Faculty Bootcamp 1a:

Surviving in the classroom

Carlos Jensen
Associate Dean for Undergraduate Programs

Welcome!

Welcome to the College of Engineering @ OSU!
Agenda

1:00-1:50  Welcome & the responsible employee
2:00-2:50  Basics of teaching assignments
3:00-3:50  Best practices in the classroom
4:00-5:00  When things go sideways
5:00      Reception

Your Challenge

Stepping into the unknown
- New place
- New responsibilities
  - Teaching
  - Advising
  - Fundraising
  - Leadership

Tenure
- Have I done enough?
- When am I off the clock?
Natural Reaction

Why We Have These Bootcamps
Bootcamp series

- Undergraduate teaching (and employee basics)
- Graduate mentoring (and hiring practices)
- Success in research
- Promotion and tenure

College support team

Dean
Scott Ashford

Associate Deans
Belinda Batten
Executive
Carlos Jensen
Undergrad Programs
Dorthe Wildanschild
Grad Programs
Todd Palmer
Faculty Advancement
Irem Turner
Research
Julie Brandis
Strategic Partnerships

Key Staff
Cyndy Kelchner
Grant Preparation
Todd Shechter
Director of IT
Carolyn Warfield
Director of HR
Thuy Tran
Communications
Casey Patterson
College Hearing Officer
Sahid Rosado
Recruiting and Outreach

Assistant
Jennifer Beck
Scott & Todd
Janet Knudson
Dorhe & Office
LeAnn Headrick
Belinda & Julie
Annie Carlos
Andrea Zigler
Irem & Centers
Brad Canfield
Events manager
Who is in your support network?

- Teaching
- Graduate mentoring
- Research
- Career

Questions/Discussions
Part 1: The Responsible Employee

Your Job

Typical Division of labor

- 50% Research
- 40% Teaching & Mentoring
- 10% Service

What is not listed here?
Faculty Roles

- You are an authority figure
- In the classroom
- To your graduate students
- To staff at OSU
- You represent OSU, COE & your school
- You are a state employee

Mandatory Reporter

Employee Responsibilities to Report Sexual Misconduct and Discrimination

Oregon state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon’s most vulnerable citizens.

By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter’s official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation.

https://www.oregon.gov/DHS/ABUSE/Pages/mandatory_report.aspx
Responsible Employee

Employee Responsibilities to Report Sexual Misconduct and Discrimination

All Oregon State University employees are considered "Responsible Employees" and must consult with the Office of Equal Opportunity and Access when they are made aware or have reason to believe that a violation of the Sexual Misconduct and Discrimination policy has occurred. Responsible Employee guidance is detailed in the Oregon State University Policy on Responding to Disclosures of Sexual Harassment or Sexual Violence (.pdf).

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

- What are your responsibilities?
Service

- Service to the profession
- Service to OSU
- Service to the college
- Service to the School

What are OSU’s rules and regulations?

- Shared governance
- Faculty handbook: https://academicaffairs.oregonstate.edu/faculty-handbook
- Academic regulations: https://catalog.oregonstate.edu/regulations/
- OSU faculty union (?)
Do’s and Don’ts

- Do act professional
- Don’t sleep with our students
- Do be approachable & collegial
- Don’t treat teachings/students as a burden
- Do leave your biases at the door
- Don’t disrespect our staff

Who is in your support network?

- Teaching
- Graduate mentoring
- Research
- Career
Questions/Discussions

?  

Part 2: Basics of Teaching assignments
Your Job

**Typical Division of labor**

- 50% Research
- 40% Teaching & Mentoring
- 10% Service

**Typical Expected Teaching Load**

- Pre-tenure: 3 courses/year
- 4-6 courses/year after that

Expectation?

Typical Course Assignments

- 1-2 grad classes
- 1-2 undergrad classes
- Assignments done by School Head/Associate head, or area leads
- Aim for stability, amortize time investment
Getting up and Running

• Beg, Borrow and Steal
• Think about what you teach and when
• Take advantage of resources
• Identify mentors

Class Sizes & Support

• Freshman and bottleneck classes can have 200+ students
• Graduate and special topics classes as few as 20 students
• Large classes require different strategies compared to small

• Teaching Assistants
Accommodations

- **DAS**: Disability Access Services (http://ds.oregonstate.edu/academic-accommodations-osu)
  - Alternative Formats
  - Alternative Testing
  - Classroom Access
  - Deaf and Hard of Hearing Access Services
  - Notetaking Services
  - Additional Notification to Faculty
  - Lab Assistants
  - Library Assistants
  - DAS Priority Registration
  - Special Agreements with Instructors

Grading

- Be **clear** and **upfront** with students
- Try and grade assignments within a few days
- Last week of classes = “dead week”
- Grades due Monday after final exams (*)
  - Entered into Canvas, or though http://infosu.oregonstate.edu
- Incompletes
- DFWU’s
What you cannot (easily) change

- When your class is scheduled
- When your exam is scheduled
- What your class must cover
- When grades are due
- How teaching is evaluated

Who is in your support network?

- Teaching
- Graduate mentoring
- Research
- Career
Questions/Discussions

What to Teach

CS 101 — Introduction to Computer Science

Catalog Description: Overview of the fundamental concepts of computer science. Introduction to problem solving, software engineering, and object-oriented programming. Includes algorithm design and program development.

Credits: 4 Terms Offered: All

Prerequisites: ENGLISH 111 (WRT 111 or ENGL 111 or ENGL 111L) and MATH 111 or MATH 111L or MATH 112 or MATH 112L or MATH 112L (or be taken as a pre-req)

Course that requires this as a prerequisite: CS 160, CS 170, CS 302

Instructor: [Name]

Exams: 3 one-hour exams, one 15-minute lab, and one 50-minute examination per week

Textbook: [Title], [Author], [Edition]

Course Content:
- Introduction to computer science
- Problem-solving techniques
- Programming fundamentals
- Algorithms and data structures

Learning Resources:
- Textbook
- Online resources

Additional online resources:

Measurement System Learning Outcomes:
At the completion of the course, students will be able to:

1. Design and implement programs that require:
   a. Control structures including selection and repetition
   b. Operations with variables, constants, functions, methods, and arithmetic/relational operators with mixed data
   c. Arrays, strings, and other data structures
   d. Library functions and programmer-defined functions with parameters passing by value and by reference
   e. Use and design classes and objects

2. Use high-level programming languages to develop solutions.

3. Produce maintainable software.

4. Demonstrate and apply basic software engineering design principles and software quality metrics.

Evaluation of Student Learning:
(Percentage are approximate)

a. Programming and other homework assignments
- 30% Lab
- 30% Midterm / Quiz
- 30% Final

Students with Disabilities:
Accommodations are available for students with disabilities. Information about accommodations is available through the Office of Disability Access Services (ODAS). Students who believe they may be eligible for accommodations but who have not yet received permission from ODAS should contact ODAS immediately at 321-721-4098.

Link to Statement of Expectations for Student Conduct, i.e., cheating policy:
http://www.simpson.edu/academic/academic-guidelines/

Revised: [Date]
Changing a Course

Do's
• Decide how best to deliver material
• Introduce new ideas and examples
• Decide how best to evaluate students

Don't
• Change CLO's, core curriculum, or course name
• Fail to cover all the CLO's and core curriculum

Curriculum committee

ABET & NWCCU Accreditation

ABET
• Last accreditation: Sept 2015
• Accredited until: Sept 2021
  • Need to request reaccreditation visit by: Jan 2020
  • Need to submit self-studies by: July 2020

NWCCU
• Last accreditation: 2011
• Accredited until: 2018
Accreditation basics

- Accreditation about continuous improvement
- You are part of that assessment process

P&T Expectations

1. Teaching counts!
2. Show consistent improvement/dedication
3. eSET is not the be all/end all of evaluation
   A. Peer evaluation of teaching
   B. Student letter
Do’s and Don’ts

- Have a homework policy
- Don’t delay feedback (too much)
- Have a grade policy
- Don’t keep these secret
- Do report academia misconduct
- Do accommodate students with different needs

How Teaching is Evaluated

- eSET: Electronic Evaluation of Teaching
  - Peer evaluation of teaching
  - Student letter
- ABET CLO reporting
- DFWU rates
- Peer teaching evaluation
Q: Please comment about ways to improve instruction.

1. "It was a little hard to tell when things are due, what to do, etc. My only complaint, overall great course and Dr. Jensen provided a great term."  
2. "This is easily one of the most entertaining, enlightening, and valuable classes I have ever had at OSU, and has cemented my wish to pursue Human-Computer interaction as a major."  
3. Honestly, the course was kind of a mess. We didn't do much work, but the work we did do seemed unrelated to what we were learning. We spent 6 weeks learning research and PR, but not many people actually did any 'research' (that would fall into this category) for their project. We didn't spend much time learning about modern UI/UX trends, which is unfortunate. Because there are some good ones.

4. "Overall very happy with this class. Thought it was done very well by Dr. Jensen."
5. Class was excellent.

6. Very interesting class that has a lot of actual useful information that will help you with creating projects in the future.

7. This course is about usability, and touches on some aspects of design. However, I feel the website calendar contradicts the "design" part as it was made poorly, to be honest. I think it would be better if you could update or list everything that we needed to do on the calendar, at least two weeks ahead, not a few days before it's due. We students have other responsibilities that we needed to sort out. It's a bit better if you could be a little more prepared for the course.

8. "I really enjoyed this course and I attribute a lot of that to Carol's great teaching. Thanks again for the course!"

9. "It would be nice if grades were posted on canvas."

10. Professor Jensen is good at bringing humor to the class when lecture gets boring. It brightens up the mood and makes me feel more engaged. Towards the end due to the freedom of some particular lectures, his humor brings me back to life. The two topics I loved the most was human subject research, and the lecture about Understanding Users (human elemenseness). Those two lectures were so interesting that I didn't want the lecture to end.

I find that Professor Jensen also has a very obvious bias against Apple products. I don't care much for this social war between 'Apple vs Android', but it gets pretty unbearable when Professor Jensen allows his bias for Apple products to ruin the educational aspect of the lectures. For example, he mentioned that Apple trying to make their platforms of OS X and iOS similar to each other was "a stupid idea". Way to harp on Windows phone and Windows 8.1 metro theme not the same thing? Force Touch is dumb (I). Sure, but why and how? Can you explain it in terms of usability and HCI? Spotlight search for OS X is "ugly". Sure, but why? Does that imply that other systems that Index metadata for faster searches are stupid as well, or is it only Apple's spotlight? I assume Cortana for Windows is stupid for (I).

The midterm for this class was fairly simple and straightforward if you listened carefully and took good notes during the review of what is most likely on the test. I was expecting the final exam to be similar in difficulty but a little longer and more thorough of all the things we learned. But damn, that final was totally long, and for some questions, quite hard. If you could have all the answers and argued movement during the test, you'd surely agree with me.

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Where eSET Fails

- What is being evaluated?
- Do students know what they are evaluating?
- Biases
  - Women
  - Minorities
  - International faculty
  - Required classes
  - Large classes
P&T Expectations

How to Improve eSET Scores

- Engaging pedagogy
- Engaging course material
- Clear expectations & Communication
- Practice
- Humor
- Playing to stereotypes
Who is in your support network?

- Teaching
- Graduate mentoring
- Research
- Career

Questions/Discussions
Part 3: Tools and Best Practices

How to create an engaging classroom experience

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Center for Teaching and Learning

**CTL**: [http://ctl.oregonstate.edu](http://ctl.oregonstate.edu)
- Tuesday Teaching Talks
- Transformative Curriculum
- Hybrid Teaching Support
- Teaching Triads
- Individual Consultations
- Professional Learning Communities on Learning Communities
- Student Feedback & Responsive Teaching
- Teaching Portfolios

Other Resources

**Canvas**: [https://oregonstate.instructure.com/](https://oregonstate.instructure.com/)
- Instructor guide: [http://guides.instructure.com/m/4152](http://guides.instructure.com/m/4152)
- 24/7 support
- Facilitator Training (50 min sessions)
- 1-1 sessions
- Sign us: [http://ecampus.oregonstate.edu/faculty/canvas/training.htm](http://ecampus.oregonstate.edu/faculty/canvas/training.htm)
Do’s and Don’ts

- Do use active learning
- Do update your curriculum/slides
- Do use existing learning platforms
- Don’t leave the students guessing what you’re looking for
- Do be clear and upfront about grading & assignments

Who is in your support network?

- Teaching
- Graduate mentoring
- Research
- Career
Questions/Discussions

Panel: Advice for surviving in the classroom
Part 4:  When Things go Sideways

When Things Go Sideways

- Accommodations
- Climate
- Disruptions
- Disputes
- Harassment
- Cheating
- Disclosures
- Life events

Despite your best efforts, at some point you will get caught off-guard
Dealing With The Unexpected

- Football practice
- ROTC drills
- Death in the family
- Illness
- Immigration raid

Do’s and Don’ts

- We are here for the students

- Do be flexible
- Don’t assume a student accommodation = cheating
- Do follow instructions from DAS
- Don’t assume you have to figure this stuff out yourself
CAPS & Student Care Team

- See handout

Grading & Disputes

- Listen
- Deescalate
- Stay safe
- Seek support
Academic Misconduct

- What is Academic Misconduct?
- You have to report
  - Gather as much evidence as you can
  - Report: http://studentlife.oregonstate.edu/studentconduct/academicmisconduct-faculty
  - Hand-off to the College
- Student is innocent until found guilty!

Dealing with Academic misconduct

- Prevent by design (where possible), intervene where possible
- Guessing is not cheating
- Document the issue thoroughly and provide details
- “I saw student A copy off of student B’s paper. I took Student A’s essay and told him I would be reporting him for Academic Misconduct.”
- “I saw Student A look onto Student B’s exam 7 times in two minutes and at the time, student A was filling out answers 15-30 on his exam. Those questions would usually take a student and average of 15 minutes to complete. Upon comparison of tests, Student A and Student B had the same answers on questions 15-30, including three incorrect answers,”
- If possible, ask another faculty member or objective person, such as a GTA or exam proctor, to observe the area and independently note what they observe.
Do’s and Don’ts

- Do allow students to complete work
- Don’t call public attention to the incident
- Do gather as much detail/evidence as possible
- Don’t escalate
- Do report
- Don’t profile
- Do follow through with instructions from CHO

Beyond the Classroom

- Undergraduate Research & Mentoring
  - Why?
  - How?
- NSF supplements
- Costs
- Student clubs & mentoring
Who is in your support network?

- Teaching
- Graduate mentoring
- Research
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College support team

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College Hearing Officer
Sahid Rosado
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Assistant
Jennifer Beck
Scott & Todd
Janet Knudson
Dorthe & Office
LeAnn Headrick
Belinda & Julie
Annie Carlos
Andrea Zigler
Irem & Centers
Brad Canfield
Events manager
FACULTY AND STAFF RESPONSIBILITIES UNDER FERPA

http://oregonstate.edu/registrar/guidelines-release-information

What is FERPA?
The Family Educational Rights and Privacy Act (FERPA) is a U.S. Congressional Act passed in 1974 to afford students particular rights concerning their educational records. The primary rights afforded to students who attend a postsecondary school such as Oregon State University are the right to inspect and review their educational records, the right to pursue an amendment to their record, and the right to restrict or release some disclosure of information from their educational records.

Oregon State University may not disclose information contained in educational records without the student’s express written consent except under certain limited conditions. The Registrar serves as the custodian of student records for the institution and should be consulted in the case of particular requests or conditions.

What is considered DIRECTORY INFORMATION?
Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The University has identified the following to be “directory information”:

- Student’s name
- Current mailing address and telephone number
- Oregon State email address (other e-mail addresses are not directory information)
- Campus office address
- Class standing (e.g. sophomore, junior, et.al.)
- Major field of study
- Full-time or part-time enrollment status
- Status as a graduate teaching assistant or graduate research assistant and hours of service
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and awards received
- Date(s) of degree(s)
- Most recent previous educational institution attended

For members of athletics teams, directory information may also include:
- Height
- Weight
- Position played

How can a student restrict their directory information as confidential?
Students may restrict the release of directory information, but must do so for all directory information. To do so, students must fill out and turn in a Confidentiality Request with the Registrar’s Office; this may happen at any time. The restriction remains in effect until revoked by the student, even if the student leaves the university or graduates. The restriction remains active until the student revokes it or until the student passes away.

How does a student limit what directory information is displayed in the directory?
Students may restrict what of their directory information appears in the online and printed directory. To do so, students will go to MyOSU→Update Personal Profile→OSU Directory Preferences→Select items to display→Submit changes
Can a parent (or other person) see a student’s record/non-directory information?
FERPA and Oregon Law work in concert regarding student records. Oregon law prohibits parental access to their child’s information unless the child has given consent. This applies to all students enrolled in post-secondary education, even those under the age of 18. Students must fill out and file a Permission to Release Student Education Records form and submit it to the Registrar’s Office, specifying which records (e.g. transcripts, class schedule) may be released to whom and for what reason the release is granted.

If a student wishes to release financial aid information, they should fill out an authorization form with the Office of Financial Aid and Scholarships; academic and financial records require separate forms.

What student records can faculty/staff access?
Faculty/staff are able to access student records as needed to fulfill one’s employment responsibilities; there must be a “legitimate educational interest,” which generally entails working directly with the student for whom information was requested. Access to student information does not permit disclosure of information to a third party without a student’s written permission.

What are the limitations on posting student grades?
The public posting (by paper or electronic means) of grades by the student’s name, ID number, or by any part of a Social Security Number without the student’s written consent is a violation of FERPA.

How can I post grades publicly while abiding by FERPA?
If you wish to post grades publicly, assign code words or numbers to students at the start of the term that only you and the individual student know. These should not be posted in the same alphabetic order as the class list.

FERPA

Do you have questions not addressed here? For more information and general questions about FERPA, contact The Registrar’s Office:
102 Kerr Administration Building
541.737.4331
registrars@oregonstate.edu
http://oregonstate.edu/registrar

What is NOT considered part of an educational record?
- Records made by a faculty or staff for personal use that are unavailable to any other individual.
- University law enforcement records created and maintained by university security services for law enforcement
- Records maintained by OSU health or counseling services available only to those staff providing diagnosis and treatment (these are, however, subject to HIPAA regulations)
- Alumni records that do not relate to the person as a student.

How do I, as a faculty member, ensure I am FERPA compliant?
- Keep student ID number, Social Security Number, and student names from being displayed publicly.
- If you leave graded assignments for student pick up, have a system in place to protect students from seeing each other’s work (e.g. have an office staff check a student’s ID card before giving back the assignment).
- Make sure attendance rosters do not list anything other than students’ names and be sure these rosters are kept in a safe, secure place after each class. Keep your class roster private.
- Discuss student progress only with the student or another OSU employee with a legitimate educational interest unless you have written consent from the student.
- Refrain from helping anyone other than an OSU employee in helping find a student on campus.

Revised 11/20/14
Morrie Craig is out.

After a fight that dragged on for more than a year in courtrooms and committee rooms, a judge has ruled that Oregon State University acted justly in deciding to fire the tenured professor for violating bullying and sexual harassment policies in a case involving two students and a faculty member.

A toxicology specialist in the College of Veterinary Medicine who has been with the university since 1974, Craig is highly regarded for his work in bioremediation,
Craig's case battered in court

- Judge blocks Craig firing
- Fired OSU prof goes back to court
- OSU board upholds Craig firing
- Craig's court case dismissed
- Iditarod reprimands OSU prof
- Judge: OSU can bar Craig
- Judge issues protective order
- OSU moves to seal records
- Court blocks OSU prof's firing

plant toxicology and drug testing of "animal athletes" such as Iditarod sled dogs.

But on May 16, 2017, OSU put him on notice that he was under investigation for complaints of abusive behavior. Following a two-day hearing last September, a faculty committee found he had bullied two students who worked in his toxicology lab and had sexually harassed one of the students and a faculty member. On Oct. 30, President Ed Ray sent him a termination letter.

Craig fought back, appealing his case to the Benton County Circuit Court and the OSU Board of Trustees, but to no avail. The board upheld Craig's firing this spring. The court, after twice issuing stays to halt the termination proceedings, ruled last week that Craig could be sacked.
A final judgment was filed in court on Thursday, making Craig’s termination effective immediately, although he says he is considering a further legal appeal.

In reviewing OSU’s handling of the case, Benton County Circuit Judge Matthew Donohue did not take any new evidence but, rather, reviewed the record of the OSU proceedings and considered motions from lawyers representing both parties.

In an opinion issued Sept. 12, Donohue wrote that “the Court concludes that substantial evidence supports the committee’s determination that Petitioner violated the University’s bullying and sexual harassment policies and that those violations support a termination for cause.”

New details emerge
OSU has never publicly disclosed specifics of the allegations against Craig or the names of the individuals involved, saying information about students and employee discipline is confidential. And even though the university filed more than 1,100 pages of documents with the court, the vast majority of that information also has been shielded from public view.

The cloak of secrecy shrouding the case has made it difficult for the public to assess whether the university was applying appropriate sanctions for unacceptable behavior or, as Craig has argued, pushing him out for political reasons.

Some additional details, however, emerged in Donohue’s written opinion, shining new light on the case.
Using only their initials, the judge identified Craig’s victims as DT, a male doctoral student who worked in Craig’s campus laboratory; MH, a female undergrad working in the lab; and KC, a female faculty member.

The bullying allegations mainly have to do with how Craig treated the two student employees at the lab.

According to OSU records reviewed by the judge, MH was supposed to work no more than 20 hours a week at Craig’s lab, but he often pressured her to work much more than that, often 30 to 35 hours per week, as well as working late at night and on weekends. If she did not show up for work as requested, Donohue wrote, Craig would repeatedly text her or leave phone messages.
and would sometimes come to her home or dorm to pressure her to work.

As a result, MH told investigators, she experienced panic attacks and nightmares and her academic performance suffered.

In DT’s case, Craig was not only his employer but was also the academic adviser for his Ph.D. dissertation.

According to records reviewed by the judge, DT initially agreed to do 20 hours a week of lab maintenance and project work, but Craig expanded the student’s schedule to as much as 50 to 70 hours per week, including late nights and weekends. The student was also directed to organize Craig’s personal and professional photos, prepare presentations for him, maintain his professional
profiles on social media sites such as LinkedIn and Facebook, take dictation and manage his email correspondence, Donohue wrote in his opinion. Craig even required DT to troubleshoot his home computer and audiovisual system, the records state, although it appears he was paid extra for that.

DT testified that when he complained about his workload, it would be reduced for a time and then increased again to unmanageable levels. In addition, he said, Craig became upset when he complained about his workload to another professor and delayed signing off on his doctoral dissertation, instead directing DT to do more work. DT told investigators the situation left
him depressed and impacted his ability to manage a serious health condition.

KC, the faculty member who accused Craig of sexual harassment, said he was on the committee that hired her and she thought he had some say in whether she would be granted tenure. She said he obtained her phone number and repeatedly tried to contact her both before and after she arrived on campus. She said she tried to avoid his persistent attempts at contact but never directly confronted him on the matter.

After KC had an emergency appendectomy, she said Craig pointed to her scar and commented that she had a “zipper belly.” She said she told him she did not want him making reference to parts of her body but he later made a similar comment and reached toward her belly as if
he meant to touch it. He also put his hands on her shoulders on multiple occasions.

MH, the female undergraduate who worked in Craig’s lab, also claimed sexual harassment by him. She told an OSU investigator that, in addition to coming to her residence to pressure her into working, Craig sometimes “would lay his head on her shoulder, rest his hands in her lap or put his hand on her upper thigh when they were working together,” Donohue wrote in his opinion. In addition, Craig took MH out alone for expensive dinners, grilled her about her boyfriend and told her that, when he was her age, “he would have multiple dates with women on the same night.”
In both cases, Donohue concluded, the OSU committee was justified in concluding that Craig’s actions toward the women created a hostile, offensive or intimidating work environment.

The last word?

It’s not clear whether OSU administrators ever warned Craig about his behavior before initiating sanctions proceedings against him. Vice President Steve Clark, the university’s chief spokesperson, said he couldn’t discuss the specifics of Craig’s case because of employee privacy laws, but he did offer a general statement.

“OSU’s policies on bullying and harassment consider the severity of the allegations, as well as the length of time
over which the behavior has occurred,” he wrote in an email to the newspaper.

“This can also encompass multiple instances of less severe behavior. Discipline related to these behaviors is tailored to the severity and/or ongoing nature of the behavior. For example, there are often lower level disciplinary steps that would precede termination.”

For his part, Craig continues to insist he did nothing wrong, despite the rulings against him.

“I know in my heart that I am not guilty of bullying or harassment of anyone. That is why I fought so hard over the past year to prove my innocence in the court system,” he wrote in an email.
"When the university wants to target someone for removal, they can always find a way. I find it unsettling how a university legal system can twist and exaggerate evidence to the point of simple untruth."

Craig’s attorney, Dan Armstrong, said his client is considering yet another challenge to his termination, this time to the Oregon Court of Appeals. Armstrong said Judge Donohue “glossed over” some key legal issues in his ruling, including the fact that the faculty committee that determined Craig’s fate was advised behind closed doors by OSU’s own attorney.

University administrators, however, don’t see it that way. According to Clark, the judge got it right.
“We respect the court’s ruling, which confirms the action taken by President Ray and the OSU Board of Trustees,” he wrote in his email. “It also confirms the importance of OSU’s commitment to a safe campus free of sexual harassment and bullying.”

Reporter Bennett Hall can be reached at 541-758-9529 or bennett.hall@lee.net. Follow him on Twitter at @bennetthallgt.

Bennett Hall
Special Projects Editor

Special Projects Editor, Corvallis Gazette-Times and Albany Democrat-Herald
ACADEMIC INTEGRITY PROCESS

Before you submit the Academic Misconduct Report

• You must consult with your department head; follow your departmental guidance for how consultation should occur
• You may, but are not required to, contact the student you are alleging committed academic misconduct

Submit

the form (see page 2 for instructions)

• A Hearing Officer from your college will review the report and notify the student a report has been submitted
• The student will be invited to meet the College Hearing Officer to review the information, and will be given the opportunity to provide additional information or context
• Students are provided 10 days after the meeting date to submit a written statement or response that provides additional information; if a student fails to do so, the Hearing Officer may proceed to determine based on the evidence if a student is or is not responsible, and will notify the student of that decision

After you submit the Academic Misconduct Report

If you have any questions, please email or call the Office of Student Conduct & Community Standards at sccs@oregonstate.edu or (541) 737-3656.
[Section 1]

- Contact information about you as the reporter of the alleged violation
- Date and time of incident
- College/School reporting incident
  - Provide the college and school or department

[Section 2]

- Provide the name of the involved parties, as well as their ID number(s)
- For multiple persons, click "Add another"

[Section 3]

- Provide incident details:
  - Course number and title
  - Select policy violation in question
  - What penalty do you recommend?
  - Provide a description of the academic misconduct observed. (eg.) "I observed the student looking at another student's paper during the mid-term exam."

[Section 4]

- Upload the various information and/or documents that you have collected in relation to the alleged violation; this may include the assignment, exam, syllabus or photos

Choose files to upload
**Resources for Consultation and Referral**

For use with students of concern

**Emergency/Crisis**

- When a student:
  - is a victim of an attack
  - Appears to pose imminent danger to the safety of him/herself or others
  - Exhibits behavior that makes you feel unsafe

**Department of Public Safety/ Oregon State Police**
541-737-7000 or 911
Open 24 hours / 7 days per week

- If needed, an officer will be dispatched to the scene and a threat assessment made. Additional responses will be based on the situation and may include a referral for medical and/or mental health assistance.

---

**For Non-Emergency Concerns & Consultation**

**Care Network**

- **Student policies, questions**:
  - Clarification about and links to student life policies
  - Questions about available student support services
  - On campus resource referral

- **Student Assistance Team**
  541-737-8748
  Mon - Fri calls are returned within 24 hours

- **SAT is available to provide general assistance with process navigation, clarification, and referrals to campus or community resources.**

- **Personal Crisis/Community Distress**:
  - Personal tragedy or significant event that may impact a student’s ability to stay in school
  - When multiple issues impede student success
  - Concern about event that has negatively impacted community

- **Student Care Team**
  541-737-8748
  Open Mon - Fri 8 - 5

- **SCT will consult with faculty/staff on how to manage the situation. If warranted, SCT will review the situation to ensure follow-up.**

- **Safety of the OSU Community**:
  - Questions about issues related to workplace/academic safety and incident response
  - Concerns about potential threats posed by students, faculty, staff, or campus visitors

- **Threat Assessment Team**
  541-737-8748
  Open Mon - Fri 8 - 5

- **TAT will consult with faculty/staff on how to manage the situation. If warranted, TAT will review the situation to ensure follow-up.**

- **Mental Health**:
  - Severe anxiety
  - Depression
  - Suicidal thoughts or emotional disturbances

- **Counseling & Psychological Services**
  541-737-2131
  Open Mon - Fri 8 - 5

- **CAPS will consult with faculty/staff on how to manage the situation. Urgent cases will be assisted immediately.**

- **Conduct/Disruptive Behavior**:
  - Exhibiting behavior that violates student code of conduct
  - Disruptive in class, a residence hall, or any other campus location

- **Student Conduct & Community Standards**
  541-737-3656
  Open Mon - Fri 8 - 5

- **SCCS will consult with faculty/staff on how to manage the situation. If warranted, an incident report will be requested.**

- **Other/Not sure**

- **Consult with department, school, college**

- **Assistance with exploring options or resources**
Working with Distressed and Disruptive Students

OSU's Culture of Care

"As a University, we aspire to create a welcoming environment that enables success for all members of our community. Our common values are grounded in justice, civility, and respect..." – President Ed Ray

Many students face difficult times during college; unexpected life events, personal crises, mental health struggles, academic and transition issues. All OSU community members can be empowered to recognize a student in distress and respond. Think about your process before a situation occurs so you can maintain consistency.

The 4 R's:

**Signs to RECOGNIZE**
- Disruptive students: Students whose behavior makes the class or office environment difficult to teach, learn, or work.
- Distressed students: Students who are experiencing emotional and/or psychological problems that are interfering with their ability to understand.
- When you recognize, inform your supervisor then address your concerns with the student.

**Ways to RESPOND**
- Disruptive behavior: In the face of persistent disruption, you may ask someone to leave. If the student refuses and continues to be disruptive, inform the student that you will be contacting Public Safety then do so. Follow up with Student Conduct & Community Standards.
- Distressed behavior: Express your concerns in behavioral, nonjudgmental terms such as, "I've noticed you've missed appointments lately and I'm concerned." Listen to the student, repeat back to them what you've heard. If appropriate, call the Care Network in the Office of Student Life to consult or make a referral.

**Support RESOURCES**
- Care Network: 541-737-8748
  - Student Assistance Team
  - Student Care Team
  - Threat Assessment Team
  - Community Care Team
- Counseling and Psychological Services: 541-737-2131
- Student Conduct & Community Standards: 541-737-3656

**How/when to REVISIT**
- If you refer a student to a support office on campus, it is a good idea to give that office a heads up. Inform the student you will be doing this.
- Communicate to the student about when and how you will follow up with them: "I will email/call you later this week to check in and see if you were able to make an appointment at XXX office."

**Tips for faculty/staff who have concerns about a student...**

Always keep safety in mind as you interact with a troubled student. If you feel that you or the student is in danger call 911 or 541-737-7000.

Don't assume the student is trying to get attention or relief from responsibility.

Don't promise confidentiality to a student. Faculty and staff have some reporting obligations: Title IX Sexual Harassment or Violence and Child Abuse.

Document your interactions with the student in case the situation escalates.

Know your limitations. You do not need to serve as a counselor.

Offer to walk student to Counseling & Psychological Services to see the professional counselor on call: 500 Snell Hall.

Make for the student the first call to Counseling & Psychological Services to schedule an appointment: 541-737-2131

03.09.2015
REFERRING A STUDENT TO THE CARE NETWORK

When to Refer

- If your efforts to manage a significant classroom behavioral issue has not resolved the problem.
- If you are concerned about the welfare of a student, yourself, and/or other students.
- If a student asks for help in dealing with personal issues that are outside of your role as a faculty or staff member.
- If you have referred the student for assistance in the past and there seems to be no improvement or things seem to be worsening.

What About Confidentiality?
The Family Educational Rights and Privacy Act (FERPA) does not prohibit the sharing of personal observations and knowledge about a student among campus officials when there is a legitimate concern related to campus safety.

If you are concerned about a student do not hesitate to notify the Care Network.

Does the Referral Need the Student’s Participation?
Simply put, no it does not. There may be times when the student is not receptive to help or support, or when the student has long left your class or office and the link between your concern and making a referral occurs.

What to Do

Care Network referrals can be made by:
Calling the Office of Student Life at: 541-737-8748.

Sending an email to: dexoofstudents@oregonstate.edu.

Information needed for effective referral:
- Your name and relationship to student
- A phone number at which the Care Network can reach you
- Student’s name and OSU ID
- A brief, factual explanation of your concern or observation, including key dates, times, and locations
- What has been done so far to address the concern
  - Conversation with student
  - Consultation or check in with colleagues
  - Student’s response to those efforts

If you are not sure if you should refer:
Remember that in any given situation there are probably several ways to address your concern for a student’s distress. Please contact the Care Network in the Office of Student Life to discuss your concerns and your options at: 541-737-8748.
http://studentlife.oregonstate.edu/mvn/students-concern

OSL 09.2015
Guide to Working with Students in Distress

As faculty/staff you may come into contact with students who need your assistance. Being aware of signals of distress and sources of help can aid in handling these situations. You play an important role at Oregon State University in providing resources to support student success.

Resource offices and phone numbers

Academic Success Center - ASC
Academic Coaching, Supplemental Instruction, Writing Center, University Exploratory Studies Program. 541-737-2272

Business Affairs
Assistance in managing tuition balances and payroll finances, release forms for parents and online tutorials for the MyBill system. 541-737-3031

Childcare & Family Resources - CFR
Helps students identify childcare solutions. Provides resource referral for family-related needs. 541-737-4906

Counseling & Psychological Services - CAPS
Individual, couple, and group counseling for students. Consultation for OSU employees to support students with mental health concerns. 541-737-2131

Department of Public Safety - DPS
Non emergency number for complaint and recommendations for safety plan. 541-737-3010

Disability Access Services - DAS
Determines accommodations based on documentation of a disability; collaborates with faculty to provide reasonable accommodations. 541-737-4098

Financial Aid
Status of financial aid and credits to students accounts. Assist students in search for financial aid and scholarships. 541-737-2241

Human Services Resource Center - HSRC
Emergency housing, community resources, local food pantry. 541-737-3747

Diversity & Cultural Engagement
Counseling, specific consultation and support for underrepresented students. 541-737-9034

International Student Advising and Services - ISAS
Immigration/visa issues, travel, employment/interests, leave of absence, dependents. Expertise in cross-cultural communication. 541-737-3806

INTO OSU Center
Academic and personal support services for INTO OSU students. Assistance for students with limited English language skills. 541-737-2464

Military and Veteran Resources
Assistance in making the transition from military life to OSU. Help with questions about VA Education Benefits and Military Tuition Assistance. 541-737-7662

Office of Equity & Inclusion - OEI
Receive reports of bias incidents on campus. Responds to complaints of discrimination. Consults with OSU employees who receive disclosure of sexual harassment, including dating/misconduct and stalking. 541-737-3556

OSU Emergency Preparedness
http://emergency.oregonstate.edu

What is an Emergency?
An emergency is any unplanned event that can cause death of significant injuries to students, employees, customers, or the public or that can disrupt operations, cause physical or environmental damage, or threaten the facility’s financial standing or public image. Obviously, numerous events can be “emergencies,” including:
- Fire
- Hazardous materials incident
- Flood at flood level
- Water leak
- Gas leak
- Asbestos
- Earthquake
- Communication failure
- Radiological incident
- Civil disturbance

In preparation:
- Visit the Office of Emergency Management website at emergency.oregonstate.edu
- Download OSU Emergency Plan App
- Sign up to receive OSU Alerts
- Download and post Emergency Poster
- View available events and training
- Ask your department to review any Emergency Plans
- Contact Department of Public Safety at public.safety@oregonstate.edu to consult on customized safety plan

Office of the Registrar
Current or past term eligibility options. Consultation for academic standing issues. Information regarding class drop/withdrawal. 541-737-4331

Office of Student Life
Assists with resource referral and navigation of university processes and policies. Contact point for working with students of concern and students in a crisis. 541-737-8748

Student Health Services - SHS
Free consultation for primary care, psychiatry, and nutrition for fee-paying students. 541-737-9355

University Housing & Dining Services - UHDS
Housing assignments and other residential life and dining information and assistance. 541-737-4771

University Ombuds Office
Designated neutral/ impartial practitioners provide confidential and informal assistance on a variety of issues and concerns. 541-737-7028

Employee Assistance Program
For faculty and staff 1-800-439-2320 #allstudentsOSU

This publication will be made in accessible format upon request to the Office of Student Life at 541-737-8748 or email at cleaneqstudent@oregonstate.edu
Quick Reference - 911 Guide
For faculty and staff

Who do I call for HELP?

Harm to Self or Danger to Others

EMERGENCY 911
On-campus, non-emergency
Contact Public Safety 541-737-3010
Off-campus, non-emergency
Contact Corvallis Police 541-766-6924

Distressed Students

Counseling & Psychological Services 541-737-2131
Office of Student Life 541-737-8748
Distressed students may be irritable, very sad, confused, anxious, unable to concentrate, or

Disruptive Students

Student Conduct & Community Standards 541-737-3656
Or call your Dept Chair/Assoc Dean of College
Disruptive students are interfering with OSU’s academic mission through their actions and behaviors, disrupting the learning environment.

Important Info about dialing 911

When you call 911 from any campus phone or your cellular phone you will be connected to Corvallis Emergency dispatch.
Dispatch will not automatically know your location: provide this information immediately.

Trust your instincts! If you think you need help, make the call.

Remember to keep your Department Chair or Supervisor informed when you are concerned about students and are calling others for help. Call the Office of Student Life to consult if you have questions.

This publication will be made in accessible format upon request to Office of Student Life, 541-737-8748 or disabilities@oregonstate.edu
This publication adapted from University of Central Florida Faculty 911 guide (Rainbow 2007)
# Quick Reference - crisis resources

For faculty and staff

## Off-campus crisis resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Report an off-campus emergency</td>
<td>Dial 911</td>
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<tr>
<td>Report a rape or sexual assault that occurred off campus</td>
<td>Call Corvallis Police at 541-766-6524</td>
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<td></td>
<td>CARES (Center Against Rape &amp; Domestic Violence) at 541-766-0110 or 800-627-3137*</td>
</tr>
<tr>
<td></td>
<td>*Office of Equity &amp; Inclusion (OEI) 541-797-3556</td>
</tr>
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<td>Report a crime that occurred off campus</td>
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</tr>
<tr>
<td>Need emergency transport to hospital</td>
<td>Dial 911</td>
</tr>
<tr>
<td>Need emergency medical care</td>
<td>Call 911</td>
</tr>
<tr>
<td>Housing emergency</td>
<td>Contact Community Outreach 541-758-3300</td>
</tr>
<tr>
<td>Addictions/Substance Use Treatment</td>
<td>Benton County New Beginnings Treatment Program, 537 NW Monroe St, Corvallis 541-796-3540 - during regular business hours 1-888-232-7972 - crisis services available</td>
</tr>
<tr>
<td>Gambling Addiction Services</td>
<td>541-687-3819 Link/Aenton Gambling Treatment to schedule an appointment</td>
</tr>
<tr>
<td>Food emergency</td>
<td>Linx Benton Food Share 541-752-1810</td>
</tr>
<tr>
<td></td>
<td>South Corvallis Food Bank 541-753-4283</td>
</tr>
<tr>
<td>Clothing, shoes, household basics</td>
<td>Vina Moses Center 958 NW Garfield St, Corvallis, OR 97330 phone:541-775-1420 <a href="http://www.vinanmoses.org/">http://www.vinanmoses.org/</a></td>
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<td>OSU Survivor Advocacy &amp; Resource Center</td>
</tr>
<tr>
<td></td>
<td>511 Piagman Bldg, Student Health Services</td>
</tr>
<tr>
<td></td>
<td>541-737-2001, <a href="mailto:survivoradvocacy@OregonState.edu">survivoradvocacy@OregonState.edu</a></td>
</tr>
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<td></td>
<td>*Equal Opportunity &amp; Access (EOA) 541-797-3556</td>
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<td>Report a crime that occurred on campus</td>
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<td>Office of Student Life</td>
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<td></td>
<td>541-737-8748, <a href="mailto:deanshipstudents@Oregonstate.edu">deanshipstudents@Oregonstate.edu</a></td>
</tr>
<tr>
<td>Food emergency</td>
<td>Human Services Resources Center</td>
</tr>
<tr>
<td></td>
<td>230 Snell Hall, 541-737-3747</td>
</tr>
<tr>
<td>Emergency loan</td>
<td>Human Services Resources Center</td>
</tr>
<tr>
<td></td>
<td>230 Snell Hall, 541-737-3747 weekdays and OSU Emergency Food Pantry, Snell/VMU East International Forum 2x month</td>
</tr>
</tbody>
</table>

* Title IV - All OSU Employees must consult on disclosures of any form of sexual harassment including sexual/dating/domestic violence and stalking.

OSU 1006513
Information for Working with Students in Grief

Faculty and staff may come into contact with students and other faculty or staff who need assistance. Being aware of signals of distress and sources of help can aid in handling these situations. You play an

Grief and Grieving

Although something as personal as grief may seem out of place in the school environment, an individual’s reaction to loss cannot be contained by the barriers we erect between our private and academic lives. Whether it’s welcome or not, students, faculty, and staff carry grief to school, along with laptops and cell phones. This is actually a positive thing, for grief is a normal and healthy response to loss.

- Grieving the loss of a student can be especially difficult because that death is unexpected.
- Grief is a very personal and private experience.
- It’s important to know that people have varying reactions to grief.
- A death can trigger feelings and memories about other losses we’ve experienced.
- It takes time to grieve.
- There is no one right way to grieve.
- If a student is feeling caught in a cycle of grieving that is hard to move through, assistance may be sought from Counseling and Psychological Services, 500 Snell Hall, 541-737-2131.

Signs that a student referral for help is indicated:

http://oregonstate.edu/counsel/warning-signs

If the student has...

a. Excessive class absences
b. Begun doing worse in class
c. Poor emotional control
d. Excessive moodiness or worrying
e. Sleeping and/or eating habits that change dramatically
f. Persistent depression
g. Talked openly about suicide
h. Engaged in consistent risky behavior

When you or other staff or faculty are...

a. Skipping meetings or missing obligations to be with this person
b. Thinking and worrying a lot about this person
c. Not sure what you should do

Ask yourself...

a. Is this student's behavior distressingly out of the ordinary?
b. Is this beyond my skill level?
c. Is the behavior getting worse?
d. Does the behavior place anyone at risk?

This publication will be made in an accessible format upon request to Office of Student Life at 541-737-8748 or desnofstudents@oregonstate.edu
Holiday Observation and Religious Accommodation for Students

As stated in the OSU Strategic Plan: OSU understands diversity is essential to excellence and therefore commits itself to integrating core institutional values of diversity, integrity, respect, social responsibility, and accountability into every dimension of the University's life. OSU likewise recognizes the global dimensions of most issues, especially in the context of preparing graduates for success in a competitive, interconnected international society.

Given these core values, the University is dedicated to promoting cultural diversity, awareness, inclusivity and sensitivity throughout the campus community, and promoting an environment responsive to the diversity of groups represented at OSU.

We are fortunate to work and study in a community that includes students, staff, and faculty from around the world as well as all areas of the United States. Each of us brings unique aspects of backgrounds, lifestyles, beliefs and customs to enrich the educational and life experience for all. This richness is especially apparent during a season that is full of many observances, celebrations and holidays.

As a public, state institution, OSU is not affiliated with any religion, and our vocabulary, decorations, and campus customs should reflect inclusion and respect for our rich diversity. We ask that you join us in this effort. In addition, OSU faculty are specifically asked to accommodate students who request an excused absence on a religious holiday.

Religious Accommodation of Students Policy
Absences: Observation of Major Religious Holy Days and Celebrations

Upon registration for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor as soon as possible and in advance of the need for an accommodation, of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.

Examples of reasonable accommodations for student absences include but are not limited to: submitting assignments prior to the absence, rescheduling of an exam or giving a make-up exam, altering the time of a student’s presentation, allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates, etc.

A reasonable accommodation, if granted, provides students the opportunity to complete appropriate make-up work that is equivalent and intrinsically no more or less difficult than the original exam or assignment. Faculty should keep in mind that religion is a deeply personal and private matter and should attempt to respect the privacy of the student when making accommodations, discussing it only with University employees who need to know and not sharing it with other students.
Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief should meet with the instructor to address the following questions:

- What specific class accommodation(s) do you request (e.g., excused absence, rescheduling of an exam or other class requirement)?
- Explain how the requested accommodation enables you to participate in your religious practice or belief.
- State the date(s)/frequency of requested accommodation within the academic term.

The instructor and the student should discuss what a reasonable accommodation should include in a given case. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. If the student fails to satisfactorily complete any alternative assignment or examination, the instructor may apply the same grading consequences held for all students.

It is not necessary to contact OIE regarding absences for Religious Holy Days or Celebrations, if the request can be accommodated. OIE must be contacted prior to the denial of an absence related accommodation.

*The Religious Accommodation Policy document is maintained by the Office of Equity and Inclusion, 526 Kerr Administration Building, 541-737-3556, [http://eea.oregonstate.edu/](http://eea.oregonstate.edu/)*

For more information about the academic regulation governing attendance visit

[http://catalog.oregonstate.edu/ChapterDetail.aspx?key=7d#section2842](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=7d#section2842)

Every student is responsible for knowing the academic regulations and for observing the procedures that govern his or her relations with Oregon State University. Unless otherwise specified, these regulations apply to both undergraduate and graduate students.

Any question regarding these regulations that cannot be answered by a student's academic advisor should be referred directly to the Office of the Registrar (102 Kerr). Additional information regarding Graduate School policies should be addressed to the Office of the Graduate Dean (A300 Kerr).

This publication can be made available in an accessible format upon request. Please call the Office of Student Life at 541.737.6748 or
disabilitystudents@oregonstate.edu
Academic Advising Council Guidelines for Students, Faculty and Professional Staff Regarding Student Bereavement

Oregon State University (OSU) recognizes students may experience times of grief and bereavement due to the loss of someone close. The development of the Student Bereavement Guidelines was a collaborative effort of the Faculty Senate Executive Committee and Academic Advising Council, Academic Affairs and the Office of Student Life. The guidelines are intended to help students and faculty navigate a difficult situation while supporting academic success.

Students: In the unfortunate event that you experience the loss of a parent, guardian, sibling, spouse, roommate, or other person close to you, please notify or have a friend or family member notify your instructor(s) and academic advisor(s) if an absence is needed. Should you need to be absent from classes, please remember that you are responsible for providing documentation of the death or funeral services attended to your academic advisor(s). Documentation may include, but is not limited to a Memorial Service program or newspaper/website obituary notice.

If you are absent, upon your return to OSU please arrange to meet with your instructor(s) and advisor(s) to discuss options and strategies for catching up with missed academic work and for completing the term successfully, if possible. Consideration for academic assistance and the opportunity to complete the course are at the discretion of your instructor(s) and dependent on the nature of the course. Your advisor(s) can also help you access support resources in the OSU community, such as Counseling and Psychological Services (CAPS) and Religious Life at OSU staff. OSU recognizes that in the immediate aftermath of a tragic loss, the farthest thing from your mind may be your academic situation. However, when you are ready and able to resume your studies or to take appropriate steps affecting your academic future, we in the OSU community are available to help you.

For additional information regarding absences from classes or Academic Regulations, please refer to the Office of Student Life Faculty/Staff & Advisors page: http://studentlife.oregonstate.edu/main/about-student-absences

Faculty: The student is responsible for providing academic advisor(s) with documentation of the death or funeral service attended. The advisor(s) will notify instructors of the receipt of documentation. Documentation may include, but is not limited to, a Memorial Service program or newspaper/website obituary notice. Given proper documentation, the instructor may choose to excuse the student from class absences and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. Consideration for academic assistance and the opportunity to complete the course through alternate arrangements are at the discretion of the instructor and dependent on the nature of the course.

In support of these guidelines, it is hoped that OSU instructors will not penalize students who have provided verification of their bereavement needs. Additionally, OSU instructors are asked to offer reasonable compensatory experiences if appropriate, to ensure that students’ academic progress in the course will not be unduly compromised. These might include extending deadlines, allowing make-up exams, recalc当地 the weighting of scores from other course assignments or exams, or offering an Incomplete, to name a few. The Center for Teaching and Learning is available to consult with instructors about options for designing compensatory experiences (737-2804; cfl@oregonstate.edu). It is up to the instructor to determine what constitutes a reasonable compensatory experience in a given course.

This document can be made available in accessible format upon request to the Office of Student Life. disn@students.oregonstate.edu, 541-737-8748.
Academic Advising Council - 04/10/2013
Faculty Senate - 05/09/2013
Maintained by the Office of Student Life 155061
# Student Death Action Protocol

**Office of Student Life**

The Office of Student Life assesses and coordinates responses to significant campus situations and events which require intervention in order to assist the community and its members to return to a more homeostatic state of functioning.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Police / Oregon State Police is notified of student death and responds to any immediate emergencies.</td>
<td>The Office of Student Life initiates the Student Death Action Protocol.</td>
<td>The Office of Student Life will initiate and coordinate with the following departments on campus:</td>
</tr>
</tbody>
</table>

| ALUMNI ASSOCIATION | will request records mailing list adjustments to cease mailings. |
| ACADEMIC & ADVISING PERSONNEL | related to the student or situation to learn of possible affinity groups. |
| AFFINITY GROUPS | may independently plan a memorial. |
| BUSINESS AFFAIRS | will update records. |
| COUNSELING & PSYCHOLOGICAL SERVICES | will provide services on-site and/or after-care. |
| DEPARTMENT OF PUBLIC SAFETY & OREGON STATE POLICE | will coordinate with proper authorities in-state and out-of-state. |
| FINANCIAL AID | will update records. |
| GRADUATE SCHOOL | (if graduate student) to advise on specific processes. |
| HUMAN RESOURCES | (if student employee) will update records. |
| INTERNATIONAL STUDENT ADVISING & SERVICES | (if international student) to advise on specific processes. |
| UNIVERSITY RELATIONS | will respond to media inquiries or provide official statements. |
| OFFICE OF THE REGISTRAR | will update university statistical records and will coordinate for a posthumous degree (if applicable). |
| UNIVERSITY HOUSING & DINING SERVICES | (if living) will cancel the housing contract. |
| VICE PRESIDENT FOR STUDENT AFFAIRS | will coordinate notification of the executive staff as appropriate. |

**Confidentiality**

The Office of Student Life (OSL), as an administrative agent in an educational institution, adheres to the laws and standards governing the disclosure of information to third parties both within and external to the University. Such information is only disclosed on an administrative need to know basis and only according to the relevant statutes that govern such disclosure.

**Law Enforcement Investigations**

When a student emergency is part of a law enforcement agency's investigation, it is inappropriate for OSL to comment on the situation. OSL members should refer inquiries to the law enforcement agency.
Emergency Notification

When a student is unable to contact instructors about an absence because of hospitalization or incapacitation, the Office of Student Life can send by email an emergency notification to instructors.

An emergency notification IS:

- An e-mail notification from the Office of Student Life to a student's faculty members and academic advisers that is sent to the student, as well.
- An announcement of an emergency situation that has taken a student away from campus/classes (their own hospitalization, assault, accident, death in the family, etc.).
- A source of information for instructors so they can anticipate the absence and, sometimes, if/when they can expect the student to return to class.
- A written reminder for students that they should work directly with instructors to figure out how they should proceed in the course given their absence.
- Sent when a student can't notify instructors him/herself.

An emergency notification IS NOT:

- A notification for non-emergency situations (car problems, planned absences, minor illnesses, a past absence).
- A requirement for students. If a student notifies instructors that he/she is in an emergency situation, instructors can work out the details with them and do not need to involve our office.
- A request or mandate to excuse an absence (that is left to the professor to determine).
- Verification that the story the student/caller has told is true (instructors may request the student to provide verification).
- Sent when a student can notify or has notified instructors him/herself.

Office of Student Life staff DOES

- Recommend to students that they provide instructors with supporting documentation for the absence.
- Ask for some details from the person requesting the emergency notification so we can assess the situation and offer advice about what should be done to make the student's transition back to class easier.
- Often follow up with students after the emergency notification process. Knowing their situation can help us tailor our follow-up, get them the help they need, and help them be better prepared to re-enter class.

Office of Student Life staff DOES NOT

- Investigate when we receive requests to send out emergency notifications; we do not contact hospitals, doctors, or family members to assess the validity of an absence.

When the student comes back

- Because we do not investigate, instructors are within their rights to ask for documentation of the student's absence.
- We recognize that instructors have the academic freedom to make decisions about absences and how they will affect a student's grade. However, please keep in mind that students who utilize the emergency notification service are typically recovering from a crisis and would benefit from flexibility.

http://studentlife.oregonstate.edu/main/emergency-notification

This publication can be made available in an accessible format upon request to Office of Student Life at 541-737-8748
deanofstudents@oregonstate.edu.
Survivor Advocacy and Resource Center

Providing a safe and confidential place for people impacted by sexual violence.

Mission:

The purpose of the Survivor Advocacy and Resource Center is to provide a safe and confidential place on campus for persons impacted by the many forms of sexual violence. SARC will serve as a first point of contact and provide support for survivors and assistance in navigating university and community resources. It aims to educate the university community on a survivor-centered, trauma-informed response to sexual and intimate partner violence.

The OSU Survivor Advocacy and Resource Center Values:

» A survivor-centered approach that is supportive of a survivor’s right to meet their individual needs as they define and prioritize them. We value the empowerment of survivors. Through trauma-informed support we hope to validate the experience of the survivor; advocate for their needs; and provide an environment that commits to the survivor’s freedom of choice regarding disclosure and education.

» The belief that there is an interconnection of sexual violence and oppression, and that marginalized populations are affected differently by sexual violence. We aim to remove those barriers that inhibit students from seeking support and to provide culturally sensitive responses.

» A commitment to creating a culture of collaboration with campus and community partners in order to provide a survivor-centered response that is comprehensive and integrated.

Confidential Services Provided:

Survivor Support
» Crisis Stabilization and Counseling
» Understanding the truths and myths about sexual violence
» Advocate for the needs of the survivor
» Provide referrals for the desired services
» Accompaniment to medical, legal, or other services
» Assist with remedies for continued success at OSU

Community Education
» Provide training, resources, and education for the community on sexual violence and response
» Provide education and support for allies of survivors

A Sensitive Response to Violence
» Listen and validate their story
» Believe what they have told you
» Do not judge the survivor
» Ask how you can help and allow them their own choices about what they want to do
» Remind them that all feelings are normal given what they have experienced
» Encourage them to talk with a confidential support person.

listen. believe. support.

OSU Survivor Advocacy and Resource Center
311 Plageman Building, Student Health Services
541-737-2030 or survivoradvocacy@oregonstate.edu
FACULTY AND STAFF RESPONSIBILITIES UNDER FERPA

http://oregonstate.edu/registrar/guidelines-release-information

What is FERPA?
The Family Educational Rights and Privacy Act (FERPA) is a U.S. Congressional Act passed in 1974 to afford students particular rights concerning their educational records. The primary rights afforded to students who attend a postsecondary school such as Oregon State University are the right to inspect and review their educational records, the right to pursue an amendment to their record, and the right to restrict or release some disclosure of information from their educational records.

Oregon State University may not disclose information contained in educational records without the student's express written consent except under certain limited conditions. The Registrar serves as the custodian of student records for the institution and should be consulted in the case of particular requests or conditions.

What is considered DIRECTORY INFORMATION?
Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The University has identified the following to be "directory information":

- Student's name
- Current mailing address and telephone number
- Oregon State email address (other e-mail addresses are not directory information)
- Campus office address
- Class standing (e.g. sophomore, junior, et.al.)
- Major field of study
- Full-time or part-time enrollment status
- Status as a graduate teaching assistant or graduate research assistant and hours of service
- Participation in officially recognized activities and sports
- Dates of attendance
- Degrees and awards received
- Date(s) of degree(s)
- Most recent previous educational institution attended

For members of athletics teams, directory information may also include:
- Height
- Weight
- Position played

How can a student restrict their directory information as confidential?
Students may restrict the release of directory information, but must do so for all directory information. To do so, students must fill out and turn in a Confidentiality Request with the Registrar's Office; this may happen at any time. The restriction remains in effect until revoked by the student, even if the student leaves the university or graduates. The restriction remains active until the student revokes it or until the student passes away.

How does a student limit what directory information is displayed in the directory?
Students may restrict what of their directory information appears in the online and printed directory. To do so, students will go to MyOSU→Update Personal Profile→OSU Directory Preferences→Select items to display→Submit changes
Can a parent (or other person) see a student's record/non-directory information?
FERPA and Oregon Law work in concert regarding student records. Oregon law prohibits parental access to their child's information unless the child has given consent. This applies to all students enrolled in post-secondary education, even those under the age of 18. Students must fill out and file a Permission to Release Student Education Records form and submit it to the Registrar's Office, specifying which records (e.g. transcripts, class schedule) may be released to whom and for what reason the release is granted.

If a student wishes to release financial aid information, they should fill out an authorization form with the Office of Financial Aid and Scholarships; academic and financial records require separate forms.

What student records can faculty/staff access?
Faculty/staff are able to access student records as needed to fulfill one's employment responsibilities; there must be a "legitimate educational interest," which generally entails working directly with the student for whom information was requested. Access to student information does not permit disclosure of information to a third party without a student's written permission.

What are the limitations on posting student grades?
The public posting (by paper or electronic means) of grades by the student's name, ID number, or by any part of a Social Security Number without the student's written consent is a violation of FERPA.

How can I post grades publicly while abiding by FERPA?
If you wish to post grades publicly, assign code words or numbers to students at the start of the term that only you and the individual student know. These should not be posted in the same alphabetic order as the class list.

How do I, as a faculty member, ensure I am FERPA compliant?

- Keep student ID number, Social Security Number, and student names from being displayed publicly.
- If you leave graded assignments for student pick up, have a system in place to protect students from seeing each other's work (e.g. have an office staff check a student's ID card before giving back the assignment).
- Make sure attendance rosters do not list anything other than students' names and be sure these rosters are kept in a safe, secure place after each class. Keep your class roster private.
- Discuss student progress only with the student or another OSU employee with a legitimate educational interest unless you have written consent from the student.
- Refrain from helping anyone other than an OSU employee in helping find a student on campus.
- Email using only OSU-issued email addresses, as they verify identity and have been vetted by OSU Information Security.

FERPA
Do you have questions not addressed here? For more information and general questions about FERPA, contact The Registrar's Office:
102 Kerr Administration Building
541.737.4331
registrars@oregonstate.edu
http://oregonstate.edu/registrar

What is NOT considered part of an educational record?
- Records made by a faculty or staff for personal use that are unavailable to any other individual.
- University law enforcement records created and maintained by university security services for law enforcement.
- Alumni records that do not relate to the person as a student.
Integrated Learning Resource Center
466 Learning Innovation Center (LINC)   737-2121

Center for Teaching and Learning
Kay Sagmiller, Director, Kay.Sagmiller@oregonstate.edu
ctl.oregonstate.edu

Academic Technology
David Goodrum, Director, David.Goodrum@oregonstate.edu
is.oregonstate.edu/academic-technology

Learn@oregonstate.edu
learn.oregonstate.edu

Platform Learning Services
Lynn Greenough, Associate Director, Lynn.Greenough@oregonstate.edu
Canvas  oregonstate.instructure.com  canvas@oregonstate.edu
Kaltura media.oregonstate.edu  kaltura@oregonstate.edu
Clickers  learn.oregonstate.edu/clickers  clickers@oregonstate.edu

Classroom Technology Services
Don De Mello, Associate Director, Don.Demello@oregonstate.edu
In your classrooms pick up the phone at the podium for immediate assistance
Note: there is also an emergency phone on a wall in the room.
Check to see when learning spaces are scheduled registrar.oregonstate.edu/web-viewer

Student Multimedia Services
Equipment and support for student media projects - posters, presentations, video
Teresa Preddy, Teresa.Preddy@oregonstate.edu
Valley Library main floor  is.oregonstate.edu/cms  737-3332

Media Services
Kristina Case, Associate Director, Kristina.Case@oregonstate.edu
Audio & Video production, Streaming, Video Conferencing, Multimedia Event Support

Technical Services
Marc Cholewczynski, Associate Director, Marc.Cholewczynski@oregonstate.edu
Technical Services and TAC  ingenuity@oregonstate.edu
Consulting for Emerging technologies and problem solving

Technology Across the Curriculum (TAC)
Jon Dorbolo, Associate Director, Jon.Dorbolo@oregonstate.edu
Instructional technologies and learning space strategies and assessment

Service Desk
Desktop, device, and wireless support
201 Milne 8:00-5:00  737-8787  is.oregonstate.edu/service-desk

Box  Unlimited cloud storage and file sharing
box.oregonstate.edu

Qualtrics  Research level survey creation and management
oregonstate.qualtrics.com

WebEx  Video conferencing
oregonstate.webex.com

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