



# RICHMOND

School of Professional  
& Continuing Studies™

Adjunct Faculty Handbook  
2020-2021 Hall



Dear Colleagues:

I am pleased to present the 2016-17 version of the *SPCS Adjunct Faculty Handbook and Policy Manual*. This document contains most policies and procedures related to your service as an adjunct faculty member in the School of Professional and Continuing Studies (SPCS). It also contains much useful information on resources available to you throughout the University.

We continue to have an incredible opportunity at the University of Richmond—to build a school, based upon academic quality and service, of which we can all be proud. In the process, we can shape what happens in the larger community, and I urge you to focus on constantly improving the quality of your teaching.

The 2013-2014 academic year marked the beginning of the next semi-century in the history of the SPCS. I trust you will continue to be an integral part of the history being made as we offer a wide array of programs to lifelong learners. Thank you for your continued service to the School of Professional and Continuing Studies and best wishes for a productive school year.

Sincerely,

A handwritten signature in black ink that reads "Jamelle S. Wilson". The signature is fluid and cursive, with the first name being the most prominent.

Jamelle S. Wilson, Ed.D.  
Dean

P.S. This *SPCS Faculty Handbook and Policy Manual* is available to all full-time and adjunct faculty on the SPCS website at [spcs.richmond.edu/degrees/faculty](https://spcs.richmond.edu/degrees/faculty). A “hard copy” will be given to all new adjunct faculty during the hiring process.

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# General Information

## Equal Opportunity Employment Statement

The University has a policy of non-discrimination with regard to race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran, or any classification protected by local, state or federal law. It is the intent of the University's employment and personnel practices to conform with all applicable federal, state, and local laws and regulations regarding non-discrimination. It is the obligation of each employee of the University in his or her area of responsibility to adhere to this policy. See [hr.richmond.edu/policies/workplace-expectations](http://hr.richmond.edu/policies/workplace-expectations).

## Educational Objectives of the University

- To cultivate in students the interest, capacity, and skills necessary for independent intellectual inquiry and lifelong learning.
- To convey to students a representative portion of that body of knowledge that has accumulated and endured through the history of cultures.
- To encourage and aid students in the development of basic beliefs, values and attitudes, including those of cooperation and tolerance.
- To assist students in selecting and preparing for careers and for study in graduate and professional schools.
- To foster in students personal habits that contribute to health and physical fitness.

## History of the University

The University of Richmond began in 1830 as the Virginia Baptist Education Society to help young men prepare for the ministry. By 1840, the Society secured a charter from the General Assembly of Virginia that transformed the seminary into Richmond College. By the mid-1840s a four-year liberal arts curriculum was adopted, and Richmond College awarded its first baccalaureate degree in 1849.

The outbreak of the Civil War forced the College to suspend classes. The trustees invested most of the endowment in Confederate securities, and the campus was used by Louisiana troops as a hospital. At the end of the war the buildings were plundered, and the library was dispersed.

In 1866, classes were resumed under the Presidency of Rev. T. G. Jones who served until 1869. For the next 25 years, an administrative officer elected by the faculty ran the College. F. W. Boatwright was chosen as President in 1894. In 1898, women were admitted as day students and by 1910 a separate liberal arts school for women, Westhampton College, was begun on land west of the city. By 1914, with additional construction, the new campus was occupied and is the current site of the University.

### Key dates

1830	Beginnings of Richmond College
1870	Start of Law School
1914	Westhampton College
1920	Charter of University of Richmond
1921	Graduate School
1924	Evening School of Business
1949	School of Business Administration
1962	University College

1975	Merger of Richmond College and Westhampton College
1988	Jepson School of Leadership
1994	University College renamed School of Continuing Studies (SPCS)
2012	School of Continuing Studies renamed School of Professional and Continuing Studies (SPCS)
2012-2013	School of Professional and Continuing Studies celebrates 50 years of service

## Brief History of the School of Professional and Continuing Studies

The origin of the School of Professional and Continuing Studies may be traced back to 1920 when the Department of Economics of Richmond College was formed, eventually to become the Department of Economics and Applied Economics. In 1924 the Evening School of Business Administration was organized as a separate division of the University of Richmond. In 1949 the Department of Economics and Applied Economics in Richmond College was combined with the Evening School of Business Administration with both day and evening classes. In 1962 the Evening Division was separated from the School of Business Administration to form the nucleus of University College. From 1964 until 1974 University College offered a full-time freshman and sophomore daytime liberal arts program in addition to its full-time Evening School program.

On July 1, 1974, the Summer School, founded in 1920, became part of University College. In keeping with the University's tradition of residential colleges and academic schools, University College became the School of Continuing Studies in October, 1994.

During the 2012-2013 academic year, the School of Professional and Continuing Studies celebrated the 50<sup>th</sup> anniversary of the founding of the School.

## Mission of the School of Professional and Continuing Studies

*The mission of the School of Professional and Continuing Studies is to enrich lives and careers.*

The School is one of the five academic units at the University of Richmond and is organized into four divisions: degree programs, summer studies, centers and institutes, and noncredit programs. Our degree programs offer credit-bearing courses, certificates, bachelor's and master's degrees for adults. Courses are offered in the evenings, on weekends, and online. The Summer School serves both traditional age and non-traditional students and includes an extensive study abroad program. Noncredit programs include courses for professional and personal enrichment. Additionally, the School operates an Osher Lifelong Learning Institute for those persons 50 and older.

### SPCS Core Values

**Responsive.** We ensure timely follow-up to suggestions, problems and concerns. We understand that reacting quickly and positively on all levels is critical to our success and the success of our students. We are committed to being responsive to the larger community, competition, trends in education and the needs of our students, staff, alumni and the wider University community.

**Caring.** We care about the success of our students and the quality of their educational experience. We're committed to doing whatever it takes to support our clients and each other. We treat others as we want to be treated by exhibiting respect, empathy, concern and patience in all our interactions. We are attentive to our customers and strive to deliver world-class customer service.

**Collaborative.** We work together with all our constituencies to ensure an educational experience unlike any other. Each individual's success hinges on the success of everyone else in our organization, so we



work together. Our collaborative work environment leads us to be cooperative, collegial, engaging and supportive. We listen, problem share and problem solve in all of our affairs.

**Learning.** We're committed to always learning... about our students and their needs, about new trends in education, about the communities in which we operate and about each other. We're an organization that's data and technology driven. We solicit formal and informal feedback from our constituencies. This helps us make educated decisions, allowing us to quickly adapt to changing environments. We also utilize available technology to enhance the personal performance of our associates and the educational experience of our students.

## **Organizational Structure**

The School of Professional and Continuing Studies currently employs full-time and part-time staff members, including several full-time faculty (some of whom serve as program chairs), and work-study students. These staff members serve all School of Professional and Continuing Studies clients, although specific duties vary. The SPCS has a core of more than 200 adjunct faculty each year.

## **Governance**

### **Academic Council**

In terms of University governance, the dean reports to the provost and serves as chair of the SPCS Academic Council, which provides academic oversight for the School of Professional and Continuing Studies programs and faculty. Membership is posted online at [spcs.richmond.edu/degrees/faculty](https://spcs.richmond.edu/degrees/faculty).

### **Adjunct Faculty Advisory Committee (AFAC)**

The School of Professional and Continuing Studies relies on the Adjunct Faculty Advisory Council for the following purposes:

- To advise the dean/senior associate dean on academic programs and services to the School of Professional and Continuing Studies.
- To represent the interests of adjunct faculty in programmatic areas.
- To create networking opportunities for adjunct faculty and when possible, advocate on behalf of the School with various constituencies.
- To assist the School administration in the identification of “best practices” in continuing education.

Each academic program area will nominate and elect one representative to the committee. All faculty in non-administrative roles are eligible. Appointments to the committee are for one year. Upon successful completion of the appointment, members can be invited to continue their affiliation if recommended by their academic program areas. The AFAC is led by a chair-person elected from within the group. Sub-committees may be appointed on an “as needed basis.” Membership is posted online at [spcs.richmond.edu/degrees/faculty](https://spcs.richmond.edu/degrees/faculty).

## **Portrait of Degree Program Students**

While motivations for attendance vary, students and prospective students perceive the University of Richmond and the School of Professional and Continuing Studies as the quality choice for adult and continuing education in the Richmond market. A portrait of the School and its students can be found online at [spcs.richmond.edu/about/fast-facts.html](https://spcs.richmond.edu/about/fast-facts.html).

The SPCS competitive advantages include:

- Programs and services designed exclusively for an adult audience
- An exceptional group of faculty composed of “scholar practitioners”
- Competitive price (comparable to all but community colleges in metro Richmond)
- Access to the incomparable resources of the University

# Employment and Compensation

## Accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which reviews the academic programs of the University of Richmond and serves as the accrediting body, has established certain minimum standards for faculty credentials to which the SPCS must adhere. Key issues are:

- Faculty transcript records must be on file at all times. The minimum to teach a university-level course normally is to hold a master's degree with at least 18 graduate semester hours in the field taught. For graduate level courses, generally an earned doctorate in the appropriate teaching field is required.
- Current syllabi/course outlines must be on file for all courses taught.
- There must be sufficient contact hours between faculty and students. The minimum standard is defined as 15 hours of contact per credit hour awarded.

The University of Richmond and the School of Professional and Continuing Studies was reviewed for re-accreditation in 2008. For questions or concerns regarding accreditation, please contact Dr. Ellen Walk, Associate Dean.

## New & Returning Adjunct Faculty

### New Adjunct Faculty

Adjunct faculty members for the School of Professional and Continuing Studies are interviewed and hired by the respective program chair or program coordinator. Once an individual has been selected, the name is submitted to the Assistant to the Dean for processing. She will contact the applicant to secure various forms for the hiring process. After the forms and official transcripts have been received, the applicant is then interviewed by the senior associate dean. The remaining steps are completed by the University's Human Resources Department. The hiring process takes approximately six weeks.

All adjunct faculty without a terminal degree start at the rank of adjunct instructor. Those with a terminal degree are appointed at the rank of adjunct assistant professor.

### Returning Adjunct Faculty

The office is notified by the program chair or senior associate dean of the courses to be offered and the need for faculty to teach these subjects. Adjunct faculty teach at the discretion of the program chair and are not guaranteed a continuing contract. The needs of the program dictate the subject matter taught each semester and faculty are appointed to fill this need.

## Promotion & Compensation

### Promotion

Adjunct faculty will become eligible for consideration for promotion after seven (7) semesters of teaching service to the SPCS in rank, including semesters in which the adjunct faculty member supervised independent studies.

Adjunct faculty eligible for promotion will be notified of their eligibility for promotion by the respective program chair in the semester prior to eligibility. Eligible adjunct faculty wishing to seek promotion must

submit documentation noting their contributions using the Achievement and Promotion Portfolio, available online at [spcs.richmond.edu/degree/faculty](https://spcs.richmond.edu/degree/faculty).

Faculty are reviewed for promotion (if eligible) at the end of each academic year. This review takes place during the summer term and, if promotion is granted, it will take effect with the start of the fall semester.

Promotion is not automatic. Instead, promotion is based on the recommendation of the appropriate program chair and confirmed by the dean.

Formal recognition of adjunct faculty promotions will occur during the year, typically at the Spring Faculty Meeting.

## **Effective Teaching**

All faculty are expected to be effective teachers. Numerous criteria are available for use in judging teaching effectiveness, among them:

- Ability to design courses and present material effectively
- Level of preparation
- Effectiveness of teaching methods
- Quality of interaction with students both inside and outside the classroom
- Adequacy of exams and other testing material
- Adequacy of comments on student work
- Timeliness of feedback on student work

There are numerous ways to document effective teaching, including (but not limited to):

- Student evaluations
- Peer reviews
- Letters from past students
- Course materials, including syllabi, exams, class assignments
- Online courseware
- Student work products, including papers, projects and exams
- Innovations in instructional methods
- Self-evaluation
- Teaching awards

## **Engagement in the Life of the School**

All faculty are expected to participate in the formal activities sponsored by the School. These include such activities as:

- Semi-annual faculty meetings (fall and spring)
- Departmental meetings, whether in-person or online
- SPCS Night
- SPCS Commencement

Faculty may also engage informally by:

- Participating in social or cultural activities sponsored by the School, University, SPCS Alumni Association, Adjunct Faculty Advisory Committee, or the SPCS Student Government Association
- Student advising/mentoring

- Student career support
- Discussion boards, email threads

Faculty should document their attendance and/or participation in these activities using the Achievement and Promotion Portfolio.

## **Professional Development**

All faculty are expected to seek to improve professionally and in the classroom.

Ways to document continuous learning include participation in various University or School-sponsored training sessions including:

- PETE Workshops and Luncheons
- CTLT Training Sessions
- Online tutorials

Additionally, attendance at professional conferences, publications, speeches or presentations all can count toward fulfillment of this criteria.

Faculty may also engage in independent learning activities providing that they document the activity.

Faculty are expected to be good teachers who are engaged both inside and outside the classroom and who strive to grow and develop as teachers and as professionals. Numerous ways are available for each faculty member to demonstrate their commitment to each standard and variations between faculty are expected.

Once submitted, each chair will review the documentation presented to make a recommendation for promotion to the dean.

## **Contracts**

Teaching assignments are made by the program chair. Assignments for the upcoming academic year are typically made in the late spring/early summer of the year, with contracts issued by the senior associate dean or associate dean prior to each semester.

Faculty must return signed contracts to the School of Professional and Continuing Studies as per instructions in the contract letter. All course assignments depend upon sufficient registrations. Small classes may be held upon the mutual agreement of the instructor and the program chair, and contingent on a renegotiation of the contract terms. Contracts also list any special assignments or instructional methods (on-line, development, etc.) for which a stipend is paid.

As a part of the contractual teaching obligation, all faculty are expected to attend both the SPCS Night and SPCS Commencement ceremony annually.

## **Compensation for Instruction**

Adjunct faculty are compensated based on adjunct rank and course level. Three course levels are recognized with four possible adjunct ranks in each course level, as demonstrated below. Compensation levels are determined annually and provided to adjunct faculty members.

### **Undergraduate (3 cr. hours)**

- Instructor
- Assistant Professor
- Associate Professor
- Professor

**Undergraduate/Graduate Cross-listing (3 cr. hrs.)**

- Instructor
- Assistant Professor
- Associate Professor
- Professor

**Graduate (3 cr. hours)**

- Instructor
- Assistant Professor
- Associate Professor
- Professor

**Pay Schedule**

Adjunct faculty are paid in increments, as follows

- **Fall Term.** October, November, December, January
- **Spring Term.** March, April, May, June
- **Summer Term.** Two or three installments, depending on the term of teaching.

Payroll is generated on the first day of the month. Weekend College faculty are paid in two installments, depending upon the start of the course during the semester.

**Compensation for Team-Taught Courses****Forward**

This applies ONLY to those courses in which a “team approach” has been approved by the program chair in advance of the start of the course. In no instance will it apply to courses where argument could be made that enrollments approach or equal those of team-taught courses, therefore serving as justification to “double” the rate of pay for a single instructor. Further, team-teaching needs to meet clear andragogical standards and expectations for quality instruction and learning.

Adjunct faculty who are assigned to courses that are taught by multiple instructors (“team-taught”) will be reimbursed according to the following policy:

The program chair will designate to each instructor an equivalent percentage of course responsibility for instruction, grading and other academic or administrative assignments, in advance of the beginning of the course. This percentage will be used to calculate individual salary, at rank, not to exceed the amounts below:

- For those courses in which enrollments range from 6 to 11 students, salary will be divided between the team members as designated by the program chair. The expenditure for *total salaries* may not exceed 100% of the salary of the highest-ranking team member.
- For those courses in which enrollments meet or exceed 12 students, salary will be divided between the team members as designated by the program chair. The expenditure for *total salaries* may not exceed 200% of the salary of the highest-ranking team member.

Exceptions to this policy may be granted by the dean (or designee) upon recommendation of the program chair.

All instruction, regardless of the percentage of instructional or administrative responsibilities in the course, will count toward promotion in academic rank in the School of Professional and Continuing Studies.

Stipends for on-line course development and instruction will be equally divided between participants in the process(es).

All instructors assigned to team-taught courses are expected to participate fully in all parts of course preparation, delivery and assessment of the course.

This policy will be attached to the contracts issued to faculty for teaching team-taught courses.

## **Compensation for Undergraduate/Graduate Course Enrollments**

For those courses containing enrollments of both undergraduate and graduate students (“blended courses”), instructor payment will be made at the graduate rate provided there are sufficient graduate enrollments to cover the cost of graduate instruction.

In those courses where the graduate enrollments are insufficient to cover the cost of graduate instructor pay, the blended course rates (UG/Grad.) will apply until graduate enrollments cover the cost of graduate instruction.

## **Compensation for Independent Study, Internships and Externships**

Faculty will be compensated at the rate of 60% of tuition fees for supervision of independent study, internships and externships, for undergraduate and graduate levels.

## **New Course Development and Instruction**

### **Development**

Faculty who are specifically tasked by the program chair to develop a new, fully on-line or traditional course will receive a **one-time only** stipend during the first semester in which the course is taught, as shown below. If the class is not taught during the first semester, the stipend will be paid as soon as possible following the decision not to offer the course. This stipend is in addition to instructional pay at rank.

- \$250 – 1-2 credit course
- \$500 – 3-5 credit course
- \$1,000 – 6 or more credit course

### **Instruction**

There will be no additional pay for instruction in an online or hybrid format.

The program chair will identify all stipend payments in writing to the Office of Administrative and Technical Services before the start of each semester. Payments are subject to approval by the Associate Dean for Administration or his designee.

## **Teaching Load**

Adjunct faculty teaching load may not exceed six courses or 18 credit hours per academic year (fall, spring, summer inclusive) and may not exceed three courses in any given semester.

# Faculty Benefits

## Adjunct Faculty Benefits

### Campus Benefits

Adjunct faculty are eligible for the benefits outlined below.

- Reduced faculty rates to on-campus events such as plays and sporting events
- Full library privileges
- The exercise/athletic facilities of the Robins Wellness Center may be used at a reduced rate. Details are available online at [recreation.richmond.edu](http://recreation.richmond.edu). (Professional Development funds can be used toward the membership fee.)
- Free admission to select University cultural events and faculty workshops
- Food discounts at the Heilman Dining Center
- **Following teaching service that totals 24 credit hours**, a waiver for undergraduate, credit and non-credit, and graduate courses is available for one class per semester, three per academic year, under the following conditions:
  - The individual receiving the benefit must enroll after regular registration, except for those students formally admitted to, and actively pursuing, a degree or certification program. (Note: Usual registration procedures for some non-academic credit courses may alter this requirement.)
  - A place must be available in the class.
  - Approval must be granted by the policies of the department or division
  - The adjunct faculty member must be **teaching in the same semester or have taught at least one course in the same academic year** (fall, spring, summer) in which the tuition waiver or discount is applied.
- Access to the following special funds (See **Faculty Resources** for a more detailed description and instructions):
  - \$100/year professional development and/or teacher's fund
  - \$50 per class social fund
  - \$50 honorarium per class for guest lecturers.

All adjunct faculty are eligible to participate in a University-sponsored retirement plan; however, no faculty member is required to join a retirement plan or receive benefits. Faculty whose teaching load meets or exceeds a certain level identified by the University's Office of Human Resource Services, and who choose to participate in one of several retirement plans, receive University of Richmond contributions. Faculty are referred to Human Resources at [hr.richmond.edu](http://hr.richmond.edu), where specifics of eligibility and benefits are defined. For more information, please visit University Faculty Handbook online at [facultyhandbook.richmond.edu](http://facultyhandbook.richmond.edu).

**Please be aware that benefits for adjunct faculty may differ from faculty with full-time status.** You are encouraged to seek counsel with a Human Resource Services representative. Make inquiries at [urhr@richmond.edu](mailto:urhr@richmond.edu).

### Adjunct Faculty Tuition Discount

SPCS adjunct faculty, who are on active status and/or currently teaching in the School of Professional and Continuing Studies, are eligible for a 50% discount in under-graduate credit classes (except for summer school courses/programs or already-discounted courses/programs) in the School of Professional and



Continuing Studies. Registration is on a space-available basis. Contact the School of Professional and Continuing Studies at 289-8133 for details before registering for the course(s).

No tuition discount will be granted for the Teacher Licensure Program or graduate courses.

For a full explanation of faculty tuition benefits, please visit the University Faculty Handbook online at [facultyhandbook.richmond.edu](http://facultyhandbook.richmond.edu).

## **Adjunct Emerita/Emeritus Faculty Status**

### **Background**

Adjunct faculty members play an important role in the life of the University of Richmond. In some schools, most notably Law and Professional and Continuing Studies, adjuncts are central to the delivery of important parts of the curricula, with some adjuncts serving in this capacity for many years.

### **Objective**

To create adjunct emerita/emertus faculty status for individuals who have demonstrated a long-term commitment to the University. Emerita or emeritus adjunct faculty status will be made available to individuals as follows:

- Upon “retirement” from teaching at the University of Richmond
- Upon affiliation with the University for 20 or more years, or after having taught a minimum of 20 semesters
- Upon recommendation of the program chair and approval of the dean

Emeriti adjunct faculty status comes with the following “benefits”:

- Right to continue to use the title bestowed
- Use of University libraries
- Eligible to join the Dunlora Society
- Faculty parking pass
- Faculty rates to athletic and cultural events
- An active email account
- Continued access to campus recreation
- 25% discount on non-credit classes and 50% discount on credit courses offered through the School of Professional and Continuing Studies

### **Administration of Policy**

Each School dean has discretionary responsibility<sup>1</sup> for recommending adjuncts who qualify for emeritus status to the provost, using the same process and documentation as for full-time faculty. The provost forwards a recommendation to the President, and if the President’s recommendation is positive, it is

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<sup>1</sup> In SPCS, the assistant to the dean is responsible for identifying adjunct faculty who may be eligible for adjunct emeriti faculty status and for reporting that information to the appropriate program chair. The chair reviews each individual case and makes a recommendation to the dean on whether or not the department wishes to bestow adjunct emeriti faculty status on the individual.

forwarded to the Board of Trustees (BOT) for vote. Upon BOT approval, the Provost's Office notifies Human Resources for the faculty member's personnel record.

## **Award of the University Service Medallion**

Faculty who have taught for the University of Richmond for 25 years receive a University Medallion. This award is in recognition for meritorious teaching and service to the University.

## **Incentive Travel Stipends for Adjunct Faculty Attendance at SPCS Functions**

In order to provide an incentive for adjunct faculty who live at a distance from the campus to participate in special SPCS functions (faculty meetings, SPCS night and commencement) the following stipends will be available:

- For round trips (residence to the campus and return) of 100 miles or more: \$35/function
- For round trips (residence to the campus and return) of 50-99 miles - \$20/function
- No stipends for distances less than 50 miles (residence to the campus and return)

Requests for incentive travel stipends must be made to the Associate Dean for Administration within 30 days following the event.

## **Travel Pay to Off-Campus Locations**

Faculty who are requested to teach in locations other than the immediate Richmond metropolitan area (defined as a location with a one-way mileage of 50 miles or more from the UR campus) may receive mileage reimbursement at the current University rate for travel to and from the University campus and class site for each class meeting. The decision to award mileage reimbursement will be made collectively between the academic program chair and the associate dean for administration, **in advance of the teaching assignment**. Mileage reimbursement, if approved, must be documented on an official *University Travel and Expense Report*, and **submitted for approval and payment** to the associate dean for administration, School of Professional and Continuing Studies, **on a monthly basis**. This policy applies only to off-site courses in the SPCS. The University of Richmond will not reimburse travel expenses that are more than 90 days old.

## **Business Cards for Adjunct Faculty**

SPCS adjunct faculty will be approved for the use of official University/SPCS business cards under the following conditions:

- Adjunct faculty requesting business cards must have taught for the SPCS in credit courses for a minimum of two successive years
- The adjunct faculty member must be under contract for at least one course in the SPCS in the academic year in which business cards are requested
- All printing costs will be absorbed by the adjunct faculty member
- The adjunct faculty member will agree to use the business cards only in an official capacity as a representative of the University faculty and not for personal business promotional enterprises

Retired faculty who continue to teach for the SPCS will not be charged for business cards.

Request for business cards will be made to the Associate Dean for Administration, who will approve the request and content, and make a formal printing order through the University Printing Services.

## Subvention Awards

### Introduction

Subvention is the granting of start-up funds to cover the costs of developing/writing/publishing a book, film, or other form of academic or scholarly pursuit. Typically, this is in the form of a loan to be repaid to the entity providing the funds, following the release of the publication. Funds may be used for such costs as marketing, copying, Library of Congress fees, ISBN labeling, etc.

### Policy

The School of Professional and Continuing Studies may provide a subvention amount for scholarly publication purposes to full-time and adjunct faculty, upon request, subject to the following conditions:

- Evidence must be presented that a publisher is in place.
- The faculty member must have the recommendation of the program chair or dean.
- The University of Richmond gets appropriate acknowledgement, when possible.
- Only 1 active request will be honored.

The amount granted must be repaid to the University from initial proceeds of the scholarly work following publication until the subvention amount is satisfied.

- Adjunct faculty will be given an amount not to exceed \$1,000.
- Full-time faculty will be given an amount not to exceed \$2,500.

If the subvention amount is not repaid in full from publication proceeds within a 5-year period, the remaining amount will be due and payable.

### Adjunct Faculty Reimbursement for Expenses

Use of professional development, class social funds and honoraria for guest speakers **MUST** be approved in advance of the expenditure by the appropriate associate dean (see directions on form). At the time of reimbursement request, the University Accounts Payable office requires **original, itemized receipts** for each expenditure, including meals (itemized meal receipt and credit card receipt). Reimbursement requests will not be honored that are older than 30 days.

# Guidelines for Teaching

## Academic Areas

All School of Professional and Continuing Studies faculty are assigned to one or more academic areas based on their teaching assignments. These areas are chaired by the program chairs who are appointed by the dean and who sit on the School of Professional and Continuing Studies Academic Council. Meetings are held to review curricular matters and to serve as an alternative means of communication between the faculty and the administration of the School of Professional and Continuing Studies. Attendance is strongly encouraged.

## Availability to Students

Although it is understood that adjunct faculty are part-time employees with other professional responsibilities, it is expected as part of the contractual agreement that faculty will be available to students for individual consultation and assistance. This consultation may take the form of brief scheduled meetings either before or after class, by telephone consultation, or through email. Faculty are expected to give students a phone number where they may be reached, and make clear when they are available for conferences.

A social fund of \$50 per class has been created to support interaction with students outside the classroom. Requests for funds must be made to the senior associate dean, in writing, in advance of the event with reimbursement dependent upon submission of **original** receipts for expenses. **Reimbursement requests submitted without prior approval will not be honored.**

## Class Attendance, Student (Credit)

The School of Professional and Continuing Studies attendance policy is: A student may be absent no more than 25% of class meetings, including absences due to late enrollment. If a student has more than the maximum number of unexcused absences, a grade of "V" (failure due to excessive absences) will be recorded. The instructor may set a more rigorous attendance policy, or with the approval of the dean or associate dean, waive the attendance policy for a student demonstrating sufficient course knowledge and just cause. Absences due to observance of religious holidays will be considered excused absences, provided the student has made arrangements with the instructor and completes all work missed. Absences for religious observances will not count toward the total class sessions missed.

## Official University of Richmond Attendance Policy

Each student is expected to attend all meetings of all classes, including lectures, seminars, laboratories and drills, in which he or she is enrolled. The specific attendance policy in each course, however, is determined by the instructor of the course, subject to the section on University holidays below. The specific attendance policy for each course will be announced to the students and distributed on the course syllabus at the beginning of the course.

Faculty members will honor an official notification from the appropriate dean that a student is to be excused for participation in a University-sponsored event, such as choral performances off campus, intercollegiate athletic events, or judicial hearings at which the student must be present.

A student generally will be held responsible for all work of a class or laboratory missed during an absence. Acceptance of any excuse for an absence, other than those excused by the appropriate dean in the previous paragraph, and any provision for make-up, will be at the discretion of the instructor provided

it is consistent with the announced policy for the course and with the University Holiday Schedule below. Missed classes, work, tests and/or excessive absences with or without good cause may result in a poorer grade, or failure, in the course. (NOTE: Students enrolled in Business School or School of Professional and Continuing Studies courses must attend at least 75% of the class meetings regardless of the reasons for absence to be eligible to receive credit for the course.)

Generally, absences that may be excused by faculty members include accident or illness, death or serious illness of a family member, bona fide religious holiday observance, or participation in other University activities such as field trips. Students should make arrangements with their instructors as far in advance as possible for the make up of any missed work. Students experiencing difficulty in making reasonable arrangements for make-up work may see their dean.

## University Holidays

With the increasing diversity of the University community and the limited flexibility in setting the academic calendar, it is not possible to avoid some religious and secular holidays that are very important to some members of our faculty, staff, and student body. However, the University is very sensitive to the special needs of those who need to observe such holidays and will make accommodations for them to make up the time missed if arrangements are made in advance.

The University is officially closed on New Year's Day, Thanksgiving Day, and Christmas. In addition, some schools are closed for classes on Memorial Day, July 4<sup>th</sup>, and Labor Day, while others hold classes on those days. (See the appropriate academic calendar for specifics.)

Other holidays affecting University community members include Martin Luther King Day, Rosh Hashanah, Yom Kippur, the first two days of Passover, Good Friday, and Easter Sunday. In consideration of their significance for our students, students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If a test or examination is given on the first class day after one of these holidays, it must not cover material introduced in class on that holiday. Faculty and staff should be aware that Jewish and Islamic holidays begin at sunset on the evening before the published date of the holiday.

The University recognizes that there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkoth, the last two days of Passover, Shavuot, Shemini Atzerat, and Simchat Torah, as well as the Islamic New Year, Ra's al-sana, and the Islamic holidays Eid-al-Fitr and Eid-al-Adha.

Students who wish to observe any such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later, so that alternative arrangements convenient to both the student and instructor can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations.

To facilitate this, faculty will announce and distribute all anticipated test and examination dates in the course syllabus, distributed at the beginning of each semester. Students should be aware that faculty may need to adjust these dates as necessary.

See the official Academic Calendar online at [registrar.richmond.edu/planning/calendar](http://registrar.richmond.edu/planning/calendar).

## Class Rolls

Class rolls will be sent automatically by email or can be accessed only through BannerWeb. *Paper copies of class rolls are no longer distributed by the University prior to the first class session.* "Drops" and

“adds” may change the enrollment in the early weeks of the semester. A final class roll is generally available by the third week of class. Please check the roll carefully and report immediately to the chair or coordinator any student who is on the roll but not attending and any student attending the class who is not on the roll. Access to on-line changes and student information is available via BannerWeb at [bannerweb.richmond.edu](http://bannerweb.richmond.edu).

## **Class Size**

The program chairs determine maximum class size. Instructors, however, are urged to communicate the ideal class size to their program chair based on the subject matter and instructional technique to be used. The School of Professional and Continuing Studies has the right to cancel any course that is not economically feasible, or enable the course to be taught for “fees only.” If the course is taught with a minimum of students, “fees only” refers to the compensation given to the instructor for teaching the course, if such agreement is reached between SPCS staff, the program chair and the instructor. The final decision in such cases is made by the program chair.

## **Commencement**

The School of Professional and Continuing Studies holds a separate commencement exercise on the Saturday of UR Commencement weekend. Faculty are contacted by the SPCS office concerning ordering regalia several months prior to Commencement. **Faculty are expected to attend the SPCS Commencement as a condition of employment.**

## **Communications with Adjunct Faculty**

### **SPCS Mailbox/US Mail**

Each adjunct faculty member is provided with a mailbox in the office of the School of Professional and Continuing Studies in the Special Programs Building, second floor. Education faculty are provided a mailbox in North Court. This mailbox serves the dual purpose of allowing a drop-point for messages from students, as well as a mechanism for the instructor to receive information from the dean, the University and the School. Faculty are encouraged to check their mailbox on a regular basis.

Faculty will routinely receive campus-wide newsletters and bulletins (also available on the University’s website), correspondence from the program chair, and other memoranda from the dean’s office. The *University of Richmond Magazine* is mailed to the faculty members’ home. Note: It is very important that faculty check their assigned faculty mailbox and University email site **at least weekly**, since these are the primary means of communicating with faculty.

### **Email/Web Account Activation**

Each faculty member must maintain a university email account. Faculty must activate their web-mail accounts in person at the Information Services Help Desk on the ground floor of Jepson Hall or online at [www.richmond.edu/webpass](http://www.richmond.edu/webpass). Faculty are required to activate their accounts as a means of communication with the dean’s office, program chair, registrar’s office, colleagues and students. [is.richmond.edu/email](http://is.richmond.edu/email). Account maintenance can be performed on-line using this site. Please check this mailbox on a regular basis.

## Evaluations of Faculty

Faculty are evaluated each semester of teaching by students. This is an on-line process and all faculty should encourage students to complete this process as a part of the course requirements. Program chairs and deans have access to faculty evaluations and these are used as a part of the regular review of teaching effectiveness. Student evaluations are also a required part of the process for promotion in rank.

## Grade Resolution

The assignment of grades is the sole right and responsibility of the instructor in the course. It is incumbent upon the instructor to establish the criteria for grading and to convey those criteria to students in the course via the course syllabus, and ultimately to adhere to those standards when assigning grades. Syllabi should be explicit about both course requirements and about grading criteria (percentages attached to various assignments, whether or not “+” or “-” are used in the assignment of grades, etc.).

It is recognized that each course and each student in a course has unique characteristics that the instructor alone is in the best position to evaluate; consequently, except in very unusual circumstances, formal petitions to others concerning the evaluation on which a grade is based are not appropriate. Instructors establish grading criteria for their courses and prepare and submit the final course reports (using the grades defined under Grading Policies) to the University Registrar for recording. It is incumbent upon the student to discuss grades assigned with the instructor and seek resolution of disputes or discrepancies through direct instructor-student dialog, and it is incumbent upon the instructor to provide informal and formal avenues of discussion regarding grades assigned in the course.

If the student believes that an error has been made in the grade assigned, the following process will apply:

1. the student must first contact the instructor to discuss the matter;
2. if the issue is not resolved with the instructor, the student may contact the program chair or designee to discuss the issue;
3. If the grade is not resolved at the program chair level, the student then contacts the associate dean for administration, in writing with explanation, who will determine what, if any, further action needs to be taken to resolve the matter.

Further action may include, but is not limited to, the following:

- reviewing the student’s concerns;
- reminding the student that grading is the sole province of the instructor, and not subject to appeal;
- communicating student concerns to the instructor and program chair designee;
- reviewing the information with the instructor to ensure that no error has occurred in the grade calculation, and that there are no legal, ethical or professional issues, etc.;
- ensuring that the student has been given ample opportunity to discuss the matter with the instructor;
- verifying compliance with UR/SPCS grading policies and procedures;
- contacting the student to communicate that the matter has been reviewed by the instructor, program chair and associate dean, and confirming assignment of the grade(s); and,
- communicating with the program chair or designee and instructor the final results of the matter.

Following this process, the matter will be considered closed and not subject to further resolution. Grades are deemed correct on the permanent record unless notification to the contrary is received by the University Registrar within three (3) months after the close of the term specified.

## In-class vs. "Electronic" Instruction

### Background

Southern Association of Colleges and Schools (SACS) accreditation standards specify that notification must be provided to SACS if, in any program, it is possible for students to earn a degree or certificate by completing 25% or more of the program in an online format or distance education. This includes any program in which a student might be able to combine "distance education" courses in several disciplines to complete 25% or more of the requirements for the program. Hybrid courses, if less than 50% of instruction is conducted in other than face-to-face (traditional in-class) means, do not count toward the above standard. In order to clearly identify and distinguish those courses taught via traditional instruction, on-line format (distance education), or hybrid format, the following policy applies.

### Policy

All courses taught in the SPCS, other than those designated as 100% on-line, must make use of 50% or more actual face-to-face instruction ("in-class" time). The in-class time must be documented in the course syllabus and implemented fully during the conduct of the course.

Those courses that have less than 100% face-to-face instruction and are not identified as on-line courses will be designated as hybrid courses; however, hybrid courses must have clearly identifiable traditional (face-to-face) instruction and on-line sessions and assignments identified in the course syllabus and implemented fully in the conduct of the course. Hybrid courses may have no more than 49% of the course conducted through distance education (electronic) methods.

## Inclement Weather

**Classes are rarely canceled for weather-related reasons.** Please note that cancellation of SPCS classes is the decision of the University. Weather-related closings and delays for the University of Richmond are broadcast by local radio and television stations, including public radio station WCVE (88.9). Faculty, staff and students will receive weather and delay or cancellation information through email and at [alert.richmond.edu](http://alert.richmond.edu). Information can also be found by calling the Weather Hotline at (804) 289-8760. Updates and status changes will be communicated by the same channels. The official policy of the University is found online at [hr.richmond.edu/policies/workplace-expectations/inclement](http://hr.richmond.edu/policies/workplace-expectations/inclement). In addition, Campus Police can be reached at (804) 289-8715. If students show up, class should be conducted as usual. In the event that you are unable to meet your class, please follow the Medical/Personal Emergency policy. It is the duty of the instructor to notify students, if at all possible, when a class session must be canceled. **Arrangements need to be made to conduct a makeup class.**

**University Policy.** In case of inclement winter weather, the University's policy is to remain open unless there is an official announcement to the contrary via the emergency hotline (**804/289-8760**), a voicemail broadcast, an email from the Emergency Response Team (ERT) or a posting on the University's Web site [www.richmond.edu](http://www.richmond.edu). Due to the fact that the majority of our students reside on campus, the University normally operates on schedule even when other area schools and businesses are closed. Therefore, always check the hotline or Web site for the latest update or to verify any TV/radio cancellation announcements because these are sometimes reported erroneously. In remaining open, the University does not advise anyone to travel who feels that he/she cannot do so safely. Commuting students, faculty and non-essential staff should exercise their best personal judgment with regard to road conditions and other safety concerns. Faculty are asked to be understanding about the absence of commuting students. Faculty members who cannot safely get to campus should call their department and respective school's dean's



office so that a notice can be posted in the classroom. If possible, faculty should also email their students, especially if they have commuting students in the course.

## **Independent Study**

An Independent Study (IS) course is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest. In rare cases, when scheduling or other conflicts exist, a regular course may be taken as an independent study.

A student who has completed at least 60 semester hours of academic work toward a bachelor degree may elect to take a course through Independent Study. Independent Study courses may be used in the in the Areas of Study and General Distribution area and may be used to enhance courses in the major. No more than twelve semester hours may apply to the baccalaureate degree. Prior permission of the senior associate dean is required.

## **Faculty Obligation**

The student must obtain written approval of both the independent study project and the faculty member from the senior associate dean before work begins. (This can be by letter or email.)

The faculty member is expected to meet with the student at least once a week and to ensure that the work of the student is at the same level of quality and quantity as any course offered for the same number of semester hours credit. Meetings may be in-person, by phone or email.

The faculty member should prepare a detailed Learning Contract (statement of expectations and requirements, including the number of credits to be earned, method to determine progress, as well as a time-line for completion, and a description of what the finished product will be). A sample is available online at [spcs.richmond.edu/degrees/faculty](http://spcs.richmond.edu/degrees/faculty) under *Handbooks & Guidelines*. The faculty member and the student agree upon the contract before the project begins. The faculty member should send a copy of the contract signed by both parties to the Director of Enrollment Management and Student Services to be included in student's file. The contract must clearly state the number of credits to be earned.

The course approval and registration process must be completed by the regular registration deadline.

## **Roll/Grade Sheet**

The independent study course is set up by the office of Enrollment Management and Studies Services and the student is registered during the regular registration period. Registration will be completed by SPCS and confirmed by letter.

The Registrar's Office will forward an electronic roster to faculty member. As with a regularly scheduled course, the final grade for an independent study is entered online using BannerWeb. (Instructions for using BannerWeb may be found in the Faculty Handbook and online at [bannerweb.richmond.edu](http://bannerweb.richmond.edu)). The grade must be submitted during the regular semester-end grading period as published on the academic calendar.

An Independent Study must be completed in the semester of enrollment. (An "Incomplete" grade is not acceptable.)

## **Remuneration**

The salary will be a percentage (usually 60%) of the per credit hour tuition paid for the course.

NOTE: Faculty members who are directing independent studies in addition to teaching a regularly scheduled class will have their compensation distributed over the standard two or four pay periods of the semester. Faculty members who are being compensated for independent studies only will be paid on the first regular pay period after the grade has posted to the student record. The payroll deadline is the 15<sup>th</sup> of the month for payment on the 1<sup>st</sup> of the following month. When grades are not posted until the 15<sup>th</sup> or later, payment will be delayed one month.

These guidelines and along with a Sample Learning Contract are available online at [spcs.richmond.edu/degrees/faculty](https://spcs.richmond.edu/degrees/faculty).

## Make Up Exams

Faculty members are encouraged to administer tests to all the students in the same class period. Allowing students to take missed exams later should be agreed upon in advance of the original test date and be the exception, not the rule. Make-up exams can be supervised in the School of Professional and Continuing Studies office under the following conditions:

- Exams will be administered only during regular business hours Monday through Friday, starting no earlier than 8:30 a.m. and ending no later than 5:00 p.m.
- Exams can be administered by appointment only. If the exam requires a proctor, the student must call the faculty member at 289-8133 and schedule a day and time to take the exam. An appointment can be confirmed only when a room has been reserved.

Please be certain students are aware of this policy when a make-up exam is agreed upon.

## Medical/Personal Emergency (Class Cancellation)

Should the faculty member experience a medical or personal emergency, he or she should contact the respective program chair immediately. If class needs to be canceled, in an emergency, an SPCS customer service representative will try to assist the faculty member in contacting the students at home or work, after all other means are exhausted. *(Faculty are strongly encouraged to get current day and evening phone numbers and/or email addresses for every student and to use this means or establish a telephone tree [included in this handbook] to facilitate this process.)* Class time missed needs to be made up—either by scheduling an extra class session, or adding minutes to remaining sessions.

At the faculty member's discretion, he or she may ask a qualified colleague to substitute for him or her. If this alternative is chosen, any financial remuneration is between the faculty member and the colleague. The University will not authorize additional compensation over and above the agreed upon contract, and the person substituting for the contracted instructor cannot be added to the University of Richmond payroll.

## Political/Commercial Activity by Faculty

It is considered inappropriate for a faculty member to use his/her position and/or classroom to espouse any type of personal agenda. While the classroom is the forum for the exchange of various and diverse points of view, a faculty member should take caution to identify personal opinion from factual content. At no time should a faculty member use the classroom to promote a particular religious group, political party, social movement or ideological theme. It is also inappropriate for the faculty member to attempt to sell either a product or professional service to the students or promote a business in which the faculty member has a personal or financial interest. *Additionally, faculty members may NOT use their University of Richmond email address to engage in any political or commercial activity of personal or professional benefit. Use of unofficial business cards for any personal, political or commercial purpose that (a) make*

*reference to UR, (b) contain an individual's full-time or adjunct faculty rank, or (c) use the UR and/or SPCS logos, is strictly prohibited.* Additional information is available in the University Faculty Handbook at [facultyhandbook.richmond.edu](http://facultyhandbook.richmond.edu).

## **Selling Classroom Materials/Services and Collection of Fees**

University policy prohibits the direct sale of any classroom educational materials or services to students by faculty, staff, or departments. This policy is not intended to restrict course materials development or to impede course instruction; however, it does preclude faculty and staff from selling texts, services, course packs or other course materials directly to students, or collecting any fees directly from students.

Faculty members may use books or other materials which they have written, edited, or published and from which they receive royalties or other remuneration; however, textbooks and other materials that fall into this category must be handled through sales by the University Bookstore or other “outside” vendors, and fees/charges relevant to these materials may not be collected by the faculty member.

Fee collections, if necessary, are to be coordinated with the Office of Administrative and Technical Services, School of Professional and Continuing Studies, prior to academic schedule being published for the term, and before finalizing the individual course syllabus. Questions regarding this policy should be addressed to the appropriate program chair.

## **Special Seminars/Faculty Development**

Throughout the course of the academic year, the dean or the program chair may offer seminars and/or workshops designed specifically for the unique needs of the School of Professional and Continuing Studies faculty. These workshops deal with the range of issues surrounding adult education and the non-traditional student. Faculty are under no obligation to attend, but are strongly encouraged to do so to continue their professional growth, and to develop more collegial relationships with other faculty.

The University also offers a full range of guest speakers, visiting scholars and cultural events which offer faculty a broad opportunity for personal development.

## **Standards of Excellence in Teaching**

The School of Professional and Continuing Studies prides itself on the excellence of its faculty. Faculty members provide a balance between theory and real-world application and are expected to excel in communicating that knowledge in the classroom. Along with the free exchange of ideas and the freedom of discussing their subjects, which is granted to faculty members, comes the responsibility of being representatives of the University.

One of the primary responsibilities of an educator of adults is to aid students in developing the attitude that learning is a lifelong process. It is also expected of SPCS instructors that when a specific course is completed, students leave with a heightened sense of curiosity and with an increased ability to carry out their own learning.

There are many ways to teach, and while standards of excellence can be identified, instructors may be strong in many of the standards but not necessarily all of them. The ultimate outcome—student learning—can be achieved through a variety of approaches. Nevertheless, an excellent instructor should demonstrate all or most of the following:

- Communicates high expectations and provides an academically rigorous learning experience. Encourages and challenges students to do their best. (Note: It is reasonable to expect 2 – 3 hours of outside work weekly for each semester hour of credit.)

- Uses the first night of class to become acquainted with students, set the tone for the semester, explain the syllabus, communicate expectations concerning attendance, grading, class structure, participation, the honor code, plagiarism, etc., as well as teach.
- Provides a clear, concise, comprehensive syllabus the first night of class and discusses expectations and grading criteria. (See Syllabus Preparation Handbook and applicable sections of this handbook.)
- Is available to students by providing telephone numbers, email addresses and opportunities to meet with students before or after class. Responds to student messages within 24 hours whenever possible.
- Projects a professional, respectful and approachable image.
- Learns and uses the names of students quickly.
- Respects that students are adults with commitments outside of the classroom.
- Serves as a resource to students, stays current in the field and provides a bridge for students between theory and real-world application.
- Is open to support students with employment opportunities when available. (For specific policy on serving as a reference, see applicable section of this handbook.)
- Prepares effectively for each class and is organized in presenting the material.
- Meets with the class each week for the specified time but remains flexible based on student needs.
- Strives for a mutual learning experience. Focuses on student learning, using actual student needs as a baseline for course development.
- Recognizes that students learn in a variety of ways. Provides a variety of learning experiences including lecture, group work, independent research, simulations, discussions, etc.
- Encourages active learning. Provides students the opportunity to talk or write about what they are learning, relate it to past experiences and apply it to their world.
- Tests appropriately with objective grading criteria and gives prompt feedback.
- Returns papers and exams at the next class meeting with written comments as applicable along with the grade. Provides class time to review exams.
- Emphasizes the importance of clear, grammatically correct writing in all assignments and in all disciplines. (Discusses writing concerns with the director of composition and refers students to the Writing Center as appropriate.)
- Advocates the use of current technology as a means to communicate with students and as a rich learning resource.
- Demonstrates a desire for continual improvement through participation in such activities as the peer review program, reading professional articles or books, attending teaching workshops and participating regularly in academic area meetings.
- Is willing to try new techniques and incorporates new material each semester.
- Encourages student feedback and uses faculty evaluations to make course or teaching style adjustments.
- Is familiar with University policy on academic freedom, sexual harassment, the honor code, etc. as presented in this handbook.
- Exhibits commitment to student life by participating in SPCS night, graduation, and other special activities.

## Syllabus

All faculty are expected to construct a syllabus for each course they teach. An electronic copy in Word of each syllabus must be sent to Kay Robertson, Assistant to the Dean, ([krobert3@richmond.edu](mailto:krobert3@richmond.edu)), and, if

required, must also be sent to the program chair's office, and *must* be submitted each semester. These copies may be sent as an attached document via email. A copy of the syllabus should be available to students and in the SPCS office by the first class meeting.

The syllabus should include:

- Learning goals and outcomes
- A brief description (overview) of the course
- Course title, number, dates, classroom assignment and assigned day
- Course objectives
- Instructor's name, title, UR email address, and phone number
- Instructor's biography
- Text assigned
- Description of the grading process
- ADA statement and suggestions for contacting the study, writing, and speaking skills centers
- A paragraph on "Writing Across the Curriculum"
- A list of "Teacher/Student Accountability" statements:  
Statement concerning plagiarism, and the role of the student in complying with the University/SPCS Honor Code
- Detailed weekly breakdown of subject material to be covered with assigned readings and papers
- Dates of tests or other evaluated projects or assignments
- Any other information concerning course structure or requirements
- Policy on visitors to class. Suggested wording: "The School of Professional and Continuing Studies has a policy that prohibits visitors to class sessions for any reason. This policy includes relatives, colleagues and friends of both students and faculty. If you have extenuating circumstances that would warrant an exception to this policy, please discuss this with your instructor. In all cases, the instructor has the exclusive authority to provide for a classroom atmosphere that ensures maximum learning potential."
- Policy on Class Attendance
- A statement on Threat Assessment and Reporting. Suggested wording: "Anyone (faculty, staff, students, parents) with concerns about a particular student is strongly encouraged to relay those concerns as soon as possible to the appropriate dean's office of that student. The contact for reporting such instances in the SPCS is: Dr. Ellen Walk, Associate Dean (289-8770) or John Zinn, Director of Enrollment Management and Student Services (287-6378)."

While the syllabus may change somewhat over the course of a semester, it is expected that the faculty member will use the syllabus as a serious outline of mutual expectations. A more detailed handbook on syllabus construction is also available from Kay Robertson, Assistant to the Dean.

## Teaching Assignments

Faculty may be asked to oversee independent study projects, serve as reviewers on prior learning portfolios, or perform duties as requested by the senior associate dean or program chair in addition to their teaching assignments.

## Tests

Faculty are encouraged to use appropriate tests, exams, and quizzes in order to provide academic rigor to their courses. Tests and other graded assignments should be evaluated in a timely way with feedback provided to students about their performance. Students have both a vested interest and a right to know

how they are doing academically, and students learn better with quick feedback. Faculty should be prepared to explain to students how they were evaluated, and what they might do to improve their academic performance. If at all possible, graded work should be returned by the following class period. Note: Faculty are responsible for keeping adequate records of student performance in their class.

## **Textbooks and Course Packs**

### **Textbooks**

Textbook orders are placed on-line at the university bookstore's website at [www.urspidershop.com](http://www.urspidershop.com). All orders should be placed a minimum of eight weeks prior to the start of a new semester in order to allow sufficient time for the order to be generated and shipped. Faculty seeking desk copies of textbooks should do so through the Assistant to the Dean, Kay Robertson. Faculty needing help determining an appropriate text should seek the help from the textbook publisher, and are encouraged to do so by publishing companies.

### **Course packs**

Course packs are collections of articles, book chapters, and sections from other printed material. Course pack materials may require the author's permission to reprint.

Faculty may consider use of course packs in addition to or in lieu of textbooks. Deadlines are July 1 for fall semester and November 1 for spring semester. Initial contact should be made with the Bookstore (289-8493). The Bookstore will obtain information and authorize a purchase order. All articles to be included in the course pack should then be taken to the University Print Shop. Printing Services will obtain copyright clearances, determine binding needs and ascertain total cost of the package. It may take up to 30 days to determine final cost of the course pack, so faculty are advised to await final decisions on its uses until cost is determined.

To ensure conformance with current copyright laws, all course pack materials to be used during the school year should be handled as follows.

- Contact the University Bookstore (289-8493), for course pack material needs for the semester. This contact is necessary so that they can answer initial questions that you might have, plan room in the bookstore for the sale of your course pack during book rush, and authorize printing of it at the University Print Shop through the use of a purchase order. They will need at the time of this contact the:
  - Number of course packs required
  - Description or title of the material
  - Delivery date expectations
  - Class the pack will be utilized in
- To ensure that course pack materials are available when needed, the Bookstore needs the above information by July 1 (1st semester) and November 1 (2nd semester) due to the time that some copyright clearances can take to obtain.
- After contacting the Bookstore, you will be asked to take your course pack materials to the Print Shop to discuss pertinent printing directions such as the type of paper needed, setup, binding instructions, etc. The Print Shop will obtain copyright clearance from the Copyright Clearance Center before printing the course pack.
- While the processing fee by CCC is minimal, the cost of producing course pack materials will vary depending on the:
  - Copyright holder's charge for use of their materials

- Number of pages
- Type of paper used
- Type of binding
- Determining the cost of reproducing your course packs might take up to 30 days due to the research that Copyright Clearance Center needs to do in obtaining copyright permission. Course packs with many different articles and/or different sources take much longer to price than one with fewer original sources.

This process that is being suggested is a variation of models used on other campuses. This will be evaluated after using it for a semester or two and revise it if the need arises.

By following the above, the SPCS will be in compliance with copyright laws. This procedure should also make it easier for the instructor since sale of course packs will be handled through the store and not between the professor and the student. Please note that the use of Printing Services as the source of prepared materials (whether course packs or copying individual handouts) is **substantially cheaper** than using copy machines.

## **Visitors to Class Sessions**

In an effort to ensure a classroom environment that is conducive to quality instruction and learning, faculty should discourage any visitation to class sessions by those not enrolled in the course. This includes children, other relatives, friends, and colleagues of students enrolled in the course and of the instructor. In the event of an isolated emergency (such as a home crisis, absence of child care, etc.), the instructor may grant an exception to this policy for a single class session, provided that any disruption is dealt with promptly and effectively by the student to whom an exception has been granted. Faculty members have the exclusive authority to provide for a classroom atmosphere that ensures maximum learning potential.

## Semester Checklist

Faculty are sometimes confused about “administrative” items needed each semester, and the dates for completion of each item. The following are the items that must be completed by each faculty member every semester:

### Textbooks

Order student textbooks from the bookstore by going on line to the UR home page, then click “Campus Directory” (right side of screen). Scroll down to “Bookstore,” then “Faculty Textbook Requisition,” which leads to the textbook requisition form. Note that all books need to be ordered by April 15<sup>th</sup> for the fall semester, October 15<sup>th</sup> for the spring semester, and March 15<sup>th</sup> for the summer semester. Ordering textbooks for your class is the responsibility of the instructor, not Kay Robertson’s; however she will be glad to help if needed.

### Syllabi

Please ensure that Kay Robertson has an **electronic copy** (Word) of each syllabus on file on or before the first day of your class. It is to be sent directly to her as an attached electronic document – [krobert3@richmond.edu](mailto:krobert3@richmond.edu). The program chair may also require a copy for his or her files.

### Contracts

Return the signed copy directly to the School of Professional and Continuing Studies, University of Richmond, VA 23173.

### Classroom Locations

Please check Banner to make certain that classroom locations are correct. Each semester, one or more of our teachers show up at the wrong room or in the wrong building. This not only causes problems with the personal teaching schedule, but it causes even more problems on the part of the student and often begins the course in an unorganized fashion. The “Schedule of Classes” booklet that is put out each semester is as accurate as possible when it is published—usually far in advance of the first day of class. **Note that room numbers and buildings are no longer published. These are only available on BannerWeb.** Therefore, check all classes on BannerWeb to ensure the correct location. BannerWeb is the most up-to-date and accurate source of all course schedule changes, including room locations.

### UR Email Account

The University of Richmond utilizes UR email addresses for all communication. It is the responsibility of the instructor to obtain and maintain an active email address and to regularly check the “inbox” for messages. The SPCS and University use this mode for communications to/from faculty. The SPCS does not use personal email addresses to communicate with faculty. Activation of email accounts and/or questions regarding usage is done through the Information Services Help Desk, 287-6400.



## Exceptional Student Issues

There may be exceptions involving student conduct, mental/physical conditions, academic performance, and compliance with state/federal mandates that require special procedures. This section is designed to provide guidance in the exceptional cases/conditions of the academic environment.

### Active Shooter on Campus

It is highly recommended that every faculty member of the SPCS read, understand and synthesize the following guidelines involving an intruder/active shooter on campus: [preparedness.richmond.edu/hazards](http://preparedness.richmond.edu/hazards).

### Chemical Health of Students

The School of Professional and Continuing Studies participates fully in the University response to students with chemical dependency, and faculty are encouraged to be aware of these policies and to intervene in matters that arise with students in SPCS programs. Faculty are encouraged to review materials on the UR Well website at [wellness.richmond.edu](http://wellness.richmond.edu).

### Compliance with the Jeanne Clery Disclosure Act

The University has an obligation to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the attending Code of Federal Regulations. Each institution of higher education in the United States that participates in federal student aid programs must produce and distribute an annual report containing crime statistics and statements of security policy. Statistics include information on the following: murder; sex offenses, forcible or non-forcible; robbery; aggravated assault; burglary; motor vehicle theft; manslaughter; arson; and hate crimes by category of prejudice. The most recent report is available online at [police.richmond.edu](http://police.richmond.edu).

Further, this act requires that all faculty and staff who interact significantly with students (to whom students may report crimes) or University employees who take “disciplinary actions against students,” are to be aware of their role in the University of Richmond’s compliance with the Jeanne Clery Disclosure Act.

Faculty and staff members who are involved in disciplinary actions concerning liquor law violations, drug law violations and illegal weapons possessions must report these statistics to the University Police Department (289-8715).

### Convicted Felons, Admitting to Academic Programs

It is the established policy and practice of the School of Professional and Continuing Studies to carefully consider the admission of those applicants that have disclosed a felony conviction on their application. The following procedures will apply whenever a self-disclosure is evident, either for graduate or undergraduate students.

- The SPCS staff member who reviews the application has the responsibility to bring the matter to the attention of the Associate Dean for Administration.
- A review will be made by the Associate Dean for Administration of the felony conviction that is self-disclosed on the graduate or undergraduate application for admission to the School of Professional and Continuing Studies. (Note: Students have such a conviction and who do not reveal this information will be in violation of the SPCS Honor Code (lying on the application), and subject to immediate rejection/dismissal from the School and University.

- The Associate Dean for Administration will consider each situation and will typically call the applicant to discuss the matter and/or request a meeting with the applicant.
- The Associate Dean will discuss the applicant and felony conviction with the University of Richmond Police Department, who may or may not run a background check on the individual. A non-binding recommendation will be made by the URPD as to whether or not to admit the student, based on the severity of the case and/or the background check, if made. (Note: URPD does not reveal the individual applicant police background check, but does recommend action based on results of the background check.)
- Applicant is admitted or not admitted based on the evidence found and the recommendations disclosed.

ALL actions and information regarding each case will be documented in the student's file, and it is the responsibility of all parties involved to maintain careful records of the situation.

## **Disability Accommodations**

### **Introduction**

The University will comply with all applicable federal, state and local laws regarding the rights of individuals with disabilities. To facilitate such compliance, the Vice President for Student Affairs serves as the University's Disability Coordinator. The University does not discriminate on the basis of disability in admission. Therefore, applicants are not required to provide information about their physical condition or disability status prior to admission. Individuals with disabilities are invited to contact the Disability Coordinator (for the School of Professional and Continuing Studies this is the Director of Enrollment Management and Student Services) regarding any accommodations they may require upon matriculation. The University provides reasonable adjustments or accommodations in its academic programs as necessary for equal opportunity and participation for qualified students with disabilities.

### **Process**

The current University process would have any admitted student requesting accommodations for an academic program (non-credit or credit) complete, as a first step, the formal Application for Disability Accommodations. The information regarding how to request accommodations should be included in programs/courses sponsored by all of the academic departments at the University. Details are available online at [disability.richmond.edu](http://disability.richmond.edu).

It is appropriate to state a "deadline" for submission of the formal application (i.e., "The student who is requesting accommodation must complete the application requesting accommodations 10 business days before the beginning of the program — or as soon as possible, before the term"). The University requires time to meet any requested accommodations and late submission may prevent optimal meeting of all requested accommodations. We welcome all persons requesting disability accommodations, but this process MUST be initiated by the student.

The admitted student would also be advised to review the current University disability services website information.

Persons visiting the University and not taking any academic courses only need to be advised how/where to seek disability accommodations. Visitors/guests attending University programs and events do not have to complete a "formal application," only be made aware of how/what resources/ person/etc. to obtain accommodations. For example, the Modlin Center has appropriate information on their website regarding how patrons can find accessible seating, listening devices and program information: [modlin.richmond.edu/tickets/seating-charts/camp-concert-hall.html](http://modlin.richmond.edu/tickets/seating-charts/camp-concert-hall.html).

Events open to the “public” need to meet accessible guidelines for accommodation. Review links below for ideas about “event planning.

**Mid Atlantic ADA** [adata.org](http://adata.org)

The Mid Atlantic ADA has free resources, training sessions, on-line resources and publications. The above link provides good information regarding posting information, if disability accommodations are requested and gives a deadline for this request to be made.

**Job Accommodation Network** [askJAN.org](http://askJAN.org)

**Duke University Disability Services Event Planning** [access.duke.edu/event\\_planning](http://access.duke.edu/event_planning)

**Stanford University Disability Services Event** [diversityandaccess.stanford.edu/disability-access/event-planning](http://diversityandaccess.stanford.edu/disability-access/event-planning)

Assistance with disability accommodations may be obtained in the SPCS through the Office of Enrollment Management and Student Services and/or the Manager of Compliance and Administration.

## Misconduct, Student

Student misconduct in SPCS classes, including before and after class sessions, and abusive behavior or aggressiveness toward instructors will not be tolerated. The SPCS Honor Code contains a clause stating that misconduct of any nature is subject to an infraction of the Honor Code, as follows:

“Students are expected to adhere to the Standards of Student Conduct, Sanctions and Disciplinary Procedures for the University of Richmond (Revised April 2006). Failure to adhere to these standards will be considered a violation of the SPCS Honor Code.”

Student misconduct issues should be reported to the Associate Dean for Administration either by phone (804-289-8770) or in writing ([ewalk@richmond.edu](mailto:ewalk@richmond.edu)) as soon as possible. If the misconduct in class is of an aggressive nature, and/or violent in nature, do not hesitate to contact the Campus Police Department at 911 immediately.

## Nondegree Seeking Graduate Study

Students who wish to pursue non-degree graduate study in the School of Professional and Continuing Studies may enroll in a maximum of nine (9) semester credit hours of study at the graduate level provided the following conditions are met:

1. The student must complete an online non-degree seeking application;
2. The student must provide an official transcript from the regionally accredited college/university that conferred his/her baccalaureate degree, prior to registering for any graduate course. *This does not apply to students applying for graduate credit who are in-service educators or the general public who wish to take education courses through the professional development course offerings.*
3. The student must meet all prerequisite requirements of the course in which they wish to enroll;
4. The student must obtain written approval from the program chair of the respective discipline in which enrollment is desired (approval of application for non-degree graduate study);
5. The student understands that credits obtained as a non-degree seeking graduate student may or may not apply at a later time to a graduate degree program in the School of Professional and Continuing Studies.

The program chair may elect under special circumstances to permit a student to take more than nine hours of graduate credit for transfer to another institution of higher education, provided the student can

document evidence of admission to a graduate program of study at that institution and acceptance of these credit hours toward the program. Additionally, the program chair reserves the right to make exceptions to this policy deemed appropriate to his/her program area.

## **Portfolio Assessment of Prior Learning**

Students may also earn academic credit by portfolio assessment of prior learning in selected undergraduate courses for most disciplines in the SPCS. This involves developing a learning portfolio that demonstrates college-level learning that has occurred on the job or during training, through volunteer work, or by other means of educational experience. By preparing and submitting a learning portfolio, SPCS students can earn up to 15 credits toward a bachelor's degree. Three hours of portfolio credit may be applied toward the major. Students are eligible to submit portfolios upon official admission to a degree program in the School of Professional and Continuing Studies and with the prior written approval of the program chair in the discipline to be assessed. A selected list of courses that qualify for portfolio credit is available from the Office of Enrollment Management and Student Services or the program chair of each discipline.

A portfolio is a formal written communication made up of an introductory essay, a detailed narrative on a specific course and documentation. Portfolios have been successfully submitted in leadership, journalism, English, speech and many other disciplines. Sample portfolios are available for examination in the SPCS office.

Details about the Portfolio Assessment of Prior Learning are available online at [spcs.richmond.edu/degrees/admissions/application/portfolio.html](https://spcs.richmond.edu/degrees/admissions/application/portfolio.html).

## **Readmitting Students Withdrawn for Health Reasons**

In the event a student is withdrawn by the coordinating dean, for **health related reasons, including psychiatric/psychological conditions**, documentation from an appropriate health professional must be provided stating that the student is prepared/cleared to return to campus life. Additionally, copies of this documentation must be sent to the director of Counseling and Psychological Services and the director of the Student Health Center for their review. The student must also sign a confidential release for information allowing CAPS and/or SHC to contact the student's health care provider for any necessary clarification.

## **Satisfactory Progress in Graduate Programs, Maintenance**

### **Maintenance of Overall Grade Point Average (GPA)**

To qualify for the master's degree in the School of Professional and Continuing Studies, a candidate must complete the curriculum satisfactorily, with a cumulative Grade Point Average (GPA) of "B" (3.0) at the time of graduation, and the completion of the curriculum requirements within five years of starting the program. Grades assigned in the program, and grading standards, will be the prerogative of individual departments.

### **Repeat of Courses**

Courses in which grades assigned fall below academic standards for each program may be repeated one time; however, both the former grade and the new grade will remain part of the student's academic record and both grades will be used in calculating the cumulative GPA. A repeat of a graduate level course must occur within two academic years from the first course attempt, and the student must register for the same

course or equivalent, with approval by the program chair. Tuition will be charged on each attempt at the current rate at the time of registration.

### **Maintenance and Intervention for Satisfactory Progress**

Students falling below prescribed academic standards for the program in any semester will be placed on Academic Warning, with special advising intervention from the Office of Enrollment Management & Student Services. Notification of this status will be provided to program chairs. Students falling below the minimum standards for the program in two or more semesters will not be permitted to continue in the program, and will be suspended. Students may appeal the suspension for failure to maintain prescribed academic standards directly to the dean who will appoint a committee comprised of the senior associate dean and two program chairs to review the appeal and recommend a final decision to the dean. This appeal must be made in writing to the dean and received within three weeks of the last day of the term of suspension. If permission is granted to continue, no more than two courses (six semester credits) may be repeated.

### **Application for Re-admission**

Students who have been suspended from a program for failure to maintain satisfactory progress may apply for readmission after the lapse of three academic years. Applicants for readmission must meet current admission requirements and readmission is not guaranteed.

### **Threat Assessment and Response to Troubled Students**

Please note that unusual behavior or any concerns about an SPCS student (including concerns about their mental health, emotional well-being, personal safety, etc.) are to be taken seriously and will be dealt with promptly and effectively by SPCS deans/staff. Do NOT hesitate to report incidences of any nature.)

Anyone (faculty, staff, students, parents) with concerns about a particular student is strongly encouraged to relay those concerns as soon as possible to the appropriate dean's office of that student:

1. Undergraduate women: Westhampton College Dean's office (804-289-8468)
2. Undergraduate men: Richmond College Dean's office (804-289-8061)
3. Law students: Kris Henderson (804-289-8186)
4. School of Professional and Continuing Studies students: Dr. Ellen Walk (804-289-8770) or John Zinn (804-287-6378)

NOTE: (1) Students who are medically at risk or grossly impaired should be sent directly to a hospital emergency room, typically via ambulance called by UR police, and be evaluated at the hospital. (2) If the student seems to be an imminent risk of engaging in violent behavior (toward self or others), please call UR Police immediately (x8911).

The dean's office may take a variety of actions, depending on the nature and severity of the concern, taking into consideration all available information:

1. Nothing further recommended (no, or minimal, evidence of distress/concern).
2. Recommend the student seek appropriate sources of help (e.g., counseling or health services). The student decides whether to follow this recommendation or not; no follow-up requested or needed.
3. Strongly encourage the student to seek appropriate sources of help (e.g., counseling or health services) and request authorization to be notified if/when student follows through.
4. Mandate that the student be evaluated (in terms of risk to self and/or others; or gross impairment in ability to care for self).

If the results of evaluation indicate student's functioning is significantly impaired or student is at imminent risk of harming self or others, hospitalization and/or medical withdrawal from school may be warranted so that the student can get appropriate treatment and return to school when health and functioning are improved.

When the student is ready to return, she/he is required to submit appropriate documentation by treating professionals before the dean's office, in consultation with other university staff (primarily CAPS and/or SHC), will allow them to re-enroll.

In extreme situations, involuntary commitment procedures may be initiated to hospitalize an impaired, but unwilling student (this requires community services board involvement, and usually police as well).

In situations where a potential threat of harm exists, the Threat Assessment Team (i.e., representatives from the appropriate dean's office, UR Police, Student Health, CAPS) will meet to discuss the situation, gather additional information (as needed), and explore the best option for responding. Other faculty, staff, and administrators may be asked to participate, depending on the nature of the situation, and their relationship to the student in question.

## **Faculty**

For concerns about UR faculty, please contact the provost or dean of the appropriate school; for concerns about UR staff, please contact Human Resources: 804-289-8747.

Members of the University of Richmond Threat Assessment Team are listed online at [studentdevelopment.richmond.edu/student-concerns/threat](http://studentdevelopment.richmond.edu/student-concerns/threat).

## **Time Limitations on Degree Completion**

### **Undergraduate Study**

Requirements for degree completion are based on those stated in the *SPCS Catalog* for the year in which a student matriculates in a specific program. A student will have a maximum of seven (7) years, or fewer if indicated by specific program requirements, to complete a degree based on those catalog requirements at the time of matriculation. Following the initial time period stated in program requirements, a student may be re-admitted to the current program, subject to re-application and approval by the program chair; however, current catalog requirements will be in effect at the time of re-admission to the program.

Program chairs will have the final determination, at all times, of current courses that may be substituted for catalog requirements at the time of matriculation

### **Graduate Study**

All requirements for graduate degree completion must be fulfilled within five (5) years or fewer if indicated by specific program requirements of matriculation in the program. Students may submit a written request for an extension of this statute of limitations to the program chair, subject to approval by the SPCS Dean or appointed representative.

### **Transfer of Graduate Credits**

Up to 6 (six) semester hours of graduate credit may be transferred toward a graduate program in the School of Professional and Continuing Studies (SPCS). Transfer credits may be accepted only from another fully accredited institution of higher education. In order for graduate academic credits completed prior to admission into an SPCS program to be considered, credits: (1) must have been completed within

the past five years with a grade of “B” or better; (2) must not have been used to satisfy requirements for another degree or certificate at the University of Richmond or another institution of higher education; and, (3) must be approved by the program chair. Possible transfer credits completed while in the SPCS program must receive prior approval by the program chair. Except by waiver, no more than 6 hours may be transferred into an SPCS graduate program.

## Faculty Resources

### Access to Library Databases

The University of Richmond Library makes it easy for members of the University community who live off-campus to access library databases. Students, faculty and staff can connect to any online database listed on the library web pages. Clicking on one of the databases will bring up a pop-up window that will ask for a NetID and a password; after providing these, access to the database selected will be permitted. The online database pages are online at [library.richmond.edu/information/databases.html](http://library.richmond.edu/information/databases.html).

Faculty who have not activated their computer account or who have forgotten their NetID/password should contact the Information Services Help Desk at 287-6400 for assistance.

### Audiovisual Equipment

Certain items of audiovisual equipment are available from the Telecom/Media Support Services division of Information Services. The following items are available by calling Extension 6500 (287-6500) at least 24 hours in advance of the class session:

- Data projectors and laptops
- Video conferencing equipment
- Over-head projectors (usually provided in each classroom)
- Slide projectors
- VCR's
- DVD's
- TV's

**NOTE: Please do NOT expect this service to provide equipment on short notice;** however, with reasonable requests (sufficient time) this is a wonderful resource to enhance the classroom environment. Technicians are available to assist with the operation of this equipment, prior to the start of the class.

### BannerWeb

BannerWeb is the central academic operating system for the University of Richmond and the School of Professional and Continuing Studies. This system may be accessed online at [bannerweb.richmond.edu](http://bannerweb.richmond.edu).

BannerWeb provides many useful services to both students and faculty. For example, students may use BannerWeb to view their unofficial transcript; review holds on their accounts; look up classes to add; view current class schedules; and register, drop, or add courses.

Faculty and advisors may use BannerWeb to view and download class rosters and advisee lists; look up classes for course enrollment; submit final grades; and view their personal course schedule.

Both students and faculty/advisors may also access GradTracker through BannerWeb.

Instructions for using BannerWeb are available on the Registrar's website at [registrar.richmond.edu/registration/bannerweb](http://registrar.richmond.edu/registration/bannerweb).

### Boatwright Memorial Library

[library.richmond.edu](http://library.richmond.edu)

Hours of operation. Updated regularly and online at [library.richmond.edu/about/hours.html](http://library.richmond.edu/about/hours.html)



## Center for Teaching, Learning & Technology

The Center for Teaching, Learning & Technology, located in the Boatwright Library, is a resource for assisting others in the design, creation, and evaluation of innovative learning experiences. Center resources include people, equipment, skills, and ideas for partnering with members of the University community to improve the educational experience of our students. For more information, please visit the CTLT online at [learning.richmond.edu](http://learning.richmond.edu).

## Community Based Learning through the Bonner Center for Civic Engagement

If you want to offset costs in your community-based learning (CBL) course, you may submit a [Course Support Grant application](#). Some examples of previously approved small grants include funding for speaker fees, transportation costs, and materials. This is a superb course of action for multiple guest speakers or panels of community speakers. More information about Course Support Grants is available at [engage.richmond.edu/cbl/faculty/grants.html](http://engage.richmond.edu/cbl/faculty/grants.html).

## Computer/Telecom/TLC Assistance

The University of Richmond Computer Help Desk serves all faculty, staff and students. Assistance is provided for instructor's desktop computer needs and other telecom support. The Help Desk can be reached from an off-campus location at (804) 287-6400, from on-campus at extension 6400, through email [helpdesk@richmond.edu](mailto:helpdesk@richmond.edu), via Live Chat or by visiting the Help Desk in person in Jepson Hall G-19 (basement).

### Hours for Assistance

Hours of Help Desk and Telecom/Media support are posted on the Information Services website at [is.richmond.edu](http://is.richmond.edu).

Hours of the Technology Learning Center are available online at [is.richmond.edu/academic](http://is.richmond.edu/academic).

When students are on break and there are no classes being conducted, the Help Desk closes at 5pm. We also have special hours during the summer. 8:30 AM to 6:30 PM Monday through Thursday, 8:30 AM to 5:00 PM on Friday.

Weekend Phone Support - Please call the Help Desk x6400 (287-6400 off campus) and leave a voice mail message. A technician will check the voice mail hourly. If it is an emergency please use the pager number supplied.

## Copying Materials for Instruction

A copy machine is provided in the Special Programs Building for SPCS faculty use. Faculty are reminded that usage of the photocopy machine increases later in the day prior to the start of evening classes. Please **plan ahead** to avoid delays in this process. Faculty and staff are not permitted to copy personal items or materials for any other usage other than SPCS instruction or program administration. Faculty are encouraged to plan ahead and utilize the University Printing Services for copying materials. This means of copying is much less expensive than copying materials on the SPCS or other copy machine. Contact Kay Robertson for assistance. **Another and a better alternative is to place materials on Blackboard.**

## Copying Materials for Class Distribution (Online Courses)

Recent changes in copyright laws have an impact on teaching materials that can be transmitted for online courses. There are a number of helpful websites that provides guidelines for use of copyrighted material in an instructional setting. Information Services provides an overview online at [is.richmond.edu/policies/general/use-of-technology.html](http://is.richmond.edu/policies/general/use-of-technology.html).

If there are questions about general guidelines for using materials for a class, placing items on reserve, or copyright for publication, please contact Carrie Ludovico, the SPCS Librarian, at [cludovic@richmond.edu](mailto:cludovic@richmond.edu) or (804) 287-6647.

## Grants, Adjunct Faculty

The Office of Foundation, Corporate & Government Relations (FCGR) provides campus-wide leadership and support to faculty and administrators seeking to secure external funding (grants, fellowships, (sub)contracts, etc.) for individual or collaborative research, institutional programs, and other scholarly and creative endeavors. Please note that all applications (digital or on paper) for external support must be routed through FCGR for review prior to submission. We are here to assist in all phases of this process. The FCGR website, [grants.richmond.edu](http://grants.richmond.edu) provides answers to many of your grant-related questions. Please contact us any time with your questions or proposal submission plans. Contact ext. 8444, Suite 100 Puryear Hall, or [rlambert@richmond.edu](mailto:rlambert@richmond.edu).

## Field Trips

Faculty are encouraged to take field trips that may enhance the content and nature of the course. The course syllabus should indicate any field trips that are required as a part of the class, including any costs that students might incur. Optional field trips should also be noted in the syllabus. In all cases, students are responsible for any costs, including transportation, related to field trips.

## Funds, Special for Adjunct Faculty

Forms for special funds for adjunct faculty are available online at [spcs.richmond.edu/degrees/faculty](http://spcs.richmond.edu/degrees/faculty).

## Professional and Personal Development Fund

Each faculty member is entitled to request \$100 *per year* from the SPCS Faculty Professional and Personal Development Fund. The money is to be used to support teaching in the SPCS, and for personal growth and development, including use of the Weinstein Center for Recreation and Wellness. The senior associate dean must approve all requests in writing before funds are used.

## Instructional Support/Social Fund

Each semester, a faculty member can expend funds for the purposes of social or instructional support. There is a maximum of \$50 per three-credit course or \$100 for a six-credit course. Each request must be approved in writing by the senior associate dean in advance of the activity.

## Guest Speaker Fund (Honorarium)

Faculty members are permitted to occasionally invite a guest speaker to his/her class; however, these events are considered to be the exception and not regular or routine. The faculty member is expected to be in attendance for all guest speakers. The SPCS may authorize a small stipend (\$50) for a guest speaker,

but approvals for such requests are made in writing to the senior associate dean **in advance of the activity**.

Submit requests for reimbursement following guidelines of the University, and attach the *SPCS Adjunct Faculty Fund Request* form with *original* receipts, after the activity concludes or purchase is made.

An *Instructional Support Services Contract* form must be submitted in order to effect payment to the guest speaker. Unless other arrangements are made, payment will be made directly to the guest speaker.

## **I.D. Cards (One Card)**

Faculty are issued university picture I.D. cards at the beginning of the first teaching assignment. I.D. cards are available from the One Card Services Office, Heilman Dining Center (next to the Post Office) and are printed while you wait. The hours are 8:30 a.m. - 5:00 p.m., Monday through Friday. These cards, which are valid for the year, are bar-coded with a University-assigned identification number and can be used to check books out of the library and for identification at other university events. The same office replaces lost or damaged cards.

The UR I.D. can also be used as a debit card by establishing a Spider Account. This program uses pre-deposited funds to pay for purchases on campus, including campus food services and vending machines. For details about the Spider Account visit the One Card website at [onecard.richmond.edu](http://onecard.richmond.edu)

## **Library Contacts, SPCS**

**To request in-class library instruction**, contact Carrie Ludovico at [cludovic@richmond.edu](mailto:cludovic@richmond.edu) or 287-6647. If Carrie cannot provide the needed instructional session(s), she will work with her colleagues to make sure the best qualified librarian can provide the service.

**To recommend materials for the library collection**, contact Kevin Butterfield at 289-8456 or [kbutterf@richmond.edu](mailto:kbutterf@richmond.edu). Kevin is also the SPCS contact to alert when any new course or program is in development. This will assure that SPCS and the library can collaborate on library resources issues from the inception of a new program.

**For questions about library policy and procedures** (e.g., hours, e-reserves, copyright issues), contact Kevin Butterfield at 289-8456 or [kbutterf@richmond.edu](mailto:kbutterf@richmond.edu). Given the library's complexity, it is impossible to anticipate every question and there is no easy way in which to identify which of a number of library staff can best answer a particular question

## **Parking**

All vehicles must be registered with the Campus Police. Adjunct faculty are provided with an annual parking decal at no charge. Vehicles may be registered online at [parking.richmond.edu](http://parking.richmond.edu) or in person at the Campus Police office. If the car is registered online, the decal will be sent to the SPCS office by Parking Services and will be placed in the faculty member's mailbox. They will no longer be issued in the SPCS office. The decal must be affixed to the rear of the registered vehicle.

Decals are issued at the beginning of each academic year and are good for our years. Faculty cars parked in prohibited areas will be ticketed. On nights of basketball games, parking can be difficult for both students and faculty and early arrival may be helpful. You are encouraged to know and follow all parking restrictions.

## Paychecks

Faculty teaching regularly-scheduled classes meeting for the 15-week semester will be paid in four (4) equal paychecks issued on:

- October 1, November 1, December 1 and January 1 for the fall term;
- March 1, April 1, May 1 and June 1 for the spring term.

Partial term payments will be issued as follows:

- For those teaching in the first 7 ½ weeks of the fall semester: 2 checks, 10/1 and 11/1
- For those teaching in the last 7 ½ weeks of the fall semester: 2 checks, 12/1 and 1/1
- For those teaching in the first 7 ½ weeks in the spring semester: 2 checks, 3/1 and 4/1
- For those teaching in the last 7 ½ weeks in the spring semester: 2 checks, 5/1 and 6/1

Faculty teaching independent studies only will be paid in one payment on January 1 for the fall semester and June 1 for the spring term.

Faculty teaching in the summer sessions receive paychecks based on the individual summer term.

Questions about paychecks, taxes or other deductions should be directed to the Payroll Office (289-8170).

# Student Resources

## Academic Skills Center

[asc.richmond.edu](http://asc.richmond.edu)

The Academic Skills Center (ASC) offers academic support to all University of Richmond students through counseling, tutoring and selected workshops. The Center deals with academic performance issues and the social adjustment to the University and emphasizes study skills.

The Center features a unique “Peer Academic Skills Tutoring” program in such areas as Calculus, Accounting, History, Foreign Language, Economics, Finite Mathematics, Statistics, Study Skills and Time Management. Assistance is available either in one-on-one tutoring sessions, group tutoring or group study sessions.

## Career Advising

Today’s knowledge-based economy requires people to be resilient and flexible in a continually changing workplace. Specialized Career Services are available to credit-seeking SPCS students and alumni to assist them in accomplishing transitions more efficiently by taking an active role in the Career Management Process. Career Services include guidance in re-evaluating interests and skills, creating job search strategies, and revitalizing resumes. To schedule a career consultation, credit-seeking SPCS students and alumni can contact Tonya Osmond, Assistant Director of Career Services for Alumni and SPCS, at (804) 289-8547.

## Information Services

[is.richmond.edu](http://is.richmond.edu)

Information Services, located on the lower level of Jepson Hall (phone 287-6400) offers faculty and students access to personal computers and other hardware, as well as establishing email accounts and other Internet services.

There are a number of computer labs available on campus. On the lower level of Jepson Hall there is a general student-computing lab available daily during the academic sessions. This lab has Microsoft Windows workstations available for student use. There are five instructional labs primarily on the lower level of Jepson used as computer classrooms but they may be open for student use when a class is not in session. An electronic classroom in Boatwright Library serves as an open computing lab when it is not being used as a library classroom. A Macintosh lab is housed in North Court.

## Library

[library.richmond.edu](http://library.richmond.edu)

The libraries of the University of Richmond are dedicated to serving the academic and research needs of the University. The libraries consist of the Boatwright Memorial Library (the main library), which includes the Business Information Center, the Science Library located in the Gottwald Science Center, the Music Library located in the Modlin Center, and the Law Library in the T. C. Williams School of Law.

The libraries offer a range of services, such as circulation, reference, inter-library loans and reserves. In addition, study carrels are available to faculty upon application to the library committee. Bibliographic instruction is available. Other services include the Media Resource Center, which serves the audio-visual and non-print needs of the University.

The SPCS, in cooperation with the Boatwright Memorial Library, employs an instructional librarian to assist with distance education and other instructional support needs. This person is invaluable in providing services to students and faculty for educational resources, inter-library loan materials, acquisition of “hard-copy” resources from the Library, research, and other resources needed to ensure quality instruction and learning at off-campus sites. Contact the Instructional Librarian at [cludovic@richmond.edu](mailto:cludovic@richmond.edu) or 287-6647.

## **Online Writing Lab (OWL) for SPCS Students Only**

The Richmond OWL is a Web-based tutoring service exclusively for students in the School of Professional and Continuing Studies. Using OWL, students may submit papers electronically and receive feedback from a tutor. Tutors will monitor OWL daily, and they will read drafts and return them with commentary. Since faculty consider a visit to the Writing Center a mark of dedication to do extra work, the tutor will also send a tutorial report to student’s professor. Face-to-face meetings with OWL tutors are also available. Tutors need 48 hours to review papers and supply commentary, so students should plan enough time before submitting your drafts. More information can be found online at [spcs.richmond.edu/degrees/students/academics/owl.html](http://spcs.richmond.edu/degrees/students/academics/owl.html).

## **Speech Center**

[speech.richmond.edu](http://speech.richmond.edu)

Students, faculty, and staff may come to the Speech Center for preparation assistance and videotaped practice assessment prior to giving a speech, participating in a forum or panel discussion, or scheduling an interview. Trained student speech consultants staff the Speech Center at all three locations. A resource library, located at the main Speech Center in Webb Tower, contains sample student presentations, speeches by noted individuals, and self-study programs on laser-disc and CD-Rom that address particular aspects of public speaking. The main center is equipped for PowerPoint, overhead, multimedia, flip chart, and slide presentations. Anyone wishing to make an appointment is asked to: (1) sign up on the reservations boards on-site, or call at least two days in advance, and (2) bring notes, any visual aid resources, and a videotape to the appointment.

As the instructor, please be proactive in identifying any potential problems early on in the semester in order to require (or suggest to) a student to use the services of the Speech Center. This is especially important, as toward the end of the semester, it becomes more and more difficult to find an open appointment time.

## **Student Government Association**

[spcs.richmond.edu/sga](http://spcs.richmond.edu/sga)

School of Professional and Continuing Studies students are represented by a Student Government Association (SGA), which is headed by an elected president. The purpose of the SGA is to promote activities and further the interests of SPCS students. It sponsors the Jean H. Proffitt Service Award presented to a graduating senior chosen by his/her peers for outstanding service to the University and/or community at-large.

## **Writing Center**

[writing.richmond.edu](http://writing.richmond.edu)

The Writing Center provides individual writing tutoring to students in any course or academic discipline. Tutors, who have received special training, are available to assist students at any stage of paper development—from initial notes to final product. Papers may be in any form. Tutors also provide advice on how to format a paper, use references and develop a bibliography. The Center also provides assistance to those wishing to improve their word processing skills, or to second language students with special needs.

## Other Policies

### Academic Freedom

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the “1940 Statement of Principles on Academic Freedom and Tenure,” formulated by the Association of American Colleges and the American Association of University Professors. As a marketplace of ideas, the University cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. For further information, see Section III of the UR Faculty Handbook online at [facultyhandbook.richmond.edu/Ch\\_III/index.html#academic\\_freedom](http://facultyhandbook.richmond.edu/Ch_III/index.html#academic_freedom)

### Affirmative Action

The University has a policy of non-discrimination with regard to race, color, sex, age, religion, national origin or physical disability. It is the intent of the University’s employment and personnel practices to conform to all applicable federal, state and local laws and regulations regarding non-discrimination. It is the obligation of every employee of the University in his/her area of responsibility to adhere to this policy.

**Abstract<sup>2</sup> of Policy on Services for Students with Disabilities.** The University of Richmond complies with Section 504 of the Rehabilitation Act of 1973 which states that “no otherwise qualified handicapped individual... in the United States shall, solely by reason of... handicap be excluded from the participation in, be denied the benefits, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Office of the Vice-President for Student Affairs assumes responsibility for seeing that the University is properly interpreting federal regulations requiring that the University take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of reasonable accommodations for students with a physical or mental impairment. The University Disability Coordinator (Vice-President for Student Affairs), assisted by Disability Advisors (e.g., CAPS psychologists, law school associate dean), will be responsible for the University’s compliance with these regulations.

Sufficient advance notice is required in order to give the various academic and service areas a reasonable period of time to evaluate and respond to requests. Students should complete the steps listed below well in advance of the anticipated need for services.

- Students must be admitted to and/or enrolled in the University.
- Students requesting auxiliary aids, academic adjustments, or other special services should first complete the “Request for Disability Accommodation” form available from the Office of the Vice-President for Student Affairs. If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must provide a copy of a report of the diagnosis from appropriate professionals. Such diagnosis is subject to verification by the University.
- The University Disability Coordinator (the vice-president for student affairs) or designees (disability advisors), will make a case-by-case determination of the student’s educational need for

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<sup>2</sup> Policy on file in the Office of the Vice-President for Student Affairs, Tyler Haynes Commons Building, Room 338, University of Richmond, Richmond VA 23173 (Tel. 289- 8032).



the requested auxiliary aid, academic adjustments, or other accommodations determined to be reasonable. A “Disability Accommodation Notice” will be provided to the student for use in arranging the permitted accommodations.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution through the University’s grievance procedure. Information and consultation on these procedures are available through the Office of the Vice-President for Student Affairs.

## **Harassment and Discrimination (including Sexual Harassment)**

Every University staff member, faculty member and student has the right to work and study in an environment free from discrimination and harassment and should be treated with dignity and respect. The University prohibits discrimination and harassment against applicants, students, faculty or staff on the basis of race, religion, national or ethnic origin, age, sex, sexual orientation, disability, status as a veteran or any classification protected by local, state or federal law.

The University’s policy against discrimination and harassment (“Policy”) incorporates protections afforded by Title IX of the Educational Amendments of 1972, which prohibits discrimination in educational programs and activities based on gender. The Policy also incorporates all other local, state and federal laws, including Title VII of the Civil Rights Act of 1964. Any individual whose conduct violates the Policy will be subject to disciplinary action up to and including termination for faculty and staff and expulsion for students.

Harassment is the creation of a hostile or intimidating environment, in which verbal or physical conduct, because of its severity and/or persistence, is likely to interfere significantly with an individual’s work or education, or affect adversely an individual’s living conditions on campus.

- Illegal and improper harassment based on any of the classifications in paragraph 1, may include, for example:
  - Making unwelcome or offensive comments about a person’s clothing, body or personal life;
  - Use of unwelcome or offensive nicknames or terms of endearment;
  - Offensive jokes or unwelcome innuendoes;
  - Any suggestion that sexual favors, race, religion, national or ethnic origin, age, sex, sexual orientation, disability, status as a veteran or any protected classification would affect one’s job, promotion, performance evaluations, grades, working or educational conditions; or
  - Other conduct that creates a work or educational environment that may be considered offensive or hostile, even though some employees or students might not find them objectionable.

Sexual harassment, in particular, may consist of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when one or more of the following occur:

- Submission to or rejection of such conduct is made a term or condition of an individual’s employment or academic success;
- Submission to or rejection of such conduct is used as the basis for employment or academic decisions; or
- Such conduct has the purpose or effect of interfering with an individual’s work or academic performance or creates a hostile, intimidating or offensive work or educational environment.

The University has designated Carl Sorensen, Associate Vice President of Human Resource Services, (first floor, Weinstein Hall, 289-8165), [hereafter designated as “Director”] as the University’s representative to handle issues arising under the Policy, including Title IX. Individuals who need further information or clarification of the Policy should contact the director directly. Staff, faculty and students who feel they have suffered discrimination or harassment in violation of the Policy should follow the

Complaint Resolution Procedure as found online at [hr.richmond.edu/policies/workplace-expectations/harassment.html](http://hr.richmond.edu/policies/workplace-expectations/harassment.html).

(The Policy also applies to complaints of harassment or discrimination involving applicants for admission or employment, or persons aggrieved by third parties such as contractors or vendors serving the University.)

## Honor Code, SPCS

### Preamble

The University of Richmond and each of its academic schools adhere to an honor code based on individual integrity and individual responsibility. By enrolling in the School of Professional and Continuing Studies, students commit themselves to maintaining the highest standards of honorable behavior possible, both in the pursuit of their academic objectives as well as in their general conduct. These objectives are central to individual learning but also in creating an environment conducive to learning generally.

### Honor Code Violations

Honor Code violations must be reported to the dean's office within ten days of the alleged offense, and must be documented in writing by the accuser, including all supporting documents. Generally, Honor Code Violations occur in one of the areas identified below.

**Cheating.** Cheating is the deliberate submission of work that is not one's own or that violates a professor's instructions for work to be considered for a grade or credit. The giving of illegal aid and the attempt to submit work that is not one's own also shall be considered cheating.

- Use of testing material from past testing periods as a study guide shall be acceptable unless prohibited by the instructor.
- Use of knowledge of the contents of present tests shall be considered cheating unless such usage is authorized by the instructor. "Knowledge of the contents" is defined as conversation about the test with students who already have completed it or examination of the test paper itself.
- Use of or attempted use of unauthorized notes or tapes during completion of the test is assumed to be prohibited.
- Unauthorized use of electronic information generated by faculty or other students in the completion of the assignment shall be considered cheating.

**Plagiarism.** Plagiarism is the presentation, oral and/or written, of words, facts, or ideas belonging to another source without proper acknowledgment.

**Lying.** Lying is the making of a statement one knows is false with the intention to deceive. It includes such actions as:

- Lying to faculty, administration or staff members of the university community.
- Falsifying the content of any university paper or electronic record by mutilation, addition, deletion, or forgery.
- Lying to any Honor Council, Judicial Board/Council, or Advisory Board member

**Academic Theft.** Academic theft is the unauthorized removal or mutilation of academic materials depriving or preventing others from having equal learning opportunities. Such materials include, but are not limited to, print, film, tape, and electronic databases.

**Student Misconduct.** Students are expected to adhere to the Standards of Student Conduct, Sanctions and Disciplinary Procedures for the University of Richmond (Revised April 2006). Failure to adhere to these standards will be considered a violation of the SPCS Honor Code.

## Procedures

An honor violation must be reported to the dean's office within ten (10) days of the alleged infraction. The report must include a description and evidence of the offense, the time it occurred and the person(s) involved. The dean (or appointed designee) will review the alleged violation within ten (10) working days and take the action deemed appropriate. The review process might include interviews with the accused, the accuser(s) and/or witnesses to the actual honor code violation.

Possible penalties include, but are not limited to, the following:

- Meeting with the dean (or appointed designee).
- Written reprimand.
- Honor probation – This includes specification of whether or not the student placed on probation shall be subject to suspension or to separation upon conviction of a second Honor offense.
- Loss of academic credit.
- Suspension – This suspension may be for any period up to a maximum of three college years and loss of credit in one or more courses enrolled in at the time of the violation.
- Separation from the University of Richmond and loss of credit in all courses enrolled in at the time of the violation.

If the accused student wishes, he/she may elect to seek peer review of the case. The School of Professional and Continuing Studies Student Government Association President plus two current students appointed by the president compose the Honor Council. The Council is charged with reviewing the information available within ten (10) working days of the notification to the Honor Council. The Council may interview anyone it deems appropriate who are actual witnesses to the infraction and are endorsed by the Council as appropriate to the case. The Council makes a recommendation to the dean about guilt or innocence and the recommended penalty. The dean then uses this information in making the final decision.

All information gained in this process is deemed confidential. The dean has final and full discretion in all Honor cases.

## Writing Resources

As part of the learning process, students must learn the proper procedure to document and cite work that is not their own. Failure to do so constitutes plagiarism, whether intentional or not, and is always unacceptable. It is incumbent upon each student to learn and follow the rules of documentation and citation. Faculty may use their discretion in deciding whether or not to report plagiarism under the Honor Code, with intent to commit plagiarism having some bearing on their decision as well as on the decision of whether or not to impose a sanction.

While the rules governing plagiarism may seem complex, several sources are available to assist students in documenting their sources. These include:

- *The Modern Language Association Handbook*
- *A Manual for Writers* (Kate Turabian)
- *The Publication Manual of the American Psychological Association*

All are available at most bookstores. You can also consult the University of Richmond Writing Center in person or on the Web. Additionally, style manuals that include citation rules for a variety of resources are available through the Boatwright Library website at [libguides.richmond.edu/citingsources](http://libguides.richmond.edu/citingsources). One can always follow a simple rule: when in doubt, cite!

## **Peer Reviews, Faculty**

The SPCS employs a peer review process, either involving a peer-peer approach or using a single reviewer for multiple classes (roving peer model), depending on departmental practice. The school-wide standards are that every instructor will participate in the review process during the initial four semesters of teaching and then every five years thereafter. Details on the process are contained in the *Peer Review Handbook*, available online at [spcs.richmond.edu/degrees/faculty](http://spcs.richmond.edu/degrees/faculty). It is important to note that the process is formative and not summative, focused on helping individual instructors enhance their respective teaching abilities.

Faculty who conduct a peer review are paid \$100 when the peer review is completed and approved by the academic program chair. Note: This process requires completion of the *Contract for Instructional Support Services Form* in order for payment to be made.

# Appendices

## Appendix A: Telephone Numbers

The main number for SPCS is (804) 289-8133. Other SPCS faculty and staff numbers can be accessed in the SPCS Faculty and Staff Directory online at [spcs.richmond.edu/people/staff.html](https://spcs.richmond.edu/people/staff.html). All numbers are in the 804 area code.

- Academic Skills Center 289-8545
- Boatwright Library (Recorded information) 289-8664
- Bookstore 289-8491
- Career Development Center 289-8547
- Technology Learning Center 289-8772
- Inclement Weather Hotline 289-8760
- Financial Aid 289-8438
- Modlin Center Box Office/Information 289-8980
- Marsh Art Gallery 289-8276
- Registrar's Office 289-8639
- Robins Center Ticket Office 289-8914
- Speech Center 289-8814
- Student Accounts Office 289-8147
- University Police Emergency **911 or 804-289-8911 on mobile**
- University Police Non-emergency 289-8715
- Parking Services 289-8703
- Writing Center 289-8935

## Appendix B: Guidance on Faculty Recommendations of Students to Employers

*The following article is excerpted from Spotlight, the newsletter of the National Association for Colleges and Employers.*

**Faculty Referrals and References.** Lately, the legal department at the National Association of Colleges and Employers has received an overwhelming number of email and telephone inquiries on the potential risks/liability that an institution faces when a faculty member refers students to employers for job opportunities. This article will address the most commonly asked questions. For answers to specific questions, please contact your organization's legal counsel to determine your institution's policy on providing references and referrals. Also, while this article addresses faculty involvement in the recruitment process, the principles are relevant to anyone—career services practitioners, administrators, faculty, and employers—involved in the recruitment process as a referrer, reference giver, or employment decision maker.

Many employers view faculty members' input as vital to the recruitment process. A faculty member has seen the student "in action" and can give the employer a sense of the student's academic ability and possible aptitude for certain work. Moreover, a faculty member probably has had first-hand experience with the student, perhaps in class or during an assistantship.

When counseling faculty in their role in the recruitment process, keep in mind three legal concerns: The Family Educational Rights and Privacy Act (also known as the Buckley Amendment); the law of defamation; and the equal opportunity in employment laws. The Buckley Amendment states that an educational institution may not disclose personally identifiable information from a student's education record without the student's written consent. Should disclosure occur without consent, the institution could lose all or some of its federal funding. Faculty, as employees of the institution, could be considered the institutions' agents for the purpose of making disclosures. Thus, a faculty member must understand that to disclose anything contained in the student's education record will require the student's consent.

Opinions of the student's work or ability to perform in a specific position are not considered part of the student's education record, and therefore do not require a written consent under the Buckley rules. However, the common law concept of defamation will come into play if the statement is untrue, given without regard to its truth or falsity, offered for a malicious purpose, or disclosed to an individual without a real need to know. Most lawyers advise any individual acting as a reference to **obtain the prospective employee's consent before providing employment or academic information to an employer.** While this will not completely protect the reference provider if the information is untrue, it protects the person from the accusation that he/she was not authorized to give out information. Lawsuits arise more often when an individual is caught unaware that information has been disclosed than when the person was aware of the disclosure.

Many individuals believe that when a student waives his or her right to review a written reference, the reference writer becomes immune to a charge of defamation. That is not true. A student cannot waive the right to a truthful reference whether it is written or verbal. The best defense against defamation is to make sure that the student agrees to have a faculty member as a reference. The faculty member must be candid with the student regarding the nature of the reference information that will be given, and must be factual and honest with the prospective employer.

When faculty are asked to select individual students for an employer's consideration, faculty must make recommendations without regard to the student's race, color, national origin, gender disability, religion, age, and veteran status. (Selections should not be based on sexual orientation, marital status, or parental status. Some states offer legal protection to these groups.) In addition, a faculty member could be cited

for violating anti-discrimination laws if he or she discloses information regarding an individual's protected status that results in the student not being hired.

If referrals are based upon objective criteria—grade in class, work on a project, work experience with the faculty—make sure that the criteria are job related. Faculty who refer “favorites” may have a hard time proving job relatedness. Moreover, many times using “favorite” as a criterion results in the “halo” or “like me” effect (that is, referring those individuals that look and act like you), which could result in a discrimination claim. The best way to avoid this is to refer all interested students for an employer's consideration. If the faculty member agrees to make student selections, the selections should be based upon an understanding of the employer's need for certain skills as compared to the skills possessed by the students.

In short, any advice to faculty should include:

- Do not disclose any information regarding a student's education record without the written consent of the student. Informal lunch discussions or off-the-record telephone conversations with prospective employers regarding a student's performance should be avoided unless the student has consented for the faculty member to be a reference.
- A faculty member should verify a student's consent when an employer contacts the faculty member and advises that the student has given permission for a verbal reference. Such verification could include a copy of the student's signed application listing the faculty as a reference, the listing of the faculty member on the student's resume, or verbal confirmation of permission by the student to the faculty member.
- Information given should be factual and based upon personal knowledge or observation of the student.
- Respond to direct and specific inquiries about the student or job applicant. Direct the response to the particular person who requested the information.
- Relate the reference to the applicant's specific position and the work that the applicant will perform.
- Avoid giving personal opinions or feelings. If a faculty member makes subjective statements or gives opinions, the faculty member should clearly identify those statements as opinion.
- Do not include information that might indicate the applicant's race, religion, color, national origin, disability, gender (unless the individual's name makes this obvious), or marital or parental status.
- Do not base an opinion of performance on stereotypes about an individual. For instance, do not say, “For a woman, she excels in math.”

Bottom line: *Be fair and factual. Make the student aware of the faculty's role in the recruiting process!*