing, the consultant will demonstrate how to locate the issue in a writing handbook. Often students do not understand how to identify specific grammatical issues in a handbook; by modeling this process, the consultant begins to enable the student to become a more effective editor of his or her own work. While we do not “edit” papers in the Writing Center, we do provide student writers with the tools they need to address their editing questions.

Specialized Workshops
Instructors can come to the Writing Center director to request an in-class workshop on a specific issue. The instructor and the director can create a specialized focus for the workshop that is specific to an assignment.

Informational Classroom Visits
A representative of the Writing Center will come to your classroom to discuss the available services. The representative will describe the Writing Center’s approach and
give students information that will help them to prepare for a productive writing consultation. Please call the Writing Center (6-9650) to schedule a classroom visit.

"The Centerpoint"
For the past year the writing center has produced a newsletter called "The Centerpoint." This newsletter contains information about writing center events, bios of the writing consultants, and writing tips and strategies as well as articles about writing submitted by faculty across the disciplines. To submit material for publication in "The Centerpoint," please contact Kandy Robertson (6-9651).
To Create a Network ID (NID) and Password—

Go to [http://admin.vancouver.wsu.edu/information-technology](http://admin.vancouver.wsu.edu/information-technology)

Click here to create a Network ID (NID) & password.

Continue by clicking on the "Create your Network ID" link.
Follow the prompts to finish creating your NID.
To Complete FERPA Training & Certification

Go to www.ronet.wsu.edu – DO NOT log into RONet at this time!!

Click here to initiate FERPA training & certification test.

Click the “Begin” button to start the FERPA training.

NOTE: You do not need an RONet account to complete the FERPA training & test.
Log into the FERPA training using your NID & password.

You will be asked to read through a series of pages explaining the FERPA regulation. At the end there is a short True/False quiz to test your knowledge. Once you successfully complete the quiz your FERPA training is complete.

To remain compliant FERPA training must be renewed every 3 years.

Direct any questions to the registrar’s office at 360-546-9566 or registrar@vancouver.wsu.edu.

06/22/2011
To Obtain a Class Roster

Faculty: After logging into zzusis click on "Go to my Faculty Center" in the center column.

If you do not see Faculty Center on your zzusis main page there are other optional pathways...

Instructors follow this route:
- Main menu
- Self Service
- Faculty Center
- My Schedule

Once you are in the Faculty Center, continue through this tutorial.

Department staff pathway:
- Main menu
- Curriculum management
- Class roster
- Class roster

To continue the tutorial, please skip to page 4 of this document.

On the "my schedule" tab you should see all class sections listed for which you are the instructor of record.

Click on the Class Roster icon next to the section that you want to see the list of enrolled and/or waitlisted students.
If there are students on the waitlist, the drop down menu will have "All" or "Waiting" as options.
- If you want to see ALL students (officially enrolled and those on the waitlist) choose All.
- To see only officially enrolled students, select Enrolled.
- Choosing the Waiting option will display only those students who are on the waitlist.

If there are no waitlist students, Enrolled is the only option that will appear in the dropdown menu.

To view another class list, click on the green change class button.

A student's position on the waitlist is shown on the roster.
**Important**: Students on the waitlist are NOT officially registered for the course. Do not allow a student to attend class until he/she is officially enrolled.
To see details about a class section (i.e., day, time, location, enrollment summary, etc.) click on the Class link.

Class details (class number, credits/units, grading, etc.)

Class meeting information (day, time, classroom, etc.)

Enrollment information (course prerequisites and class attributes such as GER/UCORE designation)

Class Availability (class cap, enrollment, available seats, waitlist capacity, waitlist total)

Course description

Faculty & Instructors – Your tutorial ends here!
Department Staff Tutorial Continued –
Using Main Menu, Curriculum Management, Class Roster, Class Roster route you end up here:

Enter the search criteria to find the appropriate class roster(s). It is recommended you include the following items in your search as populated in this screen shot:
- Institution
- Term
- Subject
- Catalog
- Section
- Campus

Click the Search button.

HINTS: Enter fewer search criteria to broaden your results or more to refine the search. For example, if you want to see all English courses do not enter a specific course number. If you want to see all sections of 402, do not enter a specific section number.

NOTE: If you do not know the term code or the subject abbreviation you can click on the looking class to see the list of options for each field.

If there are students on the waitlist, the drop down menu will have “All” or “Waiting” as options.
- If you want to see ALL students (officially enrolled and those on the waitlist) choose All.
- To see only officially enrolled student, select Enrolled.
- Choosing the Waiting option will display only those students who are on the waitlist.

If there are no waitlist students, Enrolled is the only option that will appear in the dropdown menu.
A student's position on the waitlist is shown on the roster. **Important**: Students on the waitlist are NOT officially registered for the course. A student should not be allowed to attend class until he/she is officially enrolled.

Questions? Contact us!
Jean Lang, Campus Registrar 546-9566, VSSC 150  langj@vancouver.wsu.edu
Jenny Kincaid, Program Coordinator 546-9553, VSSC 140E jenny.kincaid@vancouver.wsu.edu
Phyllis Vomacka, Program Coordinator 546-9565, VSSC 140F pchase@vancouver.wsu.edu
Multimedia Classroom Building (VMMC)
Podium quick reference

There are 2 types of systems in the MMC.
All classrooms have the same compliment of equipment, MMC 6 has a mic system and larger control touch screen.

Touch screen control volume / mute buttons on side.

DVD/VCR
Select display input from options on top of touchscreen. Adjust volume via controls at bottom of touchscreen.

AMX CONTROL

AUDIO AMPLIFIER

If the desktop computer monitor displays "cable disconnected" this means the projection system is not turned on (there is an interface between the computer and the display that causes the monitor to think a cable is disconnected).
Frequently Encountered Issues:

I have no sound from any device.
The audio amplifier is the bottom piece of equipment in the rack and sometimes the poser switch gets bumped by someone putting their foot up on the ledge of the podium. Check to see if there are lights on the front of the amplifier. If not, turn on the power button for the amplifier (the only button on the unit).

Someone else is logged in and the computer says it is locked.
Depress and hold the power button on the computer until it turns off and turn it back on to get a fresh login screen.

My laptop will not display.
Issues with laptops include: Resolution set too high on the laptop; set your laptop resolution to 1024 x 768 by right-clicking on the desktop and selecting display options. Also, if your laptop was not powered on after connecting to the podium, the laptop may not realize there is an external display attached. Either reboot your laptop with the display connected OR toggle your external display to external screen (this function varies by manufacturer but is typically the FCTN button and one of the F keys). Check your owner guide for specifics to your laptop.

My Mac laptop has a different type of connector and will not plug in.
You need the display adapter from Apple that allows your specific Mac laptop video output to adapt to a DB-15 (common VGA connector) type plug. There are different iterations of this from Apple depending on the vintage of your Mac. VIT does not provide or carry these adapters.

I hear no audio from the computer but other devices play just fine.
Check that the audio is not muted on the PC by clicking the speaker icon in the system tray (bottom right corner by the clock).
VELS, VLIB and VADM129 classrooms
Podium quick reference

These are basic systems w/o touch screen controls. Switching of audio and video is done via the Extron push button switcher mounted in podium.

Close view of switcher
Display on/off
Input selection
Volume control
Video mute button

Document camera pulls out of drawer on side.
Frequently Encountered Issues

Someone else is logged in and the computer says it is locked.
Depress and hold the power button on the computer until it turns off and turn it back on to get a fresh login screen.

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I hear no audio from the computer but other devices play just fine.
Check that the audio is not muted on the PC by clicking the speaker icon in the system tray (bottom right corner by the clock).

There is no power to the podium.
The power plug may be pulled from the wall outlet. Check to assure that this power cord is plugged in. Also, above the switcher, there is a power supply unit with a power switch that needs to be turned on (glows red).

I can’t find the document camera.
The document camera is in its pull out drawer on the side of the podium (which side varies by room). Please pull the drawer out and fold the camera head into place to use the unit. There is a power switch for the document camera that must be turned on for it to function.
There are 2 types of systems in the UCB.
Smaller classes have a system w/o a mic.
Larger classrooms have microphone and ALS.
UCB1 and 100 have 2 projectors.

Touch screen control start screen:
Select Projection or Music.
When system warms up you will see the switching screen.

select input here

control volume here

these buttons control just the screen up and down

SWITCHER (SELECTS INPUT)

WIRELESS MIC RECEIVER (IF AVAILABLE IN ROOM)

AMX CONTROL

AUDIO AMPLIFIER
Frequently Encountered Issues

I have no sound from any device.
The audio amplifier is the bottom piece of equipment in the rack and sometimes the poser switch gets bumped by someone putting their foot up on the ledge of the podium. Check to see if there are lights on the front of the amplifier. If not, turn on the power button for the amplifier (the only button on the unit).

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Check that the audio is not muted on the PC by clicking the speaker icon in the system tray (bottom right corner by the clock).
Requesting Help from Vancouver Information Technology (VIT):
VIT can help you with questions or problems with your computer, printing or software. We are also happy to help with the AV equipment in the classrooms.

- Go to: http://admin.vancouver.wsu.edu/information-technology, and click on the Work Request Forms link on the left.
- Check out the technology guides and instructions on the same page by clicking on the Technology Help Guides link.
- For emergencies – call the Help Desk at 546-9770.
- Help Desk Location: VCLS 223

Getting Help with WSU Learning Management System (Angel):
WSU currently uses Angel as the online learning system. There are many written documents to help you use this application. You can also request help with Angel.

- Go to: http://admin.vancouver.wsu.edu/information-technology, and click on the Work Request Forms link on the left.
- Check out the many Angel guides and instructions on the same page by clicking on the Technology Help Guides link.

Classroom Technology
WSU Vancouver classrooms have a variety of multimedia equipment for you to use. This includes video projection, display screens, audio, and computers for projections. Podiums also allow for laptop connections. Some rooms include smart boards and document cameras in addition. VIT is happy to provide training for use of the podia in the classrooms.

- To request training or to report problems:
  - Go to: http://admin.vancouver.wsu.edu/information-technology, and click on the Work Request Forms link on the left.
- To view training documents and videos:
  - Check out the Technology Guides for AV on the same page by clicking on the Technology Help Guides link.

Videoconference Services (VCS)
VCS supports classes and meetings via a live, interactive videoconference system. VCS can also help you with video streaming and multimedia projects.

- To request a videoconference meeting or coordinate a videoconference course (live or streamed):
  - Fill out the appropriate request form at: http://ams.wsu.edu/RequestForms/Forms.aspx
- Contact VCS on the Vancouver Campus:
  - Location: VECS 110
  - Phone: 546-9033
  - vcs@vancouver.wsu.edu
- Contact AMS on the Pullman Campus:
  - Phone: 335-6519
  - ams@wsu.edu
  - http://www.ams.wsu.edu

Student Technology Resources on campus:
- Open student computer labs – hours vary for each lab and are posted on lab doors:
  - Locations: VLIB 102, VMMC 101 and VECS 123
- Technology guides for students are available on line at: http://admin.vancouver.wsu.edu/information-technology

Revised August 2014
• Student may request help at: http://admin.vancouver.wsu.edu/information-technology, using the Work Request Forms link.
• Help Desk – Location: VCLS 223 – Phone: 546-9770

**VIT Newsletter:** for great updates and information check out “IT Happens” at: http://inside.vancouver.wsu.edu/vit-newsletter!