Washburn Institute of Technology ("Washburn Tech") Instructor Handbook

Section One: Administrative Structure

I. Board Of Regents

The management and control of Washburn University "*University*" is vested in a Board of Regents. Members serve four-year terms and are selected as follows:

1. Three Members: appointed by the Mayor with approval of the governing body of the city of Topeka, one from each of the three Topeka state senatorial districts.
2. Three members: appointed by the Governor. The appointees must be residents of Kansas.
3. One member: The Mayor of Topeka or one of the members of the governing body of the city designated by the Mayor.
4. One member: from the State Board of Regents selected annually by the State Board.
5. One member: appointed by the County Commission. The appointee must be a resident of the county but not of the city.

The Board of Regents has all powers and authority, express and implied to govern the University subject to applicable federal and state law. The specific enabling statutes applicable to the membership of the Board of Regents and its duties are found at K.S.A. 13-13a03.

II. Officers of the University

The primary academic officers of the University are the President, who is the chief executive officer of the University, and the Vice President for Academic Affairs. The Vice President is responsible to the President and supervises and coordinates all academic programs.

III.   Washburn Tech Organization Structure and Definitions

A. The primary academic officers of Washburn Tech are the Dean, who is the academic and administrative officer of Washburn Tech, and the Associate Dean for Instruction. The Associate Dean is responsible to the Dean and supervises and coordinates all academic programs.

B. Dean's Cabinet
    The Washburn Tech Dean's Cabinet is comprised of administrative leaders across instruction, student services, finance, business and industry coordination, admissions, marketing, and institutional research with varied backgrounds in education, business, and government who assist the Dean in strategic planning and quality improvement initiatives.
C. Definitions – Instructor Appointment Categories
    1. Technical Instructor "***Technical Instructor***"
        a. Instructor with annual continuing appointment. Can be either full- or part-time.
    2. Adjunct Technical Instructor "***Adjunct Technical Instructor***"
        a. Temporary instructional personnel, hired by the dean on a one-semester contract or shorter. Compensation is per credit hour. Maximum load per semester is 12 equated hours.
D. Instructional Program Divisions "***Divisions***"
    1. Construction
    2. Human Services
    3. Technology
    4. Transportation
    5. Health Care
E. Committees
    1. Assessment Committee
        This committee provides the leadership necessary to ensure that the assessment of student learning is providing consistent and useful data to instructors, the divisions, and Washburn Tech for the improvement of the curriculum and student learning. Committee members include at least one member per division and are appointed by the Dean.
    2. Safety Committee: The SafeTech Committee
        Committee is comprised of representatives from each division and provides both direction and leadership supporting the vision of developing the safest tech students in the nation. It is designed to support the mission of creating a safety culture practiced at all levels. Committee members include at least one member per division and are appointed by the Dean. Staff are eligible to serve on this committee.
    3. Care Closet Committee
        This committee raises money that provides short-term financial assistance to Washburn Tech students who need help to complete their education. Aid can take the form of gas money, bus fare or a bag of groceries, for example. Committee members include at least one member per division and are appointed by the Dean. Staff are eligible to serve on this committee.

4. **Curriculum Committee**

   The purpose of this committee is to advise the Associate Dean for Instruction in support of the strategic elements of Washburn Tech to deliver superior and rigorous technical programs offered by outstanding technical instructors building on their industry specific experience. Committee members include at least one member per division and are appointed by the Dean. Additional members include the Director of Instruction, the Associate Dean for Instruction, and the Student Records Administrator.

5. **Faculty/Dean Committee**

   This committee is a mechanism whereby faculty and staff participate in the decision-making processes of Washburn Tech. The goal of this committee is to include representatives from across the institution. Committee members include at least one member per division and are appointed by the Dean. Additional members include the Dean and the Associate Dean for Instruction.

6. **Program Review Committee**

   This committee reviews and evaluates the comprehensive program reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning. Committee members include at least one member per division and are appointed by the Dean. Additional members include the Associate Dean for Instruction, the Director of Instruction, and the Student Records Administrator.

7. **Social Committee**

   Committee members plan events which are designed to improve the social environment of the campus workplace and encourage collaborative action. Instructors and staff volunteer for this committee.

8. **Instructor Handbook Committee**

   The Instructor Handbook Committee is a standing advisory committee with the purpose of 1) reviewing the Instructor Handbook in a logical and timely fashion, 2) considering suggestions made for modifications to the Washburn Tech-specific portions of the Instructor handbook 3) evaluating new policy recommendations prior to implementation, 4) creating new policies/procedures in response to developments in the legal environment, 5) reviewing policies for possible elimination of practices/rules/guidelines if inconsistent with the current higher education environment, and 6) recommending any of the revisions, modifications or amendments to the handbook. The Committee will meet annually to review the Handbook. Committee members include at least one member per division appointed by the Dean.

The university counsel and a designated member from the Vice President for Academic Affairs Office also serve on the committee ex officio. Note: All changes to the Washburn Tech Instructor Handbook must be reviewed and approved by the Vice President for Academic Affairs and, if necessary, will be submitted to the Board of Regents for approval. Additional members include the Associate Dean for Instruction and the Director of Instruction.

Section Two: Conditions of Employment

I. Mission, Core Values, History

A. Mission

Washburn Tech's mission is to deliver innovative educational and training opportunities for individuals to strengthen the communities we serve.

B. Core Values

At Washburn Tech, we value:

1. Integrity: Acting in an honest, fair, and ethical manner creating a culture of trust evident in all University activities and decision making.
2. Excellence: Serving our scholarly community by delivering consistently high-quality programs, teaching, service, and scholarship.
3. Inclusion: Cultivating an inclusive learning, living, and working community, committing to the success of all people, and supporting all individuals.
4. Accountability: Ensuring academic, programmatic, and fiscal integrity and value through prudent management of resources entrusted to the University.
5. Respect: Embracing diversity and treating others collegially with civility, openness, and professionalism in all interactions, activities, and decision making.
6. Collaboration: Working toward common goals with others in the University and the community while valuing teamwork, participation, and diversity of ideas and perspectives.
7. Innovation: Encouraging, considering, and supporting development of ideas by fostering individual ingenuity and creativity and creating an environment with opportunities for growth and change.

C. History of Washburn Tech

Washburn Tech began as Topeka Trade School in 1941 as a vocational program at Topeka High School. The program consisted of a Machine Shop course and an Auto Mechanics course. These programs rapidly expanded to include cooperative education courses in Retail Sales and Office Education. These Co-op programs were two of the earliest programs of their kind in Kansas.

Over the next 70 years the institution operated under the names of Northeast Kansas Vocational Technical School, Kaw Area Vocational Technical School, and Kaw Area Technical School (KATS). A major change occurred in 2008 when KATS affiliated with Washburn University and became known as Washburn Institute of Technology or Washburn Tech.

Washburn Tech offers 38 programs in five divisions. Enrollment is typically between 1400 and 1500 students each semester. Washburn Tech serves the community by providing state-of-the–art technical training to business and industry.
Adapted in part from "History, Kaw Area Vocational Technical School 1941-2000," by Gene Howerter, March 2000.

II. Washburn University Policies, Regulations, and Procedures Manual (WUPRPM)

The following policies and procedures are defined in the Washburn University Policies, Regulations & Procedures Manual and are adhered to by Washburn Tech.

http://www.washburn.edu/faculty-staff/human-resources/wuprpm/general-topics.html
  A. Equal Educational and Employment Opportunity
  B. Sexual Harassment and Harassment Policy
  C. Drug Free Work Place
  D. Smoke Free Work Place
  E. Alcoholic Liquor and Cereal Malt Beverage
  F. Conflict of Interest
  G. Internal Audits
  H. Sensitive Information Protection and Identity Theft Prevention
  I. Familial and Consensual Relationship Policy

III.   Instructor Responsibilities

Each technical instructor is a member of a learned profession and an academic member of the University responsible for the mastery of and a continuing commitment to a subject discipline, the competent transmission of it to students and the exercise of professional judgment concerning curriculum, instructional content and methods, instructor status and those aspects of student life which relate to the educational process. Technical instructors of Washburn Tech are responsible to the Dean for the orderly and competent conduct of classes.

IV.   Instructor Recruitment

The Director of Instruction and the Associate Dean for Instruction will review departmental objectives and consult with the Dean in determining the nature of the position open, including educational level. The Dean will secure approval of salary range, position description and position announcement particulars from the Vice President for Academic Affairs. The Dean will provide the Equal Opportunity Director and the Vice President for Academic Affairs appropriate professional recruitment sources. All advertising must be approved by the Equal Opportunity Director. All advertising will be issued through the Vice President for Academic Affairs office. The Vice President for Academic Affairs office will maintain a record of all advertising and recruitment efforts.

A. A position announcement will be submitted to the Dean for approval and dissemination.

B. Selection of Candidates for Visitation on Campus

A search committee will be appointed by the Dean, including a committee chair. The search committee will review all applications, check references, and identify the top candidates, in order of preference, and submit the names to the Dean. The Dean, will, in consultation with the chair and the committee, invite the preferred candidate to campus for an interview. At any point, the committee or chairperson may recommend to the Dean to terminate the search process.

1. The On-Campus Visit
The Dean, the search committee and available instructors of the program will have the opportunity to interview the candidate.

2. Issuance of Contract
Following the on-campus interview, the search committee will forward to the Dean its recommendation whether to invite the candidate to join the program. The Dean, in consultation with the chair and the committee, will review the recommendation and will determine whether to offer the candidate a contract or to invite another candidate for a campus interview. Once a recommendation is made to and approved by the Vice President, the contract will be prepared and sent to the candidate by the Vice President for Academic Affairs' office. When the position is not in the budget as a line position, or when the salary proposed exceeds the budgeted amount for the line into which the person is to be hired, the proposed line and salary amount will also require approval by the Board of Regents.

C. Flow Chart - Procedures for Recruitment/Selection of Instructors
1, Instructor vacancy
2. Associate Dean/Dean agree on nature of position
3. Dean consults with the Vice President for Academic Affairs regarding salary, position announcement, and recruitment procedures
4. Vice President for Academic Affairs, after consultation with the Equal Opportunity Director, approves/disapproves position
5. Vice President for Academic Affairs office advertises position
6. Dean appoints search committee, including chair
7. Search committee reviews applications, checks references
8. Search committee ranks top candidates
9. Search committee submits names of top candidates to Dean
10. Dean invites preferred candidate for interview
11. Campus interview conducted
12. Search committee recommends to Dean whether candidate is acceptable
13. Dean determines whether to extend contract offer or to invite another candidate for interview
14. After consulting with the chair and the search committee, Dean forwards recommendation to Vice President for Academic Affairs for approval of candidate, compensation, and any other special benefits to be offered to candidate
15. Upon approval by Vice President for Academic Affairs, Dean makes offer to candidate
16. Vice President for Academic reviews and issues contract
17. Board of Regents approves/disapproves budget in accordance with WUPRPM guidelines

V. Electronic Records
A. Washburn University requires electronic records on employees, including all course instructors, to be maintained for many purposes, such as retirement eligibility, disability insurance requirements, OASI information, and employment verification.
B. The office of the Vice President for Academic Affairs maintains instructor personnel information including data on instructional experience, academic attainment and work experience information for general use. Each instructor is responsible for completing the required forms and for keeping his/her personnel records up to date.

Section Three: Instructor Personnel Policies and Procedures

I. Instructor Qualifications
Technical Instructors Teaching Technical Courses (as defined by the KBOR)

Technical instructors who are teaching courses within a technical program that leads to a KBOR-recognized certificate shall have:
- A. Bachelor's degree with 48 credits in the subject areas related to their teaching field.
  OR
- B. At least a high school diploma or equivalent, a valid industry-recognized credential (if available), and a minimum of 4,000 hours of work experience in the specific or related technical field.

II. Procedure for Notice of Non-Reappointment

A. Notice of non-reappointment may be given to a technical instructor at any time. Non-reappointment decisions originate with the Office for Instruction.

B. The procedure for forwarding recommendations for non-reappointment shall be from the Associate Dean for Instruction to the Dean to the Vice-President for Academic Affairs. At each level the appropriate administrator shall indicate his/her concurrence or non-concurrence.

Non-concurrence will be resolved by the Dean and the Vice President for Academic Affairs. The legally effective notice of non-reappointment will be issued over the signature of the Dean and shall be sent to the technical instructor.

C. Non-reappointment Schedule of Notification
Non-reappointment notification must conform to the following schedule of dates:

1. Notification will occur no later than the last instructional day in the spring semester for all full-time technical instructors.

2. Non-reappointment may be justified, in addition to reasons related to the faculty member's performance as an instructor, scholar, and member of the University community, by criteria based upon departmental or school plans for future faculty development, by budgetary considerations, financial exigencies, program reduction or termination, or by a departmental or school decision that its needs should be filled with a different individual.

III. Procedures for Termination (Modeled after Washburn University Faculty Handbook)

A. General Statement

The President may terminate the services of a technical instructor at any time, for cause. Cause for termination consists of demonstrated incompetence or dishonesty in teaching or research; substantial and manifest neglect of duty; personal conduct which substantially impairs the individual's fulfillment of his/her University responsibilities; engaging in or substantially contributing to actions materially disruptive to the effective operations of the University; substantial falsification of credentials; or violation of other instructor, staff, or student's civil rights. Written notice of termination shall be given by the President to the instructor concerned prior to the date of termination.

If a technical instructor who has been given notice of dismissal communicates an objection to the dismissal decision to the appropriate University authorities, that member shall not be suspended from previously assigned institutional duties during the period necessary to resolve the question, unless the member's discharge of those duties clearly constitutes a threat of immediate harm to the member or others as determined by the Dean. In the latter case the Dean shall reassign the instructor to other duties that seem appropriate, if any are available or place the instructor on administrative leave. The instructor shall be continued on regular salary while all the proceedings are pending.

B. Informal Procedures

1. If a technical instructor who has been given notice of dismissal communicates an objection to the dismissal decision to the appropriate University authorities, the Dean shall discuss the matter with the course instructor in a personal conference. Prior to the conference the Dean shall send to the instructor, in writing,

a. A clear statement of the facts which have given rise to the question, and

b. A statement that the instructor is invited to attend a personal conference at a specified time, date, and place, and may bring academic advisors and legal counselors if desired, and

c. If the presence of legal counsel is desired by the technical instructor, the Dean must be informed in time to allow the presence of legal counsel for the University, and

d. A statement that a personal conference can be successful only if the facts and issues are confronted in an atmosphere of a genuine, candid attempt to find a solution to a mutual problem, and that, as a means conducive to this end, the Dean will welcome the views of the technical instructor and will present, in turn, the Dean's views on the question.

2. At this point the matter may be concluded by mutual consent. If so, the Dean shall send a signed letter setting forth the settlement to the instructor within fifteen days.

3. Upon a signed agreement by both parties, the matter will be officially concluded and will not proceed to Formal Procedures (III.C.).

C. Formal Procedures

1. When the procedures set forth above (III.B.) have been exhausted with no conclusion by mutual consent, then, and not until then, formal procedures may be initiated by the course instructor, and in this event the procedures defined below shall apply.

a. The technical instructor may appeal the Dean's written settlement to the Vice President for Academic Affairs within ten days of the receipt of the Dean's letter. The Vice President for Academic Affairs will follow the same procedures outlined above (III.B.) in meeting with the technical instructor and rendering a decision.

b. The decision of the Vice President for Academic Affairs, which shall include provisions for appropriate remedial action, will be binding upon both parties unless either party makes a written request for final determination by the President within ten days.

2. The President's review of the case shall be scheduled for the earliest possible date and shall be based on the record of the previous meetings accompanied by opportunity for argument, oral or written or both, by the principals. The decision of the President is final.

IV.   Criteria and Procedures for Evaluating Instructors

The intended purpose of the Washburn Tech Evaluation Process is to assess the instructor's performance. The evaluator will conduct the evaluation process in which the instructor will actively participate with self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

Purpose

The Instructors performance evaluation process will:

- Serve as a measurement of performance for individual instructors;
- Serve as a guide for Instructors as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of Washburn Tech as they support, monitor, and evaluate Instructors;
- Guide professional development for instructors;
- Serve as a tool in developing coaching and mentoring programs for instructors;
- Improve & enhance the implementation of the approved curriculum and instructor's standards.

Evaluation Process

- Director of Instruction Responsibility
  o Participate in up-to-date research as it relates to instructional practices.
  o Understand and implement the Instructor Evaluation Process. (timeline and tools)
  o Supervise the Instructor Evaluation Process and ensure that all steps are conducted according to the approved process.
  o Identify the instructor's strengths and areas for improvement and make recommendations for improving performance.
  o Ensure that the contents of the Instructor Evaluation contain accurate information and accurately reflect the instructor's performance.
- Associate Dean of Instruction Responsibility
  o If necessary, work with Director of Instruction to develop and supervise implementation of action plans as appropriate.
- Instructor Responsibility
  o Know and understand the Instructor Evaluation Process (timeline and tools).
  o Participate in staff development days and other on- or off-campus opportunities.
  o Prepare for and fully participate in the evaluation process.
  o Gather data, artifacts and evidence to support performance in relation to the evaluation.
  o Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

V. Guidelines for Observations

- Observation should be scheduled between the instructor and the Director of Instruction
  o Observations will last between 20 to 40 minutes. Instructors can request longer if needed.
  o Instructors are required to complete the self-reflection evaluation prior to the observation and submit it to the Director of Instruction.
  o Once the observation is completed, a post-observation meeting will be scheduled to discuss the observation, evaluation tool and any evidence presented by the instructor.
- Walkthroughs will occur at the will of the Director of Instruction.
- Evaluation Rotation.
  o New Staff evaluated once a semester first year.
    ▪ First semester observation completed by first week in December.
    ▪ Second semester observation completed by first week in May.
  o Second- and third-year Instructors evaluated once during each year.
  o Those instructors employed at Washburn Tech for more than three years will have their evaluation every three years.
  o Observations can take place at any time between September and April at the request of an instructor or by the decision of the Director of Instruction or Associate Dean of Instruction.

<u>Instructor</u>

Instructors are to use a specified evaluation tool to complete a reflection of their instructional practices before their observation. Instructors should consider the following while completing the form:

- What evidence can you present to support your placement on the evaluation tool?
- Make notes in the comment section to help with post-observation meeting.

<u>Evaluator</u>

Evaluator should:

- Collect instructor's reflection before the observation.
- Complete this evaluation tool after the observation and before the post-observation meeting.
- Using evidence, determine the number of marks pre-category to determine placement of instructor pre-category.
- Compare instructor's reflection to evaluator evaluation.
- Adjust evaluation tool as warranted after post-observation meeting and teacher evidence presented.

<u>Optional Unofficial Evaluation Observations</u>

Instructors can request an observation with the Director of Instruction at any time by contacting the Director of Instruction at least three days in advance. Unofficial observations are ideal to discuss new ideas, new strategies, etc.

<u>Pre-Observation Requirements</u>

The Director of Instruction will notify all instructors up for evaluation within a school year. Once notified, the Director of Instruction will work with the Instructor to set a date for the observation.

Before the Director of Instruction arrives for the observation, the Instructor needs to provide a copy of the lesson plan (hard copy or digital).

<u>Evaluation Tool & Reflection Tool found in Appendix C</u>

<u>Performance Improvement Plan found in Appendix D</u>

<u>Instructor Individual Professional Development Plan "IPDP" Guide in Appendix E</u>

VI. Grievance Policy and Procedure

It is the policy of Washburn University of Topeka that disputes concerning the terms and conditions of employment of technical instructors be resolved, if possible, within the University community and in the best interests of the grievant and Washburn Tech. A procedure providing a mechanism for the resolution of complaints concerning the terms and conditions of a technical instructor's employment is hereby adopted. It shall be the responsibility of all concerned in the grievance process to exercise good faith efforts to resolve grievances in the best interests of the grievant and the University.

A. Access
Access to the grievance process is an instructor right. Any instructor may file a grievance. No person shall be penalized for submitting or proceeding with a grievance. No restraining, coercive, discriminatory, or retaliatory action will be taken against an instructor because of the instructor's initiation or participation in a grievance.

B. Termination of the grievance
The instructor may terminate the grievance process at any time by withdrawing the petition. All parties may jointly terminate the grievance by mutual consent. Withdrawal or termination will be in writing and sent to the instructor's immediate administrative supervisor with copies to all parties.

C. Scope
The grievance procedure provided may be used for any complaint concerning the terms and conditions of a technical instructor's employment; provided, however, (a) the policy and procedure shall not extend to complaints concerning petitions for termination or non-reappointment and (b) the policy and procedure shall not be applicable to complaints under the jurisdiction of the university's complaint procedure articulated by the Equal Opportunity or Sexual Harassment/Harassment Policies.

D. Grievance procedure
1. Written Complaint
   A technical instructor who has a grievance will file a written complaint with the immediate administrative supervisor 1) within 30 calendar days of the date the technical instructor knew, or should have known through due diligence, of the situation giving rise to the grievance or 2) as extended by timely attempts to exhaust available informal administrative remedies. The written complaint will include:
   a) Name of the grievant;
   b) Statement of facts giving rise to grievance;
   c) Identification of individuals (if known) whose actions or commissions resulted in the situation giving rise to the grievance;

d) Identification of provisions of written policies involved;
e) Date on which the act or omission occurred and the date on which the grievant first gained knowledge of act or omission;
f) The date of the initial submission of the grievance;
g) The relief sought.

Once a grievance is filed, it may not be amended.

A Technical Instructor who has filed a grievance (*"Grievant"*) must attempt to the resolve the matter though the following administrative channels. This means that the process will begin with the Grievant's immediate administrative supervisor and then follow up the administrative structure from there up to and including the Vice-President for Academic Affairs unless and until such time the matter is resolved or the Grievant chooses to not appeal a determination. For the following description of this process, all other persons in the administrative structure after the immediate administrative supervisor shall be referred to as *"Administrators"*. Upon filing the grievance with the immediate administrative supervisor (this supervisor may or may not be a party to the grievance), the immediate administrative supervisor shall have 14 days to issue a written determination on the grievance. That determination can be: 1) a resolution agreement reached with the Grievant; 2) granting the relief requested by the Grievant; 3) that the current terms and conditions of Grievant's employment shall continue; or 4) making a determination that does not grant the relief requested by the Grievant but does alter the current terms and conditions of Grievant's employment. This written determination shall be provided to the Grievant, any other party to the grievance and to the Administrator one level above the immediate administrative supervisor. If the immediate administrative supervisor does not make a written determination after 14 days, then the immediate administrative supervisor is deemed to have determined that the current terms and conditions of Grievant's employment shall continue. If the Grievant is not satisfied with the determination, the grievant shall then have seven days to notify, in writing, the next higher Administrator that immediate administrative supervisor's determination is being appealed.

Upon receipt of the notification of appeal, the next higher Administrator will be subject to the 14 day period to issue his/her written determination. For this Administrator and each subsequent Administrator, including the Vice-President for Academic Affairs, that determination can be: 1) a resolution agreement reached with the Grievant; 2) granting the relief requested by the Grievant; 3) accepting the determination by the previous Administrator (not applicable to the immediate administrative supervisor); or 4) making a determination that does not grant the relief requested by the technical instructor nor accept in full the determination by the previous administrator.

Should the grievant fail to notify the administrator within seven days, the grievant is deemed to have accepted the administrator's action (if any) as a final resolution of the grievance. In such a case, the administrator will notify in writing each party and each previous administrative level. Should the matter remain unresolved at the Dean's level, the Dean will refer the grievance, with a summary of actions taken, to the Vice President for Academic Affairs.

The Vice President for Academic Affairs will render the final decision within 14 calendar days. The decision from the Vice President for Academic Affairs shall be in writing and shall state the reasons for the decision. The Vice President for Academic Affairs' decision shall be sent to all parties and to all administrators who had previously received the grievance.

Section Four: Selection and Appointment of Academic Administrators

I. **General Statement**

The Bylaws of the University place responsibility for the administration of the University in the President, who is the chief executive officer of the institution, and who must act in accordance with policies established by the Board of Regents. Legally, therefore, chairpersons, deans, vice presidents, and other administrative officers are accountable to the President and serve at the President's pleasure. Academically and operationally it is clear that all administrative officers within a university must also be responsive to faculty and to students and, in some instances, to a professional constituency. The selection and conditions of service of administrative officers within the University must reflect these twofold relationships.

The present policy statement has been prepared in full recognition that there are wide differences among the major academic units and within some of them, among departments. The intent of this document is to provide guidelines, not prescriptions. Although not specifically mentioned in each section of this document, each selection process will be consistent with the University equal opportunity guidelines, and will avoid any conflict of interest: for instance, a search committee for a position should not include a candidate for that position.

II. **Selection and Appointment of Dean**

Whenever a vacancy exists in the deanship of one of the major academic units, the Vice President for Academic Affairs shall inform the instructors of the major academic unit involved and review the procedures to be followed in selecting the new dean.

A. The Selection Committee

The Vice President for Academic Affairs will invite the instructors of Washburn Tech to submit names of technical course instructors proposed for membership on the search committee to the President. The course instructors comprising the search committee shall be chosen by the President from those names submitted. Wherever appropriate, persons representing related interests, such as members of a professional constituency, may be included in this committee.

The Vice President for Academic Affairs, or a person designated by the President, will serve as an ex-officio member of the search committee. The committee shall elect its own chairperson.

B. Procedures

The committee will take such steps as will expeditiously produce a list of possible candidates. This shall always include an invitation to the course instructors to nominate likely prospects but the committee should not limit its canvass to such nominations.

The committee may recommend to the President whether or not it is appropriate to search for candidates from outside the University as well as from among the technical course instructors. If the President decides to seek prospects outside Washburn Tech, the most promising shall be invited for a campus visit. If at all feasible, this visit shall include opportunities to confer with the Deans of the other major academic units on campus, in addition to technical instructors, students, and the dean of Washburn Tech. Candidates for deanships must have an opportunity to meet and visit with the Vice President for Academic Affairs and the President. Candidates from within Washburn Tech shall be provided comparable opportunities for interviews and conferences.

Individual members of the search committee shall make their recommendations to the President. At least three and normally not more than five candidates shall be presented, ranked if possible.

Recommendation to the Board of Regents shall be made by the President after consultation with the Vice President for Academic Affairs. The Board of Regents must approve the appointment.

III. **Selection and Appointment of Acting Deans**

A. If the situation requires the designation of a person to serve as Dean in an acting capacity, an appropriately representative group of the technical instructors of Washburn Tech shall be consulted before such a designation is made. It would be assumed that the designee is acceptable to instructors with whom he/she will be dealing. An acting deans of Washburn Tech shall be named by the President in consultation with the Vice President for Academic Affairs.

B. It shall not be the practice to make "acting" designations to cover absences of one month or less but this shall always be done if the regular appointee expects to be absent for a period longer than one month. However, every department and division should have a clearly established understanding of who is responsible for the affairs of the department or division. In selecting persons to receive "acting" designations, procedures consistent with equal opportunity will be followed.

IV. **Selection and Appointment of Assistant Deans**

The designation of persons to serve as associate or assistant deans at Washburn Tech is regarded as a matter of administrative determination, since these administrators serve primarily at the pleasure of the dean. The designee should be acceptable to those with whom he/she will be dealing. Approval of the Vice President for Academic Affairs shall be obtained for the designation of associate or assistant deans. In selecting persons to receive associate and assistant designations, procedures consistent with equal opportunity will be followed.

V. **Policy on Academic Administrative Salaries and Term of Office**

A. Deans hold annual appointments. Procedures for recommendations to the President for appointment vary from office to office. The recommendations from the President are made by the Board of Regents on a year by year basis.

B. Academic administrators on a twelve-month contract should give at least one month's notice before resignation. Normally, however, these individuals will complete the contract before terminating their academic services. Individuals in twelve-month academic administrative positions can be removed from office by the President at any time for cause.

Section Five: Benefits and Leave Policy

I. **Instructor Teaching Load**

A. General Policy

The individual course instructor's load is determined through consultation of the Dean and the program director. A normal technical education load is considered to be twenty-four equated hours per semester. In certain situations, the Dean, working with the Office of the Vice President for Academic Affairs, may determine alternate teaching expectations taking into account issues such as overall staffing levels, new program development, curricular revision, accreditation needs, grant opportunities, and budgets. Reduction of teaching loads for those who have responsibility for the direction of extracurricular or administrative activities, provided that such activities are considered to be a part of the teacher's regular assignment, is determined by the Dean and the Vice President for Academic Affairs. Should circumstances necessitate deviation from the normal load, adjustment will be made in the teaching assignment in future semesters.

II. **Employment Outside the University**

Full-time course instructors may engage in a reasonable amount of compensated work outside the University as long as the work does not interfere with the effective discharge of the instructor's University duties. Before accepting a position or performing any compensated work outside the University which has the potential to conflict with expected work hours, use significant university resources, or create a conflict of interest, the instructor must notify his/her program director and the Dean of the nature of the assignment and an estimate of the amount of time to be spent in the outside activity. The instructor must receive approval in writing from the Dean and the Vice President for Academic Affairs before such work can be conducted. Short-term engagements for which a small amount of compensation is received do not constitute compensated work. All compensated work must be reported on the course instructor's conflict of interest form.

As relates to teaching, in accordance with the WUPRPM Section 5.5.2, full-time course instructors are prohibited from serving in a teaching capacity, with or without compensation, on a full-time or part-time basis with another technical education institution without the advance approval of the Dean, which may not be unreasonably denied.

III. **Summer Session Employment**

Contracts for summer employment for technical course instructors are made upon the recommendation of the Dean to the Vice President for Academic Affairs. Contracts are approved by the Vice President for Academic Affairs and distributed by the Dean's office. Instructor rates for the Summer Session are established by action of the Board of Regents.

IV. **Overload Employment**

It is University policy that personnel exempt from the Wage and Hour Regulations who are twelve-month full-time employees can be remunerated beyond their basic employment contract only under certain circumstances. (See *Washburn University Policies and Recruitment Procedures Manual* for details.) Technical course instructors who are on less than a twelve-month full-time contract can be employed on an incidental and occasional basis only when such employment does not conflict with their basic employment and the employment is approved in advance by the program director, the Dean, and the Vice President for Academic Affairs. Teaching overload pay is authorized only when additional class sections are needed and a qualified adjunct course instructor is unavailable.   The standard overload rate is determined annually by the Dean.

V. **Adjunct and Part-Time Course Instructors**

Salaries of adjunct and part-time course instructors are determined as follows:

A. "Adjunct Course Instructor" means an individual appointed on a semester basis to teach not more than one-half of the normal instructional load for regular course instructors in the particular technical program and for the semester or session employed. The salary will be based on the number of credit hours taught. The specific rate per credit hour for each individual will be determined by the discipline and qualifications of the individual. The salary range for adjunct instructors is set by the Board of Regents.

B. "Part-time Course Instructor" means an individual appointed either on a semester or an academic year basis to teach not less than one-half, but not more than one hundred percent (100%), of the normal instructional load for regular course instructors in the particular technical program and for the period employed and who is to assume advising assignments, maintain office hours, and may be requested to serve on a Washburn Tech committee. Salaries of part-time course instructors are negotiated and are consistent with the individual's educational background, experience and credentials.

Persons employed as "Adjunct Course Instructor" do not qualify for participation in the Retirement Program outlined in the following benefits section.

C. Statement on Use and Minimum Qualifications of Adjunct Course Instructors

Washburn University recognizes and values the essential contributions adjunct course instructors make to its technical programs. In some instances, the special expertise and experience of adjunct instructors complements that of the regular course instructors in ways that provide educational opportunities to students they would not have otherwise. In other instances, adjunct instructors enhance the technical and academic experience of students by making it possible to offer more sections of courses, resulting in smaller classes and more individual attention. In all instances programs are improved by and students benefit from the efforts of adjunct instructors.

Because adjunct instructors are valuable, maintaining a high quality corps of such instructors is extremely important. Washburn has maintained such a corps through the leadership of the academic dean and the program directors. These academic leaders insure that adjunct instructors have appropriate educational and other related credentials for the courses they teach, and monitor the quality of instruction given by these instructors.

(Based on HLC Assumed Practices and Kansas Board of Regents Defined Technical Instructor Teaching Qualifications) Technical instructors who are teaching courses within a technical program that leads to a KBOR-recognized certificate shall have:

A.   Bachelor's degree with 48 credits in the subject areas related to their teaching field

OR

B.   At least a high school diploma or equivalent, a valid industry-recognized credential (if available), and a minimum of 4,000 hours of work experience in the specific or related technical field.

For accredited programs, when course instructors are employed based on tested field experience, professional experience (work/clinical experience) is defined by the specialized accreditation organization. For programs without specialized accreditation, tested field experience is defined by the individual program but can be no less than a minimum of three years full-time work or employment in the field directly related to the area of instruction. In some specialized courses, a specialty license may be substituted for the experience requirement. Justification submitted for professional experience equivalence must include how the course instructor meets or exceeds the academic requirements for the course(s) to be taught. Exceptions to the academic credential must always be approved in writing by the academic dean and the Vice President for Academic Affairs before the individual will be allowed to teach at Washburn Institute of Technology.

Program directors and deans evaluate and assist in improving the quality of instruction delivered by requiring that student evaluations be given in each section taught by adjunct instructors. The program director or a dean regularly reviews the results of the evaluations with each adjunct instructor. Personal observation by the dean, program director or other regular course instructors is also strongly encouraged.

VI. Benefits

The [Human Resources web page](#) contains the complete list of faculty benefits and the corresponding details.
A. Instructor Tuition and Fee Waivers

B. Instructor Spouse and Minor Children Tuition

C. Educational Assistance Program

D. Tuition Waiver for Children of Instructors and Staff

VII. Professional Development

Professional development opportunities are encouraged for the staff to increase their skills, knowledge, and connection with business and industry. All professional activities must be pre-approved and must be submitted at least two weeks in advance to allow time to arrange a substitute in the classroom/lab. In addition to personal professional development, instructional professional development is scheduled on an every other month basis and instructors are required to be in attendance. Arrange all appointments around scheduled professional development dates.

See Policy on Leave/Travel for Procedure for travel requests and reimbursement of expenses.

CTEL offers workshops, webinars, teaching circles, New Faculty Orientations and many other professional development opportunities. Instructors on the Washburn Tech campus are encouraged to attend events on this campus and on the University campus. For more information, visit http://www.washburn.edu/faculty-starr/ctel/index.html or speak to the CTEL @ Tech Coordinator.

VIII. Leave/Absence Request

If it is necessary for an instructor to be absent from his/her instructional assignment, please use the online portal to request a substitute and provide a lesson plan for the substitute (see sub lesson plan).

In most cases, the substitute instructor will pick up keys from the Dean's Office.

If an instructor needs to request leave, he/she should contact the Director of Instruction for approval. Once receiving approval, the instructor should complete the request using the online portal.

If an instructor has issues with the online portal, he/she should contact one of the following via phone or email by 7:30 a.m. of date of absences.

- Administrative Specialist – Curriculum and Instruction   785 670-3330
- Director of Instruction   785-670-3336

IX.   Leave Without Pay

The Board of Regents may grant a technical instructor a leave without pay for a period not to exceed one year (two consecutive academic semesters) for the technical instructor to continue coursework or engage in other professional activity or for other purposes approved by the appropriate Dean and the Vice President for Academic Affairs. Continuation of the leave without pay may be granted on an annual basis with the approval of the appropriate Dean, Vice President for Academic Affairs and the Board of Regents. Approval for both the initial leave request and for any request for continuation of such leave shall be granted only if there is a determination that the continuation of leave is in the best interest of the University. Determination if the continuation of leave is in the best interest of the University shall include considering the following:

A. Program's ability to accommodate the continued leave without pay without loss of program integrity and without placing undue burden on other Employees;
B. Extent of the financial impact on the University; and,
C. Impact on the University's ability to complete its mission and to fulfill its obligations.

The technical instructor must request the continuation no later than the beginning of the last semester of the leave. Application for a leave without pay may be granted by the Board only after receiving the recommendations, through the President, of the Dean and the Vice President for Academic Affairs.

X. Jury Duty Procedure

A. Instructor is required to bring a copy of the Jury Duty summons to the Senior Administrative Assistant for the Associate Dean for Instruction and complete a blue staff absence slip, noting Jury Duty. The information will be kept in the administrative files.
B. All paperwork related to Jury Duty (or to serve as a witness) is kept at Washburn Tech.
C. Time Sheet:
    1. The instructor will not record hours absent as a result of Jury Duty when entering time online. Time entered will reflect as if the instructor was on campus.
    2. The instructor will keep any reimbursement they receive from the government as a result of serving on Jury Duty.
    3. The instructor will make note of any Jury Duty service in the "Comments" section.

XI.   Voluntary Phased Retirement

On February 18, 1998, the Washburn University Board of Regents approved the following phased retirement program:

Generally

The Voluntary Phased Retirement Program permits eligible employees to reduce their workload in preparation for full retirement from Washburn University. When approved for the program, pursuant to written agreement, the employee's appointment with the University is reduced and

her/his salary is also proportionately reduced from her/his full-time salary. The employee receives employer-paid benefits based on her/his full-time salary.

Who is Eligible for Phased Retirement?

Any employee in a benefits-eligible position who has completed at least ten (10) years of full-time service shall be eligible to participate in the Phased Retirement Program upon reaching 55 years of age.

How is Participation in the Program Requested and Approved?

The employee shall submit a letter to her/his supervisor. If entry into the agreement is in the best interest of Washburn University, the supervisor shall forward the proposed agreement through normal channels to the President, and then to the Washburn Board of Regents for consideration.

How Long can an Employee Participate in the Program?

The maximum length of a phased retirement agreement shall be five (5) years. By entering into the agreement, the participating employee agrees to retire from Washburn University at the expiration of the agreement.

What is in the Phased Retirement Agreement?

Each phased retirement agreement shall specify:

1) the fractional time appointment (from 25% to 75% of their full time teaching or administrative load) to be served as mutually agreed upon by the University, through the Board of Regents, and the employee. Duties may be divided throughout each fiscal year as agreed to by these parties;

2) that the agreement concerning the fractional time appointment or assignment of duties may be modified by mutual agreement;

3) the initial salary to be paid for the fractional time appointment;

4) the full-time benefits to be enjoyed by the employee;

5) the duration of the agreement, which shall not exceed five (5) years, and the date of full retirement.

Benefits under the Program

While participating in the program, the employee continues to receive the following benefits:

1) the same health care benefits as "full-time" employees;

2) life insurance and disability benefit based on actual salary;

3) sick leave and personal leave (if eligible) based on fractional time appointment

4) employer's contributions to the Retirement Plan based on full-time salary;

5) the employee may contribute to the Retirement Plan and to Supplemental Retirement Annuity Program to the extent permitted by federal regulations;

6) for tenured members, retention of tenure;

7) continued full use of university facilities;

8) continued eligibility for annual salary increases; and,

9) holiday pay (if eligible) based on the fractional time appointment.

The employee is also eligible to participate in other voluntary benefit programs available to unclassified employees including, but not limited to, the educational assistance program and the cafeteria plan.

Miscellaneous

1) Participants in the Phased Retirement Program may partially annuitize their Retirement Plan.

2) Funding for the program will come from the existing salary base.

3) Regulations of the Board of Regents shall be used and followed relative to operation and implementation of the program.

4) An appointment under a phased retirement agreement must be at least 25% but no more than 75% of the employee's full time load.

5) Entry into a phased retirement agreement shall be voluntary on the part of Washburn University. Washburn University shall refuse to enter into the agreement when it is not in the best interests of the institution. Considerations that would affect the University's best interests include:

(a) the ability of a department, school, or area to accommodate the partial retirement without loss of program integrity and without placing an undue burden on other employees

(b) the extent of the financial impact that the partial retirement would have on the University

c) the impact that the partial retirement would have on the University's ability to complete its mission and to fulfill its obligations to its students and communities.

6) The agreement may be rescinded within seven (7) days of the signature at the option of the employee. After that time, the agreement shall be irrevocable, except that it may be rescinded by mutual agreement of the University and the employee.

7) The agreement may, by mutual consent, be modified by changing the participant's fractional time appointment prior to the specified date of retirement or permitting the employee to take full retirement at an earlier date.

8) Employees who have retired at the end of their agreement shall not be precluded from re-employment on a post-retirement basis as a result of accepting a phased retirement agreement.

9) The phased retirement agreement entered into shall have a non-competition clause prohibiting employment of a phased retiree at a post-secondary education entity providing services in the state of Kansas.

10) This program shall undergo review for re-authorization, the initial period of which shall be in effect for three years beginning July 1, 1998 and ending June 30, 2001. Specific Board approval will be required to renew this program.

Section Six: Classroom Procedures & General Instructor Responsibility

I. Code of Ethics (From the Association for Career and Technical Education)

The career and technical educator believes in the worth and dignity of each individual and in the value of career and technical education in enhancing individual development. Consequently, career and technical educators strive for the highest ethical standards to merit the respect and confidence of students, colleagues and the community. They use their skills and knowledge to develop each of their students or colleagues to maximize human potential. This statement provides a framework by which to guide career and technical educators and the institutions through which they work in attaining the highest degree of professionalism.

With respect to self, the career and technical educator:

- Represents personal and professional qualifications in a true and accurate manner.
- Maintains confidentiality of students and colleagues except where disclosure is compelled by law or to serve a compelling professional need.
- Bases professional action and decisions upon sound, objective rationale without influence of favors, gifts, or personal or political advantage.
- Recognizes and accepts responsibility for individual actions, judgments and decisions.
- Strives throughout one's career to master, maintain and improve professional competence through study, work, travel and exploration.

- Contributes to the growing body of specialized knowledge, concepts and skills that characterize career and technical education.
- Strives for the advancement of career and technical education, upholds its honor and dignity, and works to strengthen it in the community, state and nation.
- Participates actively in the work of professional organizations to define and improve standards of career and technical education preparation and service.
- Establishes and maintains conditions of employment conducive to providing high-quality career and technical education.
- Prepares carefully as a teacher so instruction is accurate, current, objective and scholarly, and designed to enhance the student's individual capabilities.
- Exercises professional judgment in presenting, interpreting and critiquing ideas, including controversial issues.
- Joins with other professionals whose mission is to improve the delivery of career and technical education to the nation's citizens.

With respect to others, the career and technical educator:

- Uses individual competence as a principal criterion in accepting delegated responsibilities and assigning duties to others.
- Provides statements about a colleague or student in a fair, objective manner without embarrassment or ridicule.
- Provides educational and/or career options to all students or colleagues.
- Evaluates students and colleagues without regard to race, color, creed, sex, status or any other factor unrelated to the need for career and technical education,
  - allows any student or colleague to participate in the program who can benefit from the program and
  - provides the same benefits or advantages to all students or colleagues in the program.
- Respects the rights and reputations of the students and colleagues with whom one works, and the institution with which one is affiliated.
- Acts to safeguard the health and safety of students and colleagues against incompetent, unethical or illegal behavior of any person, whether student or colleague.
- Promotes admission to the profession of persons who are fully qualified because of character, education and experience, according to legally established criteria and standards.
- Exercises professional judgment in the choice of teaching methods and materials appropriate to the needs and interests of each student.
- Influences effectively the formation of policies and procedures that affect one's professional work.

II.   Student Credit Hour Definition

Per the Kansas Board of Regents, each institution shall record one semester hour of credit for any student attending a lecture class, if the student has made satisfactory progress in the class and the class consists of at least 750 minutes of class instruction, plus time allocated for a final exam. Each institution shall record one semester hour of credit for any student attending a laboratory class, if the student has made satisfactory progress in the class and the class consists of at least 1,125 minutes. Each institution shall record one semester hour of credit for any student who completes at least 2,700 minutes in on-the-job training, internships, or clinical experiences in health occupations. The number of semester hours of credit recorded for each distance education course shall be assigned by the institution that provided the course, based on the amount of time needed to achieve the course competencies in a face-to-face format. (Authorized by K.S.A. 72-7514, 74-32,140, and K.S.A. 2014 Supp. 74-32,141; implementing K.S.A. 2014 Supp. 71-601, K.S.A. 71-801, 74-32,140, and K.S.A. 2014 Supp. 74-32,141; effective Oct. 29, 2004; amended April 10, 2015.)

III.   Technical Program Instructional Day – Washburn Institute of Technology

Instructors on Duty   7:30 a.m.
Classes Start   8:00 a.m.
Informal Break may be taken at the discretion of the technical instructor – maximum 15 minutes
Classes Dismissed   11:10 a.m.

Lunch   11:10 a.m. – 11:40 a.m.

Classes Start   11:45 a.m.
Informal Break may be taken at the discretion of the technical instructor – maximum 15 minutes
Classes Dismissed   2:55 p.m.
End of Day   4:30 p.m.

Instructors are to adhere strictly to start, dismissal, and informal break times.
Class Dismissal Times: Classes will dismiss at 11:10 a.m. following the morning session and 2:55 p.m. following the afternoon sessions.

IV.   Assessment of Student Learning

Assessment is an integral part of the educational process at Washburn Tech and accurate feedback is an important tool in continuously improving the institution's technical programs. Students can expect to participate in assessment activities prior to entry into programs, within specific courses and following program completion for specific fields of study.

A. Classroom-Level Assessment:
1. Classroom assessment is an assessment activity conducted by the individual instructor in his/her classroom.
2. Assessment is by choice of the instructor.
3. Selected to assess the particular PSLO or competency.

B. Instructor may assess:
1. Classroom lecture
2. Reading assignment
3. Skill demonstration
4. An entire chapter/unit

C. Assessment informs instruction
1. Instructor reviews
2. Determines student knowledge
3. Plans for future instruction
4. Shares/discusses adjustments/changes with team of instructors.

D. Classroom Assessment Techniques (CATs):
1. Provides instructors with wealth of meaningful information about students' learning
2. Information may be used to affect real-time adjustments designed to improve student learning.
3. Lays the foundation for understanding assessment in the broader perspective.
4. Ongoing discussions with instructors/administrators within program.

E. Course-Level Assessment:
1. Assessment of student learning as it occurs through the duration of a course.
    a) PSLO's
    b) Competencies
2. Focus on assessments
    a) Assessment calendar
    b) Assessment plan
        1) Formative/Summative
        2) Direct/Indirect
    c) Collection of data

F. Program Level:
1. Determine students' overall learning from a mixture of direct/indirect measure.
    a) Direct
        1) Built on existing Class- and Course-Level assessment
    b) Indirect
        1) Survey questioning students about their academic preparation at Washburn Tech
        2) Collection of data

V. Competency Profiles:

Technical instructors track progress of each student using individual competency profiles. The standard is that completers attain a rating of at least a 3 on 80% of more of the assessed competencies on the Competency Profile.

The standard scale is as follows:
      4 Skilled – can perform task with no additional training
      3 Moderately skilled – has performed task during training program; limited additional training may be required.
      2 Limited skill – has performed task during training program; additional training is required to develop skill.
      1 Exposed to content – is familiar with process; no opportunity to develop skill.
      0 No exposure – not covered.

VI.   Make-Up Work

Each instructor is responsible to communicate to students the program/course policy regarding the availability of make-up work. The policy must be included in the program syllabus and course syllabi. At least one-half of all make-up work must be accomplished on campus in the lab or shop.

VII.   Unsatisfactory Grades

It is the responsibility of instructors to keep students informed about their academic progress. When a student's grade drops below a "C," the instructor must complete a "Progress Report" documenting the details of the student's performance (i.e., low test scores, missing lab reports, missing written assignments). Instructors must meet with students to provide the "Progress Report," review concerns, and offer suggestions for improvement. After meeting with the student, instructors will forward the "Progress Report to the appropriate advisor in Student Services who will schedule a follow-up contact with the student.

Instructors are expected to grade quizzes, projects, and exams in a timely manner so that students are informed of their progress and provided time to make improvements before the end of the semester.

VIII. Class Rosters

Class rosters authorizing class attendance for all students who have completed the total registration procedure are available to the instructor on MyWashburn whenever they choose to review the roster. Students are not eligible to attend class unless they are duly registered. Any student whose name is not on the class roster should be directed by the instructor to properly register on MyWashburn. Students who do not appear on the class roster by the end of the late enrollment period should not be allowed to continue attending classes.

IX. Progress Reports

It is important to communicate regularly with students regarding their progress. Washburn Tech uses a mechanism called a Progress Report for this purpose. Progress Reports are provided at the mid-point of each grading period for each student earning lower than a "C" at that time. In addition, Progress Reports are provided when students' grades drop suddenly or when their conduct changes significantly. Progress Reports are provided to the student and to the advisors in Student Services who will contact students to offer assistance and/or referrals.

The Progress Report form can be accessed in the following way:

- Go to the "T" drive
- Find the folder called "Public Folders"
- Open the "Progress Report" folder
- Open the relevant year's form

X. Grading Procedures

Grading periods will occur at the mid-term of each semester, and at the conclusion of each semester. Information will be e-mailed to each instructor regarding how to enter grades and when grades need to be entered. It is essential that grades be entered on time. Any questions should be directed to the Coordinator of Placement Services.

The essential purpose of grades is to differentiate accurately and appropriately between the students as to achievement in a particular course. An instructor must exercise great care in determining final grades of the student.

A. Grading Expectations
1. Instructors are required to use D2L as the official grading program.
2. Instructors are expected to update grades online bi-weekly.
3. Instructors are required to submit progress reports in a timely manner.
4. Instructors are required to meet deadlines for finalizing grades.

B. Grades

Term grades are submitted on-line and are due after the final examination period as specified in the appropriate class schedule so the necessary processing can be completed before the next semester/term. An electronic announcement will be sent to the instructor indicating the deadline for submission of grades. Grades not submitted by the deadline will be recorded as "NR" (not recorded). Timely submission of final grades is a basic instructor responsibility. Failure to meet this deadline impacts students negatively. After the deadline, grades or grade changes must be submitted using the formal paper process on a "Change of Recorded Grade" form.

C. Grades and Grade Points
The following symbols and their values are used in grading.

Symbols	Meaning	Grade Points Per Hour of Credit
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
I	Incomplete	0
IP	In Progress	0
W	Withdrawn	0
CR	Credit C or better	0
NC	No Credit	0

D. Students who officially withdraw during a semester prior to the twelfth week deadline receive a W.

E. The letter "I" indicates "incomplete work". The instructor needs to contact Student Services before entering an "I" in the gradebook. The report "I" will not be used when a definite grade can be assigned for the course. It will not be given for the work of a student in any course except to indicate that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed. The student must have completed three-fourths of the course requirements. The "I" grade should be used only when, in the opinion of the instructor, there is expectation that the work will be completed.

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in undergraduate courses must be completed by the last day of classes. The instructor must submit grades to Coordinator of Placement Services.

XI.   Examinations

All examinations, with the exception of the final examinations, are scheduled at the discretion of the instructor. Final examinations are administered in all courses where applicable. All examinations are proctored by the instructor or, under certain circumstances, by persons appointed by the instructor.

XII.   Procedure for Protesting Grades

Student who desire to contest the grade awarded in a course should follow the procedure described in Section Seven, Part II – Grievance Procedure for Students.

XIII. Course Repetition

To graduate from a technical program and receive a certificate, students must maintain a cumulative grade point average (GPA) of 2.0 or greater with no course grade less than a "C". If a student receives a "D or F" in a course, he/she must re-enroll in that course, pay tuition for those credits, and earn a "C" or higher. Students will not receive a technical certificate if any grade of a "D or F" remains in effect on their official transcript.

XIV. Attendance Reporting

Washburn Tech instructors are required to record attendance daily. The method of recording is left up to the instructor except on the following occasions: the first, second, fifth, and eighteenth day of class. On those days, instructors will receive an updated roster through email. Instructors are required to print the roster and use it to take roll. If there is a student on the roster who has not been in attendance, instructors are to circle the name. If there is a student in attendance but not on the roster, instructors are to write the name of the student on the bottom of the roster sheet. After this verification, they are to sign the roster and hand to the Director of Instruction when requested.

Summer school instructors follow the same guidelines as above, but on the second, fourth and sixth day of class.

Instructors need to contact Student Services via email should a student miss three days in a row or approach the 75% mark of absences allowed within the program.

Online instructors should print their rosters and the last date of student log-in on the second, fifth and eighteenth day of class and either email or hand deliver this printout to Student Services by 2 pm on the second, fifth, and eighteenth day of class.

XV. Placement and Student Completer Follow-Up Report

The Kansas Board of Regents requires technical schools and colleges to complete an extensive follow-up study on an annual basis. The study includes all students who have completed a short-term program, completed a career program, or have completed at least 12 hours toward a career program as of the previous academic year. It is each instructor's responsibility to gather the follow-up information on his/her students and to submit the information collected in a timely manner. Because the information requested is confidential, only the instructor is authorized to conduct these follow-up interviews.

It is the responsibility of Student Services to coordinate and compile follow-up employment data from information that the instructors gather by contacting their former students each year. Student Services then compiles the information into a summary report that is printed for the staff and is used as an informational resource for the school. The VPAA is provided with a copy of the summary report.

XVI. Dean's Honor Roll

- Students must earn a 3.5 or better grade point average.
- Students will be recognized after 12 credit hours have been completed.
- Courses must be completed at Washburn Tech.
- Students will be recognized for each semester's honor roll by a process to be determined) such as publication on the website or in a newspaper).

Graduation (Certificate of Completion) Honors

- Students who meet honor roll requirements for all semesters of their program will qualify for graduation honors recognition by a process to be determined (such as a congratulatory letter).
- Students must complete a minimum of 24 credit hours for graduation honors recognition.

XVII. Student Perception of Faculty

Student perception surveys may provide helpful information for instructors as they strengthen their teaching techniques. Information from these surveys, along with other methods, is used for the purposes of professional development of teaching, annual evaluations, promotion, and tenure. Programs administer student perception surveys for each program.

XVIII. Staff Off-Campus Schedule

Instructors should complete an Off-Campus form (located in the Dean's Office with the Senior Administrative Assistant to the Associate Dean for Instruction) any time they leave campus during the duty day, being specific when indicating destination (Example: Dr. Smith, Phone #273-0000). There has been an occasion when an employee's family had an emergency, and we had no way of reaching the employee. The original copy of the Off-Campus form is left with the Director of Instruction.

XIX. Lesson Plans (Substitutes)

The following information is required when there is a need for a substitute to continue with the program curriculum so there is minimal loss of instruction and maximum learning when the program instructor is absent.

A. Session time beginning and ending: AM & PM

    1. Include specific time when breaks are permitted

B. Roster of students for each session

C. Method for recording attendance

D. Copy of program syllabus that includes the program rules/policies
    1. Include contact information for Student Services, Security, and Administrative Office.

E. List textbook, workbooks, materials and lab activities required for the lesson
    1. Provide copies of all handouts and/or activities.
    2. Provide copy of textbook and/or workbook.
    3. Answer keys to questions in textbook/workbook/lab activities. When students have questions, there is a resource for the substitute to assist the student(s).

F. Specific/detailed instructions for the substitute to follow on completion of assignments with approximate time allowances:
    1. Indicate what Page #'(s) in the textbook or workbook that the substitute can guide the students to complete.
    2. Provide as much direction as possible so the substitute can cover the material as thoroughly as possible to minimize loss of instruction.
    3. If software is being utilized for class, please provide all the information to the substitute: passwords, instructions of how to access, identify what the students will do with the software. Identify the expectations of performance and possible trouble areas that could occur when utilizing the software.
    4. Instructions for the substitute regarding how to submit student completed work to the instructor.

XX. Copyrighted Materials for Classroom Use

For the most current guidelines associated with copyrighted materials for classroom use, please link to Washburn University Libraries LibGuide.

XXI. Claims for Damages on University Property

The University, by operation of the Kansas Tort Claims Act (KSA 75-6101 et seq and amendment), may be held liable for damages caused by the negligent or wrongful act or omission of any of its employees acting within the scope of their employment. Employees may also be held liable for tortious acts in the course of their employment.

The University shall provide for the defense of an employee named as a defendant in a civil lawsuit in either his/her official or individual capacity on account of an act or omission in the scope of his/her employment; provided, however, that a request for such defense be made in writing to the Vice President for Administration within fifteen (15) days after service of process upon the employee.

The University may refuse to provide for the defense if the University determines:

- The act of omission giving rise to the action was not within the scope of the employee's employment; or
- Such employee acted or failed to act because of actual fraud or actual malice; or
- The defense of the action of proceeding by the governmental entity would create a conflict of interest between the governmental entity and the employees; or
- The request for defense was not made within fifteen (15) days of service of process.

XXII. Participation in Activities

It is assumed that all instructors will attend faculty meetings and participate in commencement activities in proper academic regalia. Faculty meetings will primarily be held during the designated professional development sessions that are scheduled periodically throughout the year. Special meetings will be announced on an "as needed" basis and may require you to be in attendance. All instructors are urged to participate as fully as possible in activities in support of the Washburn Tech community.

XXIII. Professional Meetings

Instructors are encouraged to participate in state, regional, and national professional meetings. Even though attendance at such meetings conflicts with classroom teaching and laboratory supervision at times, it is essential to professional growth to meet with peers from other institutions in professional discussion and to present professional papers.

Washburn Tech also favors such meetings on its own campus, and faculty members should invite their respective professional organizations to the campus. In order to prevent serious problems of space utilization, such arrangements should be discussed with the Dean so that conflicts may be avoided.

XXIV.   Field Trips

All field trip forms must be submitted at least a week prior to the field trip so the Director of Instruction has ample time to approve and ALL paperwork is on file. Lead time and proper notification of home high schools is very important. Field trips can be an enhancement to the learning process. Advanced planning by the instructor must take place for a successful field trip. All forms can be found on the T-Drive shared folder.

A. The Field Trip request form should be completed at least two weeks prior to the trip and submitted to the Director of Instruction for consideration for approval.

B. Notify Student Services so high schools/parents can be made aware well in advance of the trip. All high school students will need to complete a permission form. Secondary students must have a parent signature and their high school principal or counselor to participate on the field trip.

C. Arrangements with the organization to be visited should be completed well in advance.

D. If there are to be expenses for a field trip, these must be approved before any commitment is made.

E. With the availability of the different industries and businesses in the Topeka area, field trips outside of Topeka are not encouraged.

F. A list of students going on the field trip is to be filed with the Associate Dean for Instruction.

XXV. Off-Campus Conduct

All instructors and staff should maintain a professional behavior whether on campus or at clinical sites, business visits, speaking with vendors, partners or community members, while at conferences or other work related events. Behaviors that will not be tolerated include, whether made in person or through technologies (cell phone, text messages, social media posts or e-mail), but are not limited to bullying, harassment, intimidation, undermining student or staff safety by withholding information or dereliction of duties, or making offensive comments.

XXVI. Washburn Tech Activities

Any department open houses, graduation, or any activity that is school sponsored, must be cleared through the Dean prior to prearranged commitments. All activities should be coordinated with Washburn Tech's marketing department. Early reservations are strongly encouraged as space is in high demand.

XXVII. Program Advisory Committees

Each instructional program must have a program advisory committee to be eligible for Carl Perkins funding. The Associate Dean for Instruction (ADI) is the supervisor/coordinator of the information and activities related to program advisory committees. Each instructor must have a minimum of two advisory meetings a year. The initial advisory meeting is to be held and minutes turned in to the ADI's administrative assistant prior to Thanksgiving break. The second advisory meeting must be prior to spring break.

A minimum of six business people are to participate on the program advisory committee. A quorum, 2/3 or 67%, of committee members must be in attendance to qualify as a valid meeting.

- Coordinate all meetings with the ADI. There will be a minimum of six members on each advisory committee with two rotating off each year. Prior approval for new members is required. A copy of all advisory committee documents must be filed with the ADI. It is required to document discussion and proposed actions and/or program curriculum modifications decided at the meeting. The ADI will review the minutes.

XXVIII. Program Parties/Food

All instructors are to obtain approval from administration for any class activity that may be called "a party" involving food and drink or any non-food and drink activity. No food or drink is permitted in the vicinity of computers or program equipment.

XXIX. Technical Library

Technical materials are located in each program area. Instructors are expected to maintain an inventory of this material and should keep abreast of new materials. When additions are needed for the library, a purchase request is submitted to the ADI for approval. Follow the procedures explained in the Purchasing Procedures section.

XXX. Washburn Tech Smoking Policy

See the most current smoking and tobacco use policy at the following link: http://www.washburn.edu/campus-life/student-activities/policies-forms/tobacco-use.html

This policy applies to all persons on Washburn Tech grounds (staff, faculty, students and visitors.) The use of tobacco products on Washburn Tech property is permitted only in designated areas. The designated areas are within 6 feet of the marked barrels. The use of the word "tobacco" refers to both smoking and smokeless tobacco.

Section Seven: Services for and Responsibilities of Students

I. Student Handbook

Student Handbooks are available online at: www.washburntech.edu. Students are required to acknowledge receipt of the Handbook and are held accountable for abiding by its contents.

II. Grievance Procedure for Students

A student with an academic or non-academic concern or complaint needs to follow the procedure outlined in the Student Handbook.

It is recommended that students first bring the issue informally to the attention of the instructor within five class sessions after the concern was raised. Efforts need to be made to resolve the concern at this level before filing a formal grievance.

Exceptions: If a student has claims of discrimination, the issue must be referred to the Equal Opportunity Director for Washburn University (currently Dr. Pamela Foster). She can be reached at 1700 SW College Avenue, Topeka, KS 66621, 785-670-1509, eodirector@washburn.edu.

Washburn University prohibits discrimination on the basis of race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities and employment, as required by applicable laws and regulations.

III.   New Student Orientation

Orientation sessions are held for all new students at the beginning of their first semester of enrollment. Sessions are designed to acquaint students with student services staff members and the array of services they provide. Students are introduced to a variety of opportunities available on the Washburn Tech campus and on the Washburn University campus. In addition, students are introduced to the concept of Satisfactory Academic Progress and the grades and attendance standards that must be met to receive technical program certificates.

Students are scheduled to attend orientation sessions by program and time of day. Dates and times for the orientation session will be distributed to instructional staff each semester; sessions are typically held during the first week of each semester.

IV.   Advising and Guidance

Two Student Services staff members are available for academic advising and guidance about school related matters such as graduation requirements, changes of program, occupational information, grade and attendance concerns, and student conduct. They also provide guidance referrals regarding non-school issues that may affect program performances. Advisors are knowledgeable about community resources as well as resources available on the Washburn University campus. Students may stop in to see an advisor or be referred by their instructor.

V.   Student Health Services

The University maintains a department of Student Health Services in Morgan Hall on the 17th Street campus. This service is operated primarily for the benefit of students, but assistance is available to faculty members in emergency situations. The nurse practitioner and nursing staff are available from 8:00 a.m. to 5:00 p.m. on weekdays for the purposes of health counseling and the treatment of minor ailments and injuries. This service is provided at no additional charge to students. Faculty members should feel free to refer students to the Student Health Services when they observe the need for medical advice.

VI.   Student Counseling Services

The mission of Counseling Services is to help, in concert with faculty and staff, all Washburn University students to reach their full academic potential by offering student assistance with personal, social and intellectual issues. Counseling Services is located in Kuehne Hall on the 17th Street campus. In addition to on-campus counseling, services are also available by phone 24/7 to assist students.

VII.   Support Services for Students with Disabilities

For detailed information, refer to the Student Handbook: "Support Services for Students with Disabilities."

VIII.   Student Records

The Assistant Registrar for Technical Education is charged with the responsibility of maintaining permanent, accurate academic records of each student who enrolls at Washburn Institute of Technology. This is an impossible task without the complete and prompt assistance of the technical instructor. Furthermore, all persons concerned with the records of the student, including faculty, shall recognize the confidentiality of them. The Family Rights and Privacy Act of 1974 prohibits the disclosure of information (other than "Directory Information") from academic records without consent of the student.

Student current and past records are kept under the supervision of the Student Services office. The Assistant Registrar for Technical Education is responsible for the maintaining of current student records. The Associate Dean of Instruction has overall responsibility for the maintenance and safety of all student records.

Access to student files is available to authorized staff. Washburn Tech instructors have access on a need-to-know basis. The monitoring of access to student files is the responsibility of the Assistant Registrar for Technical Education.

IX.   Graduation

Graduation ceremonies will be held at the end of fall and spring semesters. All instructors are required to participate in the ceremonies. Students must follow appropriate dress code to participate in graduation ceremonies. To participate in the ceremony students must wear the Washburn Tech cap and gown as issued with no modifications allowed.

To graduate from a technical program and receive a certificate, students must maintain a cumulative grade point average (GPA) of 2.0 or greater with no course grade less than a "C". If a student receives a "D or F" in a course, he/she must re-enroll in that course, pay tuition for those credits, and earn a "C" or higher. Students will not receive a technical certificate if any grade of a "D or F" remains on their official transcript.

The official certificate will be mailed 6-8 weeks after the end of the semester, once final reviews of academic records are complete.

NOTE: Specific programs may require more rigorous academic standards. For pertinent details, refer to those program handbooks or program syllabi.

X.   Attendance Policy/Tardiness and Attendance Reporting

Washburn Tech staff place emphasis on punctuality and attendance. Benefits of regular attendance include improved employability and increased chances to receive scholarships and financial aid. Nearly all employers are interested in the school attendance of job applicants. Attendance at school is indicative of future attendance on the job. Irregular attendance is the cause most frequently given by instructors for unsatisfactory progress in courses. Students should make every effort to arrange appointments with doctors and other personal business at a time when courses are not in session.

Due to the nature and requirements of technical education programs, students must comply with the attendance policy outlined in each division's syllabus to be in good standing. At a minimum, programs should expect 90% attendance from students.

Instructors maintain all attendance records for their students. On occasion instructors will be asked to provide attendance records for students so accurate records are necessary.

XI. National Technical Honor Society

The National Technical Honor Society (NTHS) recognizes and honors Washburn Tech students for outstanding academic and personal achievements. The NTHS promotes the qualities of honesty, service, leadership, and career development. Washburn Tech students are nominated for NTHS by their instructors or may be self-nominated. To be eligible, students must be in the last semester of their technical program. Students are evaluated on the basis of their academic and attendance records, community involvement, character and financial accountability.

Final selection into NTHS is made by a committee of instructors and an administrator. Nominating packets will be distributed to instructors in October and in February. Two induction ceremonies are held each year, one toward the end of the fall semester and another toward the end of the spring semester.

XII. Tuition – Fees and Sponsorship

Students attending Washburn Tech can receive assistance from many sources. These sources include Heartland Works, Rehabilitation Services, SER, and others; Pell Grants are available to post-secondary students; Veterans benefits; Guaranteed Student Loans; Jones Foundation; Kiwanis: and other sponsoring organizations. Washburn Tech's eligibility to have students receive such benefits is based on the placement of graduates. Without a high percentage of placements, the students would not be eligible for economic assistance.

Students who have graduated from a consortium high school can receive a tuition credit ($250 for half day students and $500 for full day students, with a maximum of $1,000 for one program only) if attending within 18 months of high school graduation. For more information, please contact an advisor in Student Services or the Associate Dean of Student Services.

Post-secondary students must pay tuition to attend Washburn Tech.

State legislation outlines that high school students admitted to a technical education course or program conducted by a community college, technical college, or institute of technology may be charged fees, but not tuition.

XIII. Financial Aid

Information about federal financial aid, Veterans educational assistance, and scholarships may be obtained from the Financial Aid Office located in the Student Services Office. The Financial Aid Officer, along with a part-time staff person, provide assistance on a walk-in or scheduled basis, Monday through Friday from 8:30 a.m. to 5:30 p.m.

XIV. Scholarships

Various organizations and individuals provide scholarship funds for students attending Washburn Tech. Each scholarship has its own criteria for selection. Instructors will be notified by the Financial Aid Office as scholarships become available. Please make your students aware of these opportunities. The Financial Aid Office will handle all scholarship applications.

XV. Institutional Refund Policy

Percentage of Tuition to be refunded for a full-semester length course:

If withdraws within first 2 days of class	100%
If withdraws days 3-5 of classes	80%
If withdraws days 6-10 of classes	60%
If withdraws days 11-15 classes	40%
If withdraws day 16 or after	no refund

The first day a course is scheduled to meet constitutes the beginning of the course when calculating tuition refunds.

The Institutional Refund Policy determines the amount of institutional charges the student has incurred at the time of withdrawal. This calculation is automatically performed for both official and unofficial withdrawals. A request from the student is not required.

XVI. Student Placement and Follow-up

Graduating students are primarily aided in finding employment through the efforts of their instructors. Instructors maintain an employer resource file and keep close relationships with private business and industry through their advisory committees and current/past business contacts. Many students find permanent employment after participating in the On-The-Job Training (OJT) opportunity coordinated by Student Services. Instructors assist their students finding jobs for OJT and the Associate Dean of Student Services verifies the student's eligibility to participate.

Job openings that become known to the school are relayed directly to the instructor who keeps contact with students and graduates seeking employment. Each year Student Services sponsors a Career Fair at the school. Many local business and industries are represented.

Employers may list job openings for Washburn Tech students at: www.witjobs.net

XVII. On-The-Job Training (OJT) Experience

Washburn Tech provides an opportunity for students to develop marketable skills leading them to entry-level employment related to their technical training. On-The-Job Training Experience is an opportunity that can be one valuable part of the education experience.

A. Students must meet 100% of the program competencies before being released for On-The-Job Training (OJT) or have an opportunity to meet the balance of program competencies while on OJT.

B. The OJT work experience must be directly related to the student's technical program.

C. Students enrolled at Washburn Tech part day (3 hours) must work at their OJT site a minimum of 15 hours per week.

D. Student enrolled at Washburn Tech full day (6 hours) must work at their OJT site a minimum of 30 hours per week.

E. If the OJT ends, students must return to Washburn Tech to complete the semester.

F. Student financial accounts must reflect a zero balance prior to release for OJT.

G. Students must submit weekly time sheets to the Associate Dean of Student Services or their instructor.

H. Students must make weekly contact with their program instructor while on OJT.

I. OJT may be a paid or unpaid work experience.

XVIII. Job Shadowing

Job shadowing is a work experience option for students to learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples, and reinforce in the student the link between classroom learning and work requirements.

Job shadowing has limitations. Students are only to observe direct work skills and responsibilities. Skills are not acquired; the time allowed is 1-3 days. While integration of school and work is implied, there is little curriculum alignment between the school and occupational area.

The instructor, in the program area, is responsible for coordinating this activity with the student, employer/supervisor, and Student Services.

A student is eligible for Job Shadowing with the following requirements:

A. Be in good standing
   1. At least 90% attendance of the hours taught prior to job shadowing
   2. Overall GPA of 2.0 or higher,
   3. Coursework is current
B. Recommended by the program instructor
C. Complete the required forms prior to the job shadowing experience:
   1. Job Shadowing Experience Agreement
   2. Parent Permission form for High School students only
   3. Transportation Notice and Permission Form (provide copies of driver's license and car insurance).
D. The work-site employer/supervisor completes the Student Job-Shadowing Report upon completion of job shadowing experience.

XIX. Student Conduct and Disciplinary Code

Effective classroom management is critical when providing students a quality educational experience. Good classroom management can be described as fair, firm and consistent.

The adopted Student Conduct Policy is the one in place at Washburn University. If a student exhibits behaviors in the classroom or anywhere on campus that disrupts the educational flow, the instructor (or any instructor) needs to communicate the issue to the Associate Dean of Student Services or to an advisor. Student Services staff will meet and talk with the student in an effort to modify the unwelcome behavior. If the behavior/misconduct continues, disciplinary sanctions may be imposed that result in days of suspension and/or expulsion.

If student or staff safety is a concern, the Washburn University Police must be contacted immediately followed by phone calls to the operator, to the Dean's office, and to the Associate Dean of Student Services.

Instructors are advised to keep detailed written records of student conduct, misbehavior, and meetings held with students. Advisors or the Associate Dean of Student Services will go to the classroom/shop area to escort the student to the Student Services office.

XX. Academic Impropriety Policy

The adopted Academic Impropriety Policy is the one in place at Washburn University. See Washburn University Faculty Handbook Section Seven, VIII.

XXI. Telephones and Electronic Devices Policy

The use of cell phones and other electronic technology by students in class is at the discretion of the instructor.

Appendix A – Operations Guidelines

I. Washburn Tech Building Hours (typical* building hours):
   Monday – Friday 6;00 A.M. TO 10:30 P.M.

   Saturday   6:00 a.m. to 2:30 p.m. – please notify Keith Jackson,
                               Director of Maintenance, if you plan to work on a Saturday

   Sunday   CLOSED

   *Excludes holidays or inclement weather days

   Please contact Keith Jackson at 785-806-4199 regarding weekend hours.

II. Purchasing

A. Requesting Supplies from the Warehouse:

Washburn Tech's warehouse stocks a limited amount of supplies for programs, including a small amount of office and classroom supplies.

Submit requests for supplies by e-mail to: trudi.kenney@washburn.edu, Warehouse Coordinator.

Provide as much information as possible, part/product number, color, etc. Missing or incomplete information may cause a delay in the ordering process.

Please plan ahead. Requests (for various reasons) may not be immediately accommodated. For requests under $500.00, the warehouse will use discretion on how those orders will be placed. A purchase order may still be needed, and/or orders may be combined and a purchase order requested.

Requests over $500.00 will require a request form, quote, and a purchase order. These orders will not be processed through the warehouse. Submit these requests to: tech-accounting-requests@washburn.edu

B. Requesting Supplies from Outside Vendors:

   1. See procedure above
   2. Have items delivered to Washburn Tech if/when possible
   3. The warehouse typically has pick-up runs on Tuesday and Thursday afternoons. (Subject to staff availability).

III.   Copier Use, Printing Jobs

Instructors may use any copy machine on campus. The copier code you have will work on any copier on campus. Large amounts of copying and/or printing can also be ordered through the Print Shop. Please contact Kenny Sieh, Print Shop Manager, at 785-228-6376 or by e-mail at: Kenny.sieh@washburn.edu. Turnaround time is quick.

Please note: the copy machines located in the Student Services Office, Admissions Office and Dean's Office cannot be tied up with instructional printing/copying jobs. Please find alternate machines to use.

IV.   Instructional Supplies

Please direct all requests for instructional supplies to the Associate Dean for Instruction and please do not help yourself to supplies in the office without asking. Requests for instructional supplies of any kind should be on a Request Form available electronically on the instructor's computer desktop. Washburn Tech/Washburn University is not responsible for payment of an order if a purchase order has not been issued prior to the purchase.

V. Reservation of Computer Labs and Meeting Rooms

The Conference Center and Meeting Coordinator coordinates the scheduling of rooms at Washburn Tech. Instructors who need to use the lecture hall, any computer lab, the Brock Room, the Basement Testing Center, or the Conference Center should schedule its use as early as possible. The Senior Administrative Assistant/Operator is a back-up contact for scheduling rooms.

VI.   Mail

Outgoing USPS mail for official school business should be placed in the marked tray behind the reception area in Student Services. All official school mail will be post-marked/stamped by the office personnel.

Staff mail boxes are provided for the receipt of incoming mail, campus mail and information that needs to be disseminated to each staff member. Please check and empty your assigned box daily.

Large or bulky mailed items delivered to Washburn Tech may be placed in a location other than mail boxes. Please check with the front office staff or warehouse staff is you are expecting a larger item to be delivered.

VII. Janitorial Services Requests

The procedure to report janitorial services needed is to contact the custodian responsible for your area of the building first. To reach a custodian, dial the operator "0" and ask the operator to page the custodian assigned to your area, and see if they can assist.

Primary Facilities Staff Locations (please note that staff also cover other areas as needed):

Building A	Building C	Building D
AE – Marvin	Barry	
AC – Manual		
AW – Tish		

Building G	Building H	Buildings K & L
Tish		Justin

You may also send requests for services via e-mail,
Janitorial requests: keith.jackson@washburn.edu and copy clark.coco@washburn.edu
Maintenance requests: keith.jackson@washburn.edu and copy
clark.coco@washburn.edu

Please turn off the lights and all computers upon leaving your program area at the close of every school day and lock your door.

VIII. Technology Help and Support

For all technology help and support needs, staff should call the ITS Help Desk at 785-670-3000 or e-mail: support@washburn.edu. If the Help Desk staff are unable to assist you over the phone, they will create a support ticket and IT staff will be dispatched as appropriate.

IX. Safety Precautions

Each instructor must develop a safety instruction program and take the needed instructional time to fully inform students of the correct procedures to minimize the chance of injury and accident. Safety equipment, such as eye protection, must be available and in use. All students must pass a safety examination prior to using shop equipment and must wear personal protective equipment in labs. Instructors should keep the students' safety tests on file during the year. Make sure all students follow all safety precautions.

X. Accidents and First Aid

A basic first aid kit is provided to each program area to provide immediate care to an injured person. Supplies to replenish the kits are available through Washburn Tech's warehouse and will be charged against the program instructional account

When dealing with an open wound, disposable exam gloves should be worn. The instructor should notify Student Services immediately when a student injury or illness is more than a minor incident. Good judgment and the seriousness of the situation will assist the Washburn Tech staff in determining if the injured or ill student should remain in the classroom with the instructor until medical assistance can arrive at the scene or if this student needs to report to Student Services alone, be accompanied by another student, and/or the instructor for follow-up care. Student Services will notify the parent/guardian of a secondary level student as soon as possible. The instructor must complete an Accident Report form as soon as the emergency subsides. Accident forms are available from the Associate Dean of Student Services.

XI. Security

Security is the responsibility of everyone. There are many things included in security which must be reported. Among these are child abuse, bullying, suspected drug-alcohol use, and loss of equipment. Report these items to an administrator or the campus police officer immediately.

You should have your students mark personal property, and it is your responsibility to mark Washburn Tech's property used in your department. If any item should disappear, file a stolen property report with the campus police immediately. Do not wait. Expecting the property or missing item to show up hampers anything the campus police can do to seek the return or investigate the loss of the equipment. The stolen property report can always be canceled.

We have a full-time campus police officer on duty. Among his duties are to assist in the security and safety of personnel and property.

XII. Fire Drills

Fire drills are announced by intermittent ringing of the fire alarm. There will be one fire drill each month. Review the plan for your instructional area with students the first week of school. Detailed directions are found in the Student Handbook. Instructors are expected to provide supervision during drills. Smoking is NOT permitted during fire drills. Fire drills will be scheduled at random times and alarms will be pulled from various campus locations.

XIII. Tornado Drills

Tornado drills will be sounded by an intermittent siren. Drills will be held in the fall and spring months. Instructors should accompany their students to the shelter area. Instructors should exercise caution in the event of a real tornado; time to proceed to the shelter should be considered. If the tornado is upon us and one cannot make it to the shelter area, emergency action should be taken:

1. Move away from areas where broken glass could be a problem
2. Sit near a masonry wall with hands folded over the head
3. Use any type of cover—benches, desks, etc.
4. Stay calm
5. Wait for "all clear"

XIV. Parking Spaces

All staff must have completed a Washburn University parking application and have received a Washburn University "reserved parking permit" hang tag to be authorized to park within parking spaces on campus that are marked by "Staff Parking" signs (usually curbs). Failure to comply could result in receiving a $15 parking ticket.

XV. Advertising, Commercialism, Fund Raising, and Selling in the Schools

Students, school personnel, and school facilities may not be used in any manner for advertising, fundraising, selling, or promoting the interests of any non-school agency, organization, or individual without the prior approval of the Dean.

XVI. News Releases – Public Relations

All news releases involving Washburn Tech will be created and approved through Washburn Tech's Marketing Coordinator. To assist with this process, instructors are asked to provide detailed information, in writing, as soon as possible.

XVII. Email – Fundraising for Non-Washburn Tech Programs

Washburn Tech email is not to be used for fundraising unless it is directly connected with a program or the institution and has been approved by the dean.

For fundraising opportunities of non-institutional groups, a flyer and/or information should be provided to the Dean for approval. If approved, the flyer/information will be placed at the switchboard or on the staff bulletin board.

All flyers being posted at Washburn Tech must have approval of the Dean. If there is not an approval stamp, the flyers will be removed.

Appendix B – Technology and Equipment

I. Technology Equipment: Storage, and Purchasing

Most Washburn Tech classrooms are equipped with audio visual equipment. Students have various learning styles, and the use of audio-visual equipment is often a very effective teaching aid. If you need instruction on how to operate the equipment in a classroom, submit a support ticket to support@washburn.edu. Training can b provided before or after classes to help you become comfortable operating the equipment. If equipment is not operating correctly, please submit a support ticket to support@washburn.edu so the equipment can be fixed in a timely manner.

Washburn Tech has a limited number of student response systems (clickers) that can be checked out either through direct contact with an instructor who has a set or by submitting a support ticket to support@washburn.edu. If you would like to use a student response system in your classroom, please submit a support ticket to support@washburn.edu

Storage: All technology equipment, when not in use, is to be locked in a safe place…storage room, office, classroom, etc.

Purchasing: If you would like to purchase technology equipment or software for instructional use, please provide specifications of the equipment or software before completing the procedures explained in the Purchasing Procedures section. Submit the documentation electronically to support@washburn.edu with the subject line "purchase equipment or software." By submitting the specifications of the equipment or software, Washburn ITS can make sure that what is being purchased will work on the technology equipment you have, and that the university does not already have the equipment or software on hand.

II. Computer Ethics

The primary purpose of using computers and the Internet is to support education and research for the institution. In order that students have the benefit of these resources, certain standards of use are expected.

Transmission of any material in violation of any U.S./state regulation regarding computer/internet use is prohibited. This includes, but is not limited to copyright material, threatening or obscene material, or material protected by secret trade. The use of the institution's computers and the Internet is a privilege, not a right, and inappropriate use will result in a loss of the privilege and possible disciplinary action. Instructors/staff using the institution's computer systems/networks and Internet access must follow accepted rules of usage. These rules include, but are not limited to, the following:

1. Be polite. Do not abuse others in any message. Use appropriate language. No swearing or vulgar language of any kind.

2. Do not reveal your personal address or phone number or those of fellow colleagues. Any message relating to illegal activity may be reported to the authorities.

3. All student computer/internet usage at Washburn Tech must be under the supervision of an instructor or staff person.

4. Students may not use software programs other than those provided by Washburn Tech.

5. Food or drink at or in the proximity of computers, printers, etc. is prohibited

6. All printing or downloading must be under the supervision of an instructor or staff person. All information is to be considered copyrighted and treated as such.

7. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy another user, the Internet, or any computer, agency, or network. This also includes the uploading or creation of computer viruses.

Each student is to sign an Internet and Computer Usage Form acknowledging that they have read and understood the policies of Washburn Institute of Technology. This form is also to be signed by the instructor and kept in a student file in the program.

Appendix C: Evaluation Tool

Employees Name	Win #	Recommendation:
		☐ Retain ☐ Unsatisfactory; recommended improvement plan: ☐ Unsatisfactory; recommended non-renewal ☐ Other
Department		
REVIEW PERIOD From: To:		
Overall Rating _____ (from pg 2)		

An overall rating less than 2.0 will be addressed in a Performance Improvement Plan (PIP)

OVERALL COMMENTS:

Supervisor's Signature_____ Date_____

EMPLOYEE COMMENTS (optional)

Employee's Signature_____ Date_____

My signature indicates ONLY that I have reviewed the document and discussed the contents with my supervisor.

PERFORMANCE EXPECTATIONS AND NUMERIOCAL RATING CODES

INSTRUCTIONS: The supervisor will assign a numerical rating to each of the applicable categories below using the evaluation rubric. Ratings should be given in whole numbers only (no percentages). TOTALS should be computed at the bottom of each rating column. To determine the OVERALL RATING, add totals together and divide by the number of performance expectations rated. Additional pages may be used if necessary.

3 – Exceeds Expectations, 2- Meets Expectations, 1 – Below Expectations

Performance Expectations	3	2	1	Comments
Classroom Climate: "General"				
Classroom Climate: "Managing Student Behavior				
Classroom Climate: "Environment"				
Classroom Culture: "Motivating Students				
Classroom Culture: "Expectations"				
Classroom Culture/Instructions: "Questioning"				
Classroom Culture: "Feedback"				
Classroom Culture: "Knowledge of Students"				
Instruction: "Lecturing"				
Instruction: "Lesson Structure and Pacing"				
Instruction: "Instructional Planning"				
Instruction: "Use of Resources"				
Instruction: "Assessments"				
Professionalism: "Content Knowledge"				
Professionalism: "Meeting Washburn Tech Requirements				

Grand total, all columns___ /Total number of Performance Expectations rated (15) =___
OVERALL NUMERICAL RATING (grand total divided by total number performance expectations)

A Performance Improvement Plan (PIP) will be initiated to address an overall rating of less than 2.0. Please contact Human Resources for assistance.

	Above Expectations (3)	At Expectations (2)	Below Expectations (1)	Evidence
Classroom Climate: "General"	Instructor-student interactions demonstrate caring and respect for one another. Students exhibit care and respect for Instructor and are polite to each other. Positive relationships and interdependence characterize the classroom.	Instructor-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the Instructor and are generally polite to each other. Instructor is sometimes receptive to the interests and opinions of students.	Instructor-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the Instructor and/or interaction between students is characterized by conflict, sarcasm, or put-downs. Instructor is not receptive to interests and opinions of students	Observation Walkthroughs Teacher Evidence • Student Survey Questions #1, #5, #16 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1 • Rules and procedures • Progress from previous evaluations
Comments:				

Classroom Climate: "Managing Student Behavior"	Students are consistently well behaved and on task.	Students are mostly well behaved and on task, some minor learning disruptions may occur.	Students are not well behaved and are often off task.	Observations
				Walkthroughs
	Instructor and students establish clear rules for learning and behavior.	Instructor establishes rules for learning and behavior.	Instructor establishes few rules for learning and behavior.	Student Services
	The Instructor overlooks inconsequential behavior.	The Instructor uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.	The Instructor uses few techniques to maintain appropriate student behavior.	Teacher Evidence • Discipline Log • Classroom Rules or Expectations • Progress from previous evaluations
		The Instructor overlooks some inconsequential behavior, but at other times, stops the lesson to address it.		
	The Instructor deals with students who have caused disruptions rather than the entire class.	The Instructor deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	The Instructor cannot distinguish between inconsequential behavior and inappropriate behavior.	
	The Instructor attends to disruptions quickly and firmly.	Students are most focus while working in the shop or lab area.	Disruptions frequently interrupt instruction.	
	Students are focus and on task while in the shop or lab area.		Students are usually off task when working in the shop or lab area.	
Comments:				

Classroom Climate: "Environment"	The classroom is organized and understandable to all students The classroom supplies, equipment, and resources are all easily and readily accessible, The classroom/shop/lab is well organized and clean.	The classroom: is organized and understandable to most students, The classroom supplies, equipment, and resources are accessible, The classroom is arranged to promote individual and group learning. The classroom/shop/lab is fairly clean and organized.	The classroom: is somewhat cold and uninviting, The classroom is not well organized and understandable to students, The classroom: supplies, equipment, and resources are difficult to access, The classroom is not arranged to promote group learning. The classroom/shop/lab is clutter and/or dirty.	Observation Walkthroughs Teacher Evidence • Student Survey Questions #7 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1 • Posted rules or expectations • Progress from previous evaluations
Comments:				

Classroom Culture: "Motivating Students"	The Instructor consistently organizes the content so that it is personally meaningful and relevant to students. The Instructor consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The Instructor regularly reinforces and rewards effort. The instructor allows hands on in the shop/lab giving students first hand opportunities.	The Instructor sometimes organizes the content so that it is personally meaningful and relevant to students. The Instructor sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The Instructor sometimes reinforces and rewards effort. The instructor usually allows hands on in the shop/lab giving students first hand opportunities.	The Instructor rarely organizes the content so that it is personally meaningful and relevant to students. The Instructor rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The Instructor rarely reinforces and rewards effort. The instructor rarely allows hands on in the shop/lab giving students first hand opportunities	Observations Walkthroughs Student Survey Teacher Evidence • Lesson Plans • Students Awards received • Progress from previous evaluations
Comments:				

Classroom Culture: "Expectations"	Instructor sets high and demanding academic expectations for every student.	Instructor sets high and demanding academic expectations for every student.	Instructor expectations are not sufficiently high for every student.	Observation
	Instructor encourages students to learn from mistakes.	Instructor encourages students to learn from mistakes.		Walkthroughs
	Instructor creates learning opportunities where all students can experience success.	Instructor creates learning opportunities where most students can experience success.	Instructor creates an environment where mistakes and failure are not viewed as learning experiences.	Teacher Evidence
	Students take initiative and follow through with their own work.	Students complete their work according to Instructor expectations.	Students demonstrate little or no pride in the quality of their work.	• Student Survey Questions #5 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1
	Instructor optimizes instructional time, teaches more material, and demands better performance from every student.			• Lesson Plans • Progress from previous evaluations
Comments:				

Classroom Culture/ Instruction: "Questioning"	Instructor questions are varied and high quality, providing a balanced mix of question types: • knowledge and comprehension • application and analysis, and • creation and evaluation. A high frequency of questions is asked. Wait time (3-5 seconds) is consistently provided. Instructor holds the whole class responsible for answering questions Questions regularly assess and advance student understanding.	Instructor questions are varied and high quality providing for some, but not all, question types: • knowledge and comprehension, • application and analysis, and • creation and evaluation. A moderate frequency of questions asked. Wait time is sometimes provided. Instructor sometimes holds the whole class responsible for answering questions	Instructor questions are inconsistent in quality and include few question types: • knowledge and comprehensio n, • application and analysis, and • creation and evaluation. A low frequency of questions is asked or none. Wait time is inconsistently provided. The Instructor mostly calls on volunteers and high-ability students or use shotgun technique	Observations Walkthroughs Teacher Evidence • Lesson Plans • Video Recordings • Progress from previous evaluations
Comments:				

Classroom Culture: "Feedback"	Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.	Oral and written feedback is mostly academically focused, frequent, and mostly high quality.	The quality and timeliness of feedback is inconsistent.	Observations
	Feedback is frequently given during guided classroom and shop work.	Feedback is sometimes given during classroom and shop work.	Feedback is rarely given during classroom or shop work.	Walkthroughs
	The Instructor circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	The Instructor circulates during instructional activities to support engagement, and monitor student work.	The Instructor circulates during instructional activities but monitors mostly behavior.	Teacher Evidence • Student Survey #9 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1
	Feedback from students is regularly used to monitor and adjust instruction.	Feedback from students is sometimes used to monitor and adjust instruction. Instructor provides some notice of where a student stands with their grade	Feedback from students is rarely used to monitor or adjust instruction.	• Instructor Gradebook • Video Recordings • Rubrics • Progress from previous evaluations
	Instructor provides timely notice of where a student stands with their grade. Instructor keeps D2L updated weekly	Instructor keeps D2L up monthly	Instructor does not keep gradebook up-to-date therefore students rarely know where they stand. Instructor only uses the computer system to enter final grades.	
Comments:				

Classroom Culture: "Instructors Knowledge of students"	The instructor demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The instructor's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The instructor plans for and can articulate specific strategies, content and delivery that will meet the needs of the individual students and groups of students.	The instructor demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The instructor's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.	The instructor demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The instructor's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	Observations Walkthroughs Teacher Evidence • Student Survey #8, #10 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1 • Progress from previous evaluations
Comments:				

Instruction: "Lectures"	Lectures are enhanced by visuals. Instructor checks for students understanding after main points of the lecture. Instructor holds all students accountable during lecture material. Instructor uses strategies to keep students engaged during the lecture.	Lecture has some visual enhancement. Instructor checks from time to time to see if students understand the material. Instructor holds some students accountable during lecture. Instructor uses some strategies to breakup lecture to keep students engaged.	Instructor has limited or no visuals during lecture Instructor rarely if at all checks for understanding Instructor doesn't attempt to hold students accountable during lecture Instructor doesn't use strategies or rarely does to engage students	Observation Walkthroughs Teacher Evidence • Presentations • Lesson Plans • Video Recordings • Progress from previous evaluations
Comments:				

Instruction: "Lesson Structure and Pacing"	The lesson starts promptly.	The lesson starts promptly.	The lesson does not start promptly.	Observations
	The lesson's structure is coherent, with a beginning, middle, and end.	The lesson's structure is coherent, with a beginning, middle, and end.	The lesson has a structure, but it may be missing closure or introductory elements.	Lesson Plans
	The lesson includes time for reflection.	Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.		Walkthroughs
	Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.		Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.	Teacher Evidence • Lesson Plans • Progress from previous evaluations • Skills USA
	Routines for distributing materials are seamless.	Routines for distributing materials are efficient.	Routines for distributing materials are inefficient.	
	No instructional time is lost during transitions.	Little instructional time is lost during transitions.	Considerable time is lost during transitions	
Comments:				

| Instruction: "Instructional Planning" | Instructional plans include measurable and explicit goals aligned to curriculum;

Instructional plans include activities, materials, and assessments that:

• are aligned to curriculum,
• build on prior student knowledge, are relevant to students' lives, and integrate other disciplines,

Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of all learners;

Instructional plans include evidence that the plan provides regular opportunities to accommodate individual student needs. | Instructional plans include goals aligned to curriculum.

Instructional plans include activities, materials, and assessments that:

• are aligned to curriculum,
• build on prior student knowledge, and
• Instructional plans include: work, and lesson and unit closure;

Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of most learners;

Instructional plans include evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include few goals aligned to curriculum,

Instructional plans include activities, materials, and assessments that:

• is rarely aligned to curriculum,
• rarely builds on prior student knowledge,

Instructional plans include little evidence that the plan provides some opportunities to accommodate individual student need; | Observation

Teaching Material

Walkthrough

Teacher Evidence

• Copies of Lesson Plans
• Student Survey #3, #15
Student Survey 4.5 or better =3
4.0 to 4.45=2
Under 4.0 = 1

• Lesson Plans
• Progress from previous evaluations
• Skills USA |
| Comments: | | | |

Instruction: "Use of Resources"	Instructor uses all resources available to him or her which includes textbook, technology tools, shop or lab, special software on a regular basis	Instructor uses some resources including textbook, technology, shop or lab, special software on a regular basis	Instructor rarely uses more than one resources including one of the following textbook, technology, shop or lab, special software on a regular basis	Observations Walkthrough Teacher Evidence • Lesson Plans • Video Recordings • Progress from previous evaluations • Skills USA
	When Instructor uses resources they always check for student understanding outside the resource.	When Instructor uses resources they usually check for student understanding outside the resource.	When Instructor uses resources they never check for student understanding outside the resource.	
Comments:				

| Instruction: "Assessments" | Instructor completes all course Competencies for all students.

Instructor purposefully plans assessments and differentiates assessment choices to match the full range of student's needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessment into lesson plans.

Instructor uses formative assessments daily to assess student learning and adjust the lesson based on results. | Instructor completes all course Competencies for all students.

Instructor demonstrates an understanding that assessment is a mean of evaluating and supporting student learning through effective incorporating diagnostic, formative, and/or summative assessment into lesson planning.

Instructor uses formative assessments to check for understanding. | Instructor does not complete all Competencies for all students.

The Instructor does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans

Instructor does not use a measure of student performance. Instructor rarely uses formative assessments to check for student understanding. | Observation

Teacher Evidence

- Copies of Competencies
- Copies of summative assessments
- Lesson Plans outlining assessments
- Progress from previous evaluations
- Skills USA |
|---|---|---|---|---|
| Comments: | | | | |

Professionalism: "Instructors Content Knowledge"	Instructor displays extensive content knowledge of all the subjects they teach. Instructor regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The Instructor keeps updated on current licenses, training and certificates. Instructor is able to model the required task asked of students.	Instructor displays accurate content knowledge of all the subjects they teach. Instructor sometimes implements subject-specific instructional strategies to enhance student content knowledge. The Instructor has most of his/her licenses and certificates updated. Instructor is usually able to model most the required task asked of students	Instructor displays under-developed content knowledge in several subject areas. Instructor rarely implements subject-specific instructional strategies to enhance student content knowledge Instructor isn't keeping up with licenses, training and certifications. Instructor is unable to model the required task asked of students	Observations Walkthroughs Teacher Evidence • Student Survey #12 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1 • Lesson Plans • Copies of Licenses • Personal Professional Development Plan • Progress from previous evaluations • Skills USA Progress from previous evaluations
Comments:				

Professional: Meeting Washburn Tech Requirements	Instructor has completed the task of forming two professional goals and discuss with supervisor by Sept. 30th Instructor has conducted more than the required two Advisory Committee meetings and turned in all minutes with the required time line Instructor is meeting the required guidelines for Progress Report and reporting any negative results to Student Services Instructor takes daily attendance and post attendance online for students to see. Instructor returned 90% of the student follow up survey. Plays a leadership role within the division or campus	Instructor has completed the task of forming two professional goals and discuss with supervisor by Sept. 30th Instructor has conducted the required two Advisory Committee meetings and turned in all minutes with the required timeline Instructor is meeting the required guidelines for Progress Report and reporting any negative results to Student Services Instructor takes daily attendance. Instructor returned 75% of the student follow up survey.	Instructor has not completed the requirement on professional goals Instructor has not conducted the required two Advisory Committee meetings and/or has not submitted the minutes in the required timeline. Instructor is not meeting the required guidelines for Progress Report Instructor doesn't take daily attendance. Instructor returned less than 75% of the student follow up survey. _____	Director of Instruction Associate Dean for Instruction Student services Teacher Evidence • Professional Development Plan • Copies of D2L • Copies of Advisory Minutes • Copies of Progress Reports • Student Survey #17 Student Survey 4.5 or better =3 4.0 to 4.45=2 Under 4.0 = 1 • Follow Up Student Survey • Progress from previous evaluations

Comments:

_____ _____   _____ _____

Signature of Admin   Date   Signature of Instructor   Date

Performance

Instructors should understand the need to continue to improve as they continue in the profession. Therefore, having one or two "below expectations" should not be red flag, only indicating opportunities to grow. Strong consideration should be made to create professional goals around any ratings below expectations.

Any instructor who scores below a 2.0 average on the evaluation will meet with the Director of Instruction to develop a Performance Improvement Plan. The Performance Improvement Plan will be a required action plan to help the instructor address areas below expectations. The Performance Improvement Plan requires the instructor to meet with the Director of Instruction a minimum of two times during the year. A Performance Improvement Plan might be extended should the instructor not meet all the guidelines set. Should an instructor fail to improve over time, the instructor will be dismissed.

Post-Observation Meeting:

The evaluator may choose to schedule an additional observation before the post-observation meeting. The instructor can also request a second observation before the post-observation meeting.   At the post-observation meeting, the evaluator and instructor should discuss the observation lesson, instructor reflection and the actual evaluation. The instructor is free to present additional evidence should he/she wish to do so or provide evidence within a timely manner after the post-observation meeting and before the evaluation is finalized.

The goal of any observation and evaluation is to find ways the instructor can improve. As part of this meeting, instructors should consider what professional goals should be set and how they will be assessed for the upcoming school year. The instructor can request additional observation as a follow-up to their professional goals.

Appendix D: Performance Improvement Plan

The Performance Improvement Plan can be setup at any time by the administration but usually a Performance Improvement Plan is created upon the completion of an evaluation.

1. Identify specific areas in need of improvement:
   - Share the areas in need of improvement, connecting those areas to evidence from the last school year or evaluation.
   - Instructors are encouraged to share their ideas on the development of the PIP.
2. Identify action steps to achieve improvement in these areas, including resources and/or support systems, and a timeline:
   - Discuss with the instructor specific actions for what the instructor will be expected to do to improve in the identified areas.
3. Identify how the improvement will be assessed:
   - Discuss how progress will be measured and assessed.
   - Schedule a minimum of two additional mutually agreed upon meeting dates with the instructor and administration.

Performance Improvement Plan

Name: _____   Date of PIP Meeting: _____

This Performance Improvement Plan is being presented due to significant areas of concern as outlined below. As a Technical Instructor _____ will address and remedy the identified performance issues related to the following areas of concern within the time framed noted.

A Performance Improvement Plan can be setup at any time by the administration but usually a Performance Improvement Plan is created upon the completion of an evaluation.

| 1. Identify specific areas in need of improvement:
   • Share the areas in need of improvement, connecting those areas to evidence from the last school year or evaluation.
   • Instructors are encouraged to share their ideas on the development of the PIP. | |

2. Identify action steps to achieve improvement in these areas, including resources and/or support systems, and a timeline: • Discuss with the instructor specific actions for what the instructor will be expected to do to improve in the identified areas.	
3. Identify how the improvement will be assessed: • Discuss how progress will be measured and assessed. • Schedule a minimum of two additional mutually agreed upon meeting dates with the instructor and administration.	

Date of Implementation: _____ Date of Final Evaluation: _____

_____ _____ _____ _____

Signature of Administrator   Date   Signature of Instructor   Date

Notes/Comments:

Appendix E – <u>Individual Professional Development Plan "IPDP"</u>

<u>Instructor Individual Professional Development Plan "IPDP" Guide</u>

Instructors at Washburn Tech are required to develop their own Professional Development Plan that fits their needs. Instructors are continually learning how to become better instructors. One way to do this is to develop a plan.

What is an Individual Professional Development Plan (IPDP)?

An Individual Professional Development Plan (IPDP) is a thoughtfully developed written plan designed by you that follows a four-step process for continuing your professional growth. The process is ongoing, and includes:

1. Self-Assessment (What are your current interests, knowledge and skills?)
2. Goals (What would you like to learn more about?)
3. Strategies (How will you do this, and what resources will you need to make it happen?)
4. Timeline (How much time will you need to complete each goal?)

Instructors can use this guide to develop their own IPDP, or they can use it as a resource to support others in developing their IPDPs.

Why is an IPDP important?

The quality of student's experiences depends on the knowledge, experience, skills, and dispositions of the people who work with them. As your professional interests and the demands of the field change, it is important to expand your knowledge and skills. Your IPDP is a tool to help you in this growth. It is a process as well as a document. It guides your professional development and reflects changes over time.

What does an IPDP look like?

At Washburn Tech, we have four components to an IPDP:

   1. Self-Assessment

   2. Goals

   3. Strategies/Resources

   4. Timeline

An IPDP also shows that the person who wrote it has practiced self-reflection.

Who can help me with my IPDP?

Many people could help you with your IPDP. To identify a mentor or person that can help you think about your professional development goals, look for someone with more experience and expertise than you currently have, who can be sensitive, respectful and supportive. Mentors may be:

- Instructors or Colleagues in your Division or on Campus
- Director of Instruction or Associate Dean of Instruction
- C-TEL

Step One: Self-Assessment

Self- Assessment Requires Self-Reflection

Only you can answer these and other questions, about yourself as a professional. Ask yourself:

- What do you do well and what have you accomplished?
- What challenges you or what do you want to learn more about?
- What does your performance evaluation say are your areas of strength and areas to progress?
- In what areas of your job description do you think you are very competent, and what areas do you want to improve?
- What do you want to gain in your career or education?

Your self- assessment should consider your knowledge and skills in the field. The Director of Instruction or your mentor may also guide you in this process. Your job description, performance evaluations and past IPDPs can help you develop your self- assessment. However, it is important to take the time to take a candid look at your thoughts and feelings about who you are as a professional. Being honest and giving yourself time to think and feel, are important in this process.

Step Two: Goal Setting

In doing the self-assessment process, you will identify many possible goals. Now it is time to review your self-assessment, prioritize and select your specific goals. You can determine your goals by asking yourself questions such as these.

- What do you want to learn more about?
- What is challenging for you that you need to address?
- What did your supervisor suggest?
- What excites you?

It is manageable to choose two to four professional development goals to tackle over the next six months or longer. The Washburn Tech handbook requires you to set a minimum of two goals each year. You might have long-term goals and short-term goals. Start with the words "I will..." so that you are stating a commitment, "Teaching, and Learning". The process of writing down goals and telling others about them makes you more likely to meet them.

- Start with the words "I will..." so that you are stating a commitment
- Set a goal you actually have control over
- Be specific so you know when you have reached your goal
- The goal should be measurable to determine success

Step Three: Action Plan

How to reach your goal:

When developing strategies and resources, instructors need to ask themselves two things:

1. How do you learn best? To answer that consider what learning experiences had the biggest impact on you. How did that experience support your learning? Remember, taking a course or workshop is only one way to learn.
2. What are the many options to achieve your goal? You may need to do some research to pinpoint how to reach your goals. You could do research on the internet or ask other professionals in order to identify what options and resources will help you meet your goals. For example, when and where is that class offered that you want to take? Will your program let you put up a bulletin board?

The answers to these and other questions help you decide which strategies and resources will work for you. The more goal-specify the strategy the strategy, the more likely you will do it!!

Step Four: Timeline

Setting a timeline is a great way to help yourself meet your goals.

When will you do this? Be realistic. An IPDP is a working plan, so target dates should be specific, realistic and answer one or more the following questions.

- When will you check in with yourself?
- When will you complete this task?
- When will you finish the second or third step?

Set reasonable dates to reach for each goal. If you are taking a course that will not start until next semester, then you might have one timeline to sign up for the course, and another based on when the class ends. If you plan to observe another instructor or industry, you might consider how long it will take to do this: one month? Three months?

The IPDP should be updated when most or all of the IPDP dates have already passed and is no longer current. As you grow professionally, you may find that you need to amend your IPDP or add additional goals more often. Remember this is a working document.

Updating your IPDP

It is a good rule of thumb to check your IPDP regularly. You might do this by putting the check-in dates on your calendar or in your phone to remind you. You can review your IPDP when you meet with your supervisor or after you have accomplished a professional goal. At least annually, you should review your entire IPDP to determine whether you have completed your goals, to update your status and create news goals. Some programs require the supervisor to regularly review and sign the IPDP.

Name: _____   School Year: _____

EDUCATOR PROFESSIONAL LEARNING GOALS

Your Professional Learning Goals will reflect the individual professional development you need to meet your Goal and other professional practice needs. It will be helpful to reflect on the results of last year's IPDP as you develop your learning goals for this year.

Additional professional learning will be identified when you meet with your Director of Instruction to review your IPDP.

PROFESSIONAL LEARNING OBJECTIVES

To address my Goal and Professional Learning Goals, I will complete the following specific professional learning:

Implementation Plan	Assessment	Anticipated Date of Completion	Actual Date of Completion