Faculty Handbook
2017-2018

WENTWORTH
INSTITUTE OF TECHNOLOGY
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INTRODUCTION

The Institute

- Wentworth Institute of Technology is a nationally-recognized, private, coeducational institution of higher education offering master’s, baccalaureate and associate degrees and certificate programs to over 4,000 students each year in the disciplines of computer science, architecture, design, engineering, and management. The Institute was founded in 1904 through a bequest from Arioch Wentworth, a Boston merchant, and first opened its doors in 1911. Wentworth has graduated over 50,000 students, who have assumed leadership roles in the professions, industry, education, and government. Wentworth co-op students and graduates are sought after for their demonstrated abilities to quickly become productive members in the workplace, for their technical problem-solving skills, and for their educational preparation to adapt to changing technologies.

- Wentworth offers baccalaureate programs in a variety of technological and design-related fields in a cooperative education format during the day and in a part-time format through the College of Professional and Continuing Education (CPCE). The CPCE offers evening, weekend, and online courses and programs for working adults who want to complete their degrees, supplement their skills, or earn graduate degrees. The Institute’s practical orientation has made these programs particularly attractive to continuing education students who want to develop the updated skills necessary to advance professionally.

- The campus is on a thirty-five-acre site on Huntington Avenue in the Fenway area of Boston, near the Museum of Fine Arts, Symphony Hall, and the member schools of the Colleges of the Fenway.
Mission

- Wentworth’s core purpose and mission is to empower, inspire and innovate through experiential learning.

Vision

- Wentworth’s vision for the future is to become nationally recognized as the university of choice for externally-collaborative, project-based, interdisciplinary learning.

Fundamental Values

- At Wentworth, our core values reflect that we are student-centered, that we are passionate for real-life, hands-on teaching and learning, and that innovation and creativity are at the center of what we do. We express these three core values as Students first – The world is our classroom – Thinking without a box.
Wentworth Strategy Map

**Vision:** Become nationally recognized as the university of choice for externally-collaborative, project-based, interdisciplinary curricula for learning (EPIC).

**One Simple Thing: CAREER SUCCESS**
Do. Learn. Succeed.

**Mission:** Empower, inspire and innovate through experiential learning

**Wentworth Strategy Map**

**CREATE TRANSFORMATIONAL EDUCATIONAL EXPERIENCES**

- **E-1** Achieve superior results with our students
- **E-2** Expand learning opportunities
- **E-3** Integrate Externally-collaborative, Project-based, Interdisciplinary Curricula for Learning (EPIC Learning) across the Institute
- **E-4** Grow relevant, challenging co-ops

**EMBRACE A CULTURE OF INNOVATION & CREATIVITY**

- **I-1** Establish a dynamic organization embracing discovery, innovation & collaboration
- **I-2** Focus on expanding industry & community partnerships

**POSITION & PROMOTE WENTWORTH**

- **M-1** Develop and execute an integrated brand strategy
- **M-2** Develop centralized marketing communication strategies and processes. Improve culture of communication & transparency

**ENHANCE INSTITUTIONAL RESOURCES**

- **R-1** Enhance financial strength
- **R-2** Build facilities infrastructure
- **R-3** Build IT support organization into an institutional strategic partnership
- **R-4** Pursue operational efficiencies

**RECRUIT, ENGAGE, AND EMPOWER A DIVERSE WENTWORTH COMMUNITY**

- **O-1** Deepen engagement of students
- **O-2** Enhance faculty/staff development, satisfaction & retention
- **O-3** Attract & retain the best diverse faculty, staff and students
- **O-4** Fully engage alumni in the vision and life of the Institute
- **O-5** Diversity as a business practice

**Core Values:** Students first – The world is our classroom – Thinking without a box
Wentworth Strategic Objective Statements

**E-1:** Deepen and expand student opportunities for academic achievement, career success and engaged citizenship.

**E-2:** Expand the learning opportunities for traditional and adult learners through new programs, competency-based programs, delivery formats, geographies, strategic partnerships, and increased global learning opportunities.

**E-3:** Modify faculty and student schedules and workloads to ensure cross-departmental, real-world projects with participation and support from industry and community partners.

**E-4:** Increase engagement of employers to create work experiences that are meaningful to students and provide personal and professional challenge.

**I-1:** Increase interdisciplinary, innovative, and entrepreneurial thinking of our students by delivering programming, mentoring and networking with internal and external stakeholders.

**I-2:** Bring together students, faculty, alumni, community and industry partners to refine and improve existing products, services and processes and design and develop new ones.

**M-1:** Leveraging research data, oversee an integrated marketing communications plan that maximizes internal and external communication tools and human capital to ensure a consistent brand.

**M-2:** Elevate the communications and marketing function by partnering with all departments for consistency in communications initiatives. Improve culture of communication & transparency.

**R-1:** Reduce reliance on tuition and auxiliary revenue from undergraduate day students through growth in other existing sources of revenue and development of new revenue streams. This in turn will allow Wentworth to optimize its balance sheet.

**R-2:** Update academic facilities, provide modern student housing, improve Wentworth’s edges and enhance pedestrian connections while continuing to keep our academics at the forefront of technology.

**R-3:** Build relationships across the institute to ensure that technology solutions are creating opportunities to improve effectiveness and efficiencies and are agile enough to facilitate innovation.

**R-4:** Effectively establish sustainable standards, encourage collaborative opportunities, reduce redundancies and promote cost effective procurement practices.

**O-1:** Create an educational experience and campus culture that results in all students embracing their lifelong role in the Wentworth family.

**O-2:** Create a positive work environment by investing in professional development and recognition programs and delivering competitive benefit and compensation plans.

**O-3:** To create an engaged, empowered, and diverse community, we will recruit outstanding faculty, staff, and students which will benefit from and make positive contributions.

**O-4:** Develop a lifelong community of alumni through the offering of diversified and meaningful engagement opportunities to foster increased pride, participation, volunteer involvement, and philanthropic commitment.

**O-5:** Integrate diversity into the daily life of Wentworth by engaging all students and employees, as well as cultivating external partnerships, to demonstrate a commitment to the realization of inclusive programs, services, facilities, policies, and procedures.
SECTION I: Getting Started at WIT: The Basics

Governance

Senate
- The mission of the Senate is to represent all full time teaching faculty members at the institute and to improve the quality of Wentworth Institute of Technology's learning environment. To learn more about the Faculty Senate, please visit their website https://www.wit.edu/academics-experiential-learning/office-academic-affairs/governance-committees/wentworth-faculty-senate.

Federation
- The federation is the contract between full time faculty and Wentworth. You will find information regarding fringe benefits, working conditions, academic freedom, and other important material.
- President contact: Ted Greene, greenet@wit.edu
- A copy of the federation contract is given at training or see HR for a copy. It is also available at https://www.wit.edu/sites/default/files/human-resources/Faculty%20Contract%20with%20signatures%201-2014.pdf.

Administration

PAC
- The President’s Administrative Council meets once a month to discuss new policies, approve new terms, and other high level Wentworth demands.
- This council consists of: Zorica Pantić, President, Eric Overstrom, Provost and Vice President of Academic Affairs, Robert Totino, Chief Financial Officer and Vice President of Finance, Margaret Card, Interim Vice President of Human Resources and Title XI Officer, Paula Sakey, Vice President of Institutional Advancement, Keiko Broomhead, Vice President of Enrollment Management and Student Affairs, Les Vaughan, Interim Vice President of Technology Services & Chief Information Officer, Dave Wahlstrom, Vice President for Business, Amy Intille, Chief of Staff, and Annamaria Wenner, Vice President for Student Affairs/Dean of Students.
Technology at WIT

- For more technology available at WIT, please see the Resource Handbook.
- Website: https://wit.edu/tech-services

Faculty Email Account

- User Name & Password information can be found at https://www.wit.edu/about-wentworth/administrative-offices-services/technology-services/information-security/top-security-topics/passwords
- Website address for Wentworth email: http://email.wit.edu

LConnect

- Wentworth’s portal connects users to tasks and resources specific to their roles. For faculty, this includes email, class lists, grading, Blackboard, etc. Network login is required to access LConnect. LConnect can be found at https://lconnect.wit.edu

LeopardWeb

- Accessible from LConnect on the My LConnect tab. Faculty and Advisor tasks include: looking up students, class lists and schedule, entering mid-term and final grades (also available in Bb Learn), downloading software. Personal Information tasks include: updating address, contact information or marital status, review name or social security number information, and customize your directory profile.
- Academic Resources tab includes access to courses on LConnect and links to many academic resources including academic advising, Center for Academic Excellence, Registrar to name a few.

NEASC and Accreditation

- The NEASC Standards for Accreditation address a range of principal areas of institutional activity through the following eleven standards:
  - Standard One - Mission and Purposes
  - Standard Two - Planning and Evaluation
  - Standard Three - Organization and Governance
  - Standard Four - The Academic Program
  - Standard Five - Faculty
  - Standard Six - Students
  - Standard Seven - Library and Other Information Resources
  - Standard Eight - Physical and Technological Resources
  - Standard Nine - Financial Resources
  - Standard Ten - Public Disclosure
  - Standard Eleven – Integrity

- A summary of the Standards is provided below and the complete Standards are available at: Standards for Accreditation.
NEASCE emphasizes that two themes permeate the Standards, i.e., institutional integrity and institutional effectiveness. NEASCE provides a separate Policy Statement on Institutional Effectiveness.

Standard One: Mission and Purposes
- The institution’s mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution’s mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution’s effectiveness.

Standard Two: Planning and Evaluation
- The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

Standard Three: Organization and Governance
- The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

Standard Four: The Academic Program
- The institution’s academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Standard Five: Faculty
- The institution develops a faculty that is suited to the fulfillment of the institution’s mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution’s mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

Standard Six: Students
- Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution’s interactions with students and prospective students are characterized by integrity.

Standard Seven: Library and Other Information Resources
- The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.

Standard Eight: Physical and Technological Resources
• The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Standard Nine: Financial Resources
• The institution’s financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Standard Ten: Public Disclosure
• In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

Standard Eleven: Integrity
• The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

For more information on NEASC, go to: https://wit.edu/academics/academic-affairs/neasc-reeaccreditation
Policies

Academic Policies

• The academic policies are listed in the Academic catalog. For more information, please visit [https://www.wit.edu/ferpa](https://www.wit.edu/ferpa).

FERPA- Student Privacy

• It is Wentworth Institute of Technology’s (WIT) policy to limit the dissemination of student information. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. For more information, please visit [https://www.wit.edu/ferpa](https://www.wit.edu/ferpa) or Appendix A of the handbook.

ADA-Compliant Course Materials

• Wentworth Institute of Technology is committed to the fair treatment of all students, including those qualified students with a disability. Title II, Part 5 of the Americans with Disabilities Act states, “no otherwise qualified disabled individual shall solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities sponsored by a public entity.” The goal of the grievance procedure is prompt and equitable resolution of complaints alleging discrimination based on a disability.

• Any Wentworth student with a documented disability who believes that he/she has been adversely affected by the discriminatory behavior of a faculty or staff member may file a complaint under the Institute Disability Grievance Procedure. A complaint should be filed as soon as the incident or event has occurred to ensure prompt investigation and resolution, but in no event later than 180 days after the incident.

• Any Wentworth student with a documented disability who believes that he/she has been adversely affected by the discriminatory behavior of a student or student organization may file a complaint with the Dean of Students in the Office of Student Life. All complaints filed against students or student groups will be processed according to the procedures set forth in the Student Handbook covering student code violations.

• The Disability Grievance Procedures process has two options for resolution of issues concerning disability discrimination: an informal complaint process and a formal complaint process:

  o Informal complaint
    Any student with a documented disability may report a complaint against a faculty or staff member to the Coordinator of Disability Services. The Coordinator of Disability Services will document the allegations and advise the student of his/her options, including the right to file a formal complaint. The Coordinator of Disability Services will notify the Director of Counseling Services of the complaint. With the student’s permission, the allegations will be addressed directly with the faculty or staff member in question in an attempt to achieve a timely resolution. If a student refuses to grant permission for the Coordinator of Disability Services to address the complaint, the student will be asked to sign a waiver indicating this refusal. In these situations, the student is acknowledging that he/she is refusing assistance and an opportunity to address and resolve his/her specific allegations. If the allegations are not resolved through the informal process, students have the opportunity to file a formal
complaint as outlined below. A student may proceed directly to the formal complaint process at any time.

- **Formal Complaint**
  Any student with a documented disability may file a formal written complaint (Grievance Form) against a faculty or staff member with the Coordinator of Disability Services or to the ADA Compliance Officer (Director of Counseling Services). In order to process the complaint a student must provide permission to the Compliance Officer to investigate the allegations and receive and review information related to the student’s disability and allegations.

- **Investigation**
  Upon receipt of a formal complaint, the ADA Compliance Officer or designee from the ADA Compliance Committee (“Investigator”) will investigate the allegations. The members of the ADA Compliance Committee (the “Committee”) will review the information gathered by the Investigator. The Committee may request additional information and investigation at any time. Once the investigation is complete, the Committee will determine whether or not the allegations have merit and if violation of WIT’s policies concerning disability discrimination has occurred. The Committee will usually meet within one week after the Investigator has completed her/his investigation. The meeting may be delayed for Institute breaks, holidays or the schedules of the Committee members.

- **Decision**
  If a violation is found to have occurred, the Committee will make a recommendation concerning the resolution of the complaint. In cases involving faculty members, the Committee makes a recommendation to the Provost. In cases involving staff members, the Committee makes a recommendation to the divisional Vice President and the Vice President of Human Resources. If no appeal is filed within the time period noted below, the Provost or Divisional Vice President makes the final determination concerning the violation and the resolution based upon the information provided in the Committee’s decision.

- **Membership**
  The ADA Compliance Committee is composed of not more than seven employees of the Institute, and may include representatives from the Dean of Students, Academic Affairs, faculty, Human Resources, Counseling and Disability Services and Facilities. If the allegations involve a faculty member, the Department Chair or Dean of the College may also be included on the Committee. The ADA Compliance Officer serves as the Chair.

- **Quorum**
  A minimum of five voting members, excluding the Chair, constitutes a quorum of the Committee. A quorum must be present for the decision on the allegations, any determination that a violation of WIT disability discrimination policies has occurred and for the recommendation for resolution.

- **Appeal**
  An appeal by the student and staff member of the Committee’s decision on a finding of a violation may be made to the Vice President of Human Resources for cases involving a staff member. An appeal by the student and faculty of the Committee’s decision on a finding of a
violation may be made to the Provost for cases involving a faculty member. An appeal must be made in writing, within one week of receiving the Committee’s decision letter. The Vice President of Human Resources and Provost may request additional information from the Committee or parties involved and will respond as promptly as possible to the appeal after completing his/her review. The Provost and Vice President of Human Resources make the final determination concerning the violation and the resolution.

- **Retaliation**
  Any retaliation against a student for filing a good faith complaint, or against witnesses for providing information during an investigation, is prohibited and may result in severe sanctions, up to and including termination.

- **Additional Assistance**
  Although Wentworth Institute of Technology strives to resolve all complaints within the campus grievance process, students always have the right to file a complaint with the U.S. Department of Education’s Office of Civil Rights at [http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html](http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html) For more information, see [http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm](http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm)

Wentworth also prohibits discrimination on the basis of race, sex (gender, sexual harassment), age, national origin, ethnicity, sexual orientation, marital status, religion, status as a disabled veteran, and any other group protected by state and federal civil rights laws. If you believe you have been subjected to any of these forms of discrimination, please contact the Title IX Coordinator, the Vice President of Human Resources.

**Academic Honesty Policy**

Students, faculty, and staff are responsible for maintaining a proper learning environment at Wentworth. All students are required to abide by the Student Code of Conduct, the Wentworth Creed and all published Wentworth policies and procedures to satisfy the general requirements for graduation with regard to their character. All instances of academic dishonesty and misconduct will be considered violations of this requirement. Wentworth takes violations of academic honesty and cases of academic misconduct very seriously. Sanctions include, but are not limited to: a reduced grade for the assignment, a grade of “0” for the assignment, “F” for the course, removal from a course, Institute suspension or Institute expulsion.

**Procedures for Handling Academic Honesty Violations**

- The WIT faculty and administration have developed a set of procedures to investigate and determine whether or not undergraduate and graduate students have engaged in violations of academic honesty. The department chair will serve as the point of contact for Academic Honesty questions at the Department level.

- Students are allowed to continue in their course pending resolution of the case.

- The procedures for handling academic honesty allegations are found below:
  1. The faculty member has evidence of a potential violation.
a. The faculty member shall have a discussion (preferably within 2-4 business days of discovering the potential violation) with the student concerning the incident.

2. After the meeting with the student, the potential violation is either:
   a. Dropped, or
   b. The faculty member determines the grade sanction (up to an F in the course with Chair notification). The Faculty member submits an incident report using: (http://www.wit.edu/academic-honesty).

3. The student has a right to review of the grade sanction imposed by the faculty member using the Academic Grievance Process found at https://www.wit.edu/academic-grievances

This is a screenshot of the Academic Incident Report form.
Academic Honesty Definitions

Students at Wentworth are expected to be honest and forthright in their academic endeavors. Listed below is a non-exclusive description of many forms of academic dishonesty and misconduct that may arise. Any expectations set forth by a faculty member constitute the standard to be used in that particular class.

1. Cheating

Cheating can be manifested in many forms, including:

- Copying from another student’s paper;
- speaking to, or collaborating with, another person without permission during an exam;
- mailing your material by computer to others;
- allowing another student to copy from a test;
- using materials such as calculators, notes, or books during an exam without permission;
- tracing someone else’s drawings unless instructed to do so;
- resubmitting a paper written for one class to a different class without permission;
- collaborating outside of class when not permitted;
- taking information from someone’s computer without permission;
- submitting materials from a website as one’s own.

2. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings. Examples include:

- citation of information not taken from the source indicated;
- listing sources in a bibliography, footnotes, or endnotes that are not used in the academic exercise;
- submitting work done by another, in part or in whole, as one’s own (including materials from a website).

3. Plagiarism

Plagiarism is the submission or inclusion of someone else’s words, drawings, ideas, or data (including that from a website) as one’s own work without giving credit to the source. When sources are used in a paper or drawing, acknowledgement of the original author or source must be made through appropriate references (footnotes, endnotes) or if directly quoted, quotation marks or indentations must be used. Even if another person’s idea, opinion, or theory is paraphrased into your own words, you can be accused of plagiarism. The same holds true for drawings. Only when information is
common knowledge may a fact or statistic be used without giving credit. Plagiarism also prepared by another person or agency engaged in the selling of papers or other academic materials.

4. Academic Misconduct

Academic misconduct is the violation of Institute academic policies or infringement on the rights of others to receive an education. Examples include:

- stealing, buying or obtaining all or part of a test;
- selling or giving away all or part of an un-administered test, including answers;
- bribing any other person to obtain information about a test;
- entering an office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given;
- changing, altering or being an accessory to the changing/altering of a grade or any official academic record of the Institute;
- forging faculty member’s signatures on Institute forms;
- using someone else’s work, including submission of material from a website as one’s own.

• behavior unbecoming a student in an academic venue. Academic venues include, but are not limited to, the classroom, laboratory, studio, shops, site visits, program or department conferences, a museum and a factory.

ACADEMIC HONESTY Syllabus Statement:

Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, prohibited collaboration, coercion, inventing false information or citations, plagiarism, tampering with computers, destroying other people’s coursework or lab or studio property, theft of course materials, or other academic misconduct. If you have any questions, contact your professor prior to submitting an assignment for evaluation. See your academic catalogue for a full list of definitions and the WIT Academic Honesty website for the procedures: wit.edu/academic-honesty.

Academic Honesty Case Studies:

Reference: Adapted from the Center for Academic Integrity http://www.academicintegrity.org

Case Study #1:

Josh Hart is a first semester sophomore at Woebegotten College in Lake Woebegone, Minnesota. He is currently enrolled in the Exercise and Sports Science (ESS) program of the College. Dr. Keeler has assigned a semester project in which students are to compile a model program for personal fitness training for themselves. Dr. Keeler has explained verbally and also included in his syllabus a good deal of information about the college honor policy and the importance of honesty in all assignments. He indicates that students are to complete this assignment on their own with no involvement of third parties other than reference materials.
In completing the assignment for Dr. Keeler, Josh uses a variety of text sources, his own experiences and information from a cd-rom program titled “The Personal Trainer for You” by Arnold Atlas. Josh purchased the cd-rom to enhance his own skills in physical training. The cd does contain copyright information.

Josh prints various tables and charts from the cd and makes clean copies to include along with his narrative and other materials. As he turns the paper in, he is sure he has a good paper and hopes for an “A”.

Dr. Keeler has also anticipated Josh’s paper. As he begins to grade Josh’s paper, he is impressed at first. As he continues to read on, he becomes aware that the language and concepts used seem highly developed for a student of his experience. Several paragraphs seem almost too good to be true and none of the material is cited in his references which include books and periodical articles.

Dr. Keeler turns to the Internet and a search engine often used by ESS majors. He finds several sources and immediately finds selections of research on physical training that appears to be identical to Josh’s. He also learns that there is a cd-rom available and includes model programs for physical training.

Dr. Keeler realizes that he will have to request an honor policy conference with Josh. He sends Josh an email and asks him to schedule an appointment for the next day.

Discussion

1. What would you do to prepare for the scheduled appointment?
2. What questions would you ask Josh during the appointment?
3. If Josh does not believe he has plagiarized, how will you handle this?
4. If Josh’s case is referred to the honor policy for a hearing and review, and he’s found responsible, what sanctions should be imposed, if any?

Case Study #2

Reference: Utah Valley State College

Professor H. teaches an Honors writing course at the community college. Fall semester, she has one student, Nephi L., who has been struggling getting assignments in on time. The library research paper the student hands in is one day late, but it’s fairly good, and receives a B, which is docked one full grade to a C. The student receives a C for the course.

The following summer, a young woman, Sara B., asks to speak with Professor H. She informs the good professor that her ex-friend, Nephi L., had borrowed a research paper she had written for another class—“just to get an idea on how to do this sort of thing”—and, she claims, had then just retyped the paper—changing the wording here and there—and handed it in to Professor H. last Fall as his own work, a fact she says she only recently learned. Sara then produces her own paper as “proof.” Professor H. looks over the paper, vaguely remembers the topic (she reads hundreds of papers each semester), and thanks Sara for bringing the issue to her attention.

Discussion:

What should Professor H. do? Why did Sara come to Professor H. now?
Case Study #3:
Reference: iStudy for Success! (Penn. State U.)

David is a senior and only has three more classes this semester before he graduates. He feels the pressure to uphold his 3.65 GPA, as well as just wanting to finish and get the classes out of the way.

In one of his classes, an extra credit assignment is to read through a set of given texts from certain articles and books that have been given by the instructor throughout the semester, and then to compile personal thoughts based on the principles covered. To David, it seemed like basically doing something he already had done in the class—read the same information again. He figured the instructor just wanted to make sure the students really did read the articles, so David wrote his paper using direct quotes and verbatim phrases from the reading without correct citation. It was just extra credit, after all, so if it was not as good as his other work, it couldn’t really hurt his grade.

Discussion:
Is what David did wrong? Why or why not?
Do you think David is right in thinking that this assignment really doesn't matter and can't really hurt his grade because it is only for extra credit?

Case Study #4:

Jack and Diane are both in business class. Toward the end of the semester, the assignment is to do an analysis of a business plan. The paper is due in a couple of days and due to a family emergency, followed by being in bed all weekend with the flu, Jack hasn’t had a chance to work on the paper and is very stressed out. Diane feels badly for Jack and since she has finished her analysis, she offers to loan Jack a copy of her paper so he can look it over to get a sense of how she broke down the assignment and then structured her response, figuring that should help Jack not feel so overwhelmed and make the project manageable. Jack gratefully accepts the offer. Diane sends him her analysis in an e-mail attachment.

Discussion:
At this point, is this academic dishonesty? If so, what kind (plagiarism, cheating, etc.) and why?
As Jack reads over Diane’s paper, he agrees with the majority of Diane’s analysis, but there are a few things that he would word a bit differently. Jack reasons that since he agrees with Diana’s concepts, it would make more sense to make a full copy of Diane’s paper and go through it line by line, changing the sentences to sound like him. Occasionally he adds a couple of sentences to expand on a thought. He then creates a coversheet with only his name on it and turns it in.

Discussion:
At this point, is this academic dishonesty? If so, what kind and why?
As Prof. Mellencamp reads through the analysis, he is struck by the similarity between Jack and Diane’s papers, in fact when he compares them, he realizes that they are outlined identically and in parts, they are worded identically and even where the wording varies, the concepts are the same.

Discussion: If you were Diane, how could you explain your role in what transpired?
Case Study #5:

Susan and Lucy are both international students from Narnia and in the same science class. Lucy has a strong grasp of the English language and is doing well in her classes. Susan’s grasp of the English language is not nearly as strong as Lucy’s. With Lucy’s help, she’s working hard to expand her standard English vocabulary, plus learn all of the science vocabulary. But Susan is having a hard time retaining the information, most likely because she isn’t eating or sleeping well. One day, there is an exam in their science lab. Susan is having a hard time understanding what is being asked in the questions and therefore doesn’t know what to put down for the answers. She starts to panic that she’ll fail the lab and the class. The TA notices that Susan and Lucy are talking to each other in Narnian and he asks them what they are talking about. Lucy explains that she is only translating the questions for Susan. The TA asks them not to talk and if Susan has questions about the test, then she should bring them to him (the TA). Susan asks him about one of the questions, but the TA can’t explain it without giving away the answer, so Susan goes back to her seat, uncertain what to do. Twice more during the exam, he catches Susan and Lucy talking in Narnian. Again, he tells them to stop talking. The TA knows Lucy is a solid student and thinks it is very possible that Lucy is only translating the question and is not providing Susan with the answers, but he isn’t sure. He decides to report the situation to the professor who teaches this section.

Discussion:

Is this a case of academic dishonesty?

What would you have done if you were in Lucy’s place?

How could the problem have been solved differently?

IP Policy

- Intellectual Property (IP) is a term that encompasses all forms of creativity that are protected either under statutes or by common law. It includes inventions, discoveries, know-how, show-how, processes, unique materials, chemical and biological compounds, copyrightable works, algorithms, software, original data, databases, and other creative or artistic works. Statutes or legislation include such things as patents, copyrights, trademarks, trade secrets, plant variety protection certificates, data rights, mask works, and others protect the various forms of IP.

- Wentworth Institute of Technology (WIT) has developed an Intellectual Property Policy to a) encourage the creation, development, and management of Intellectual Property, patents, copyrights, and trademarks in the best interest of the public, the Creator(s), WIT, and the research sponsor, if any; (b) to provide for protection of Intellectual Property through patents, copyrights, and trademarks, (c) to ensure that monetary and other benefits derived from Intellectual Property, patents, copyrights, and trademarks are equitably distributed to the Creator(s), WIT and other parties as appropriate; and (d) to address ownership issues related to Intellectual Property developed at or on behalf of WIT.

- For more information on the regulations, definitions and/or the disclosure form, please go to https://www.wit.edu/sites/default/files/academic-affairs/IP-Policy.pdf or Appendix G.
## Important Dates/Academic Calendar

- Dates can also be found at [https://wit.edu/academic-calendar/2017-2018](https://wit.edu/academic-calendar/2017-2018)

### Fall 2017

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<td>Final Grades Available on LeopardWeb - 9 am</td>
<td>Wednesday</td>
<td>22-Aug-2018</td>
</tr>
</tbody>
</table>
Six Months in the Life of Wentworth Faculty

- **Getting started**
  - Furniture and supplies
    - If you need furniture replaced, fixed, or moved, talk to your department admin or contact Physical Plant
    - Depending on severity of needs, could take some time
    - Talk to your department heads and admins for office supplies
  - Sharing an office
    - Some of you may share an office
    - Can try to find space outside your office for office hours or to take long phone calls
  - Places to eat
    - Beatty – our cafeteria
      - Can bring your own food there and use the microwaves, toasters, etc
      - Or can buy food
      - The back multipurpose room tends to have more faculty in it
    - Places nearby
      - Northeastern’s Cafeteria, Wollaston’s, Qdoba, Szechuan Garden, Au Bon Pain, House of Pizza
      - Some people use lunch as a time to close their door and get stuff done…try to get out there with people at least once in a while
  - Computer, phone, etc.
    - DTS and helpdesk; talk to your dept head if you don’t have it
  - Getting textbooks
    - Contact the textbook publisher (online) and get freebies
    - You will need to choose books for future semesters
  - Office hours
    - Students will use them, so try to pick times that work for your various classes
    - I usually try to avoid the same time on the same schedule
      - e.g. MW 1-2; if M doesn’t work, W is unlikely
      - instead do MT or WR, or something like that
    - At least 2 hours a week
- **Course preparation**
  - Most classes have been taught a few times before
  - Can rely on past syllabi or full course manuals
  - Co-teaching sections can help if you can work with your co-instructor
  - Plan on the following pieces
    - Syllabus
    - 12-14 weeks of assignments, reading, labs
    - 2-3 exams, possibly including a final
    - Gradebook for yourself – can interface with Blackboard without relying on it
- **Add/drops/withdraw**
  - Students will come and go for a few weeks
  - Do NOT let them sit in without registering (has financial aid implications)
  - Anything you cover in the first week (maybe 2) could need to be retaught to a small handful of students
• Don’t let it slow you down or change your plans; just be prepared for it
  o Withdraws happen a lot; students get overwhelmed
    ▪ They will need your signature to withdraw from a class
    ▪ At least make them think through it; can they still save their grade? Can they find a way through?
• Syllabus preparation
  o Attached:
    ▪ Example - Digital Logic Course Syllabus
    ▪ Template – What to include
• Websites:
  o Leopardweb – For class scheduling, student transcripts and information, course catalog, advising pieces
  o Blackboard – needs syllabus and YOUR schedule
• Course manual
  o Each department handles it differently, but essentially keep all of your materials and examples of student work. They will be kept and logged away for possible future work (or audits by accreditation boards).
  o Can also be useful to get information for your current class preparations
• Grading
  o Overall
    ▪ Uploaded to leopardweb at the end of the semester
    ▪ Students like when they can track progress on Blackboard (not required)
    ▪ Suggest downloading Gradbook from Blackboard and using it to upload as you go
  o Midterm
    ▪ Halfway through the semester you need to give a grade
    ▪ Not recorded as permanent grade, just for information
    ▪ Can give an X grade, which is basically “student isn’t coming”
      • Will be asked for last day of attendance
• Class Policies
  o Attendance
    ▪ From an institute standpoint, attendance is not required
    ▪ EXCEPT: If a student is forcibly withdrawn (possibly with an X midterm grade), you need to know their last date of attendance
      • Take attendance once in a while, or somehow keep track
      • For example, I give quizzes and in-class work, which I date
  o Phones and laptops
    ▪ Personal choice
    ▪ You can ask them to put them away; if so, do it from day 1
    ▪ Watch for phone games, earbuds in their ears during class, the usual distractions
• Powerpoint and boards
  o All rooms have whiteboards and markers
  o All rooms have projector, BUT only some have cords, so be ready to carry one around with you if you choose to use the computer/projector
• Room reservations
  o Vicki Cupper – Business Services (cupperv@wit.edu)
  o Can help with getting different rooms, either long term or 1-time use
• Printing/copying
- Copy and Mail Center
  - cmc@wit.edu; or show up and make a request
  - Very fast and efficient; mostly use for large print jobs to not jam smaller printers
- Faculty orientation sessions and faculty mentoring
  - Revamped and reworked
  - Mark your calendars and don’t miss them!
- Advising
  - You won’t advise anyone until after the first semester
  - Once you do, learn the tracking sheets (each department carries their own, mostly online)
  - Can view student transcripts
    - LeopardWeb → Faculty and Advisors → Student Information Menu → Advisee Listing
  - RAC – Register access code; only for freshmen and people with particular considerations (probation, transfer);
  - Make sure you sit with them before giving a RAC
  - Academic probation/warnings – Need to keep track of what students need attention; they won’t find you!
- What to expect from students?
  - Students are smart, most are motivated; do not underestimate them!
  - They will likely complain about previous classes, etc; most of the time it is just an excuse
  - If you make yourself available, they will use you as a resource
- What students expect from you
  - Organized – Make sure they know your expectations early on; post grades often; keep them up to date
  - Don’t surprise them with assignments
  - Don’t talk down to them; sounds like a no-brainer, but they can smell patronization
  - Clear and constant rules
    - If you are clear from day 1 what you expect (laptops, phones, attendance, grading, late policy, academic honesty, etc.), they will follow
    - If the rules shift and change, they will panic or not trust
- Above all, remember we are here to help
  - Mentors as a formalized confidant
  - Department chairs, admins, deans to help with administration
  - Fellow faculty to help with anything you need
  - Whatever you are interested in, there are others interested also; just ask around!
**NEW HIRE PREPARATION CHECKLIST**

NAME: ___________________________________  DEPARTMENT: ___________________________________

DATE OF HIRE: ______________________   START DATE: ______________________

<table>
<thead>
<tr>
<th>Prior to Arrival</th>
<th>Responsible party</th>
<th>Date completed</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and complete form (laptop, p-card, phone)</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get office ready, basic supplies available</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nametag preference ______________________</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order Business Cards</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request Office keys <em>(Physical Plant)</em></td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send Syllabus and book for classes</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update any office signage <em>(name plaques)</em></td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office set up—ordering any furniture, move requests, etc.</td>
<td>Academic Coordinator, Physical Plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send NFO schedule and book to read</td>
<td>Dir. of Academic Ops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfill request for laptop &amp; phone; technology access to drives, printers, email, etc.</td>
<td>DTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email/Mail Human Resources documents to be completed</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get log-in / network information</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome email from Provost</td>
<td>Provost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Week</th>
<th>Responsible party</th>
<th>Date completed</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give Office keys</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office ready, basic supplies on desk</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Announcement Sent <em>(<a href="http://www.wit.edu/message">www.wit.edu/message</a>)</em></td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update any office signage <em>(name plaques)</em></td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour of Dept. &amp; introductions to colleagues</td>
<td>Academic Coordinator; Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus tour (during WOW training)</td>
<td>Admissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with Department Chair</td>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment and introduction of Mentor</td>
<td>Dir. of Academic Ops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training during Opening Days- New Faculty Track</td>
<td>Dir. of Academic Ops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give log-in and Network Info to the Employee</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources Benefits meeting</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Card (Copy/Mail Center)</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Pass or T-pass</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update information in WIT Directory</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Put together Welcome Kit (Dept. phone list, campus map, handwritten welcome card from Rich, mug with candy,)

<table>
<thead>
<tr>
<th>First month</th>
<th>Responsible party</th>
<th>Date completed</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule class observations</td>
<td>Academic Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check in with mentor</td>
<td>Dir. of Academic Ops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate New Faculty Orientation</td>
<td>Dir. of Academic Ops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send info on required online Human Resources trainings (FERPA, Sexual Harassment, Title IX)</td>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure &amp; encourage participation in New Faculty Orientation</td>
<td>Provost; Department Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TRAINING CHECKLIST

**NAME:** ___________________________________  
**DEPARTMENT:** ___________________________________

**DATE OF HIRE:** ____________________________  
**START DATE:** ______________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Who covers it?</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering of office supplies</td>
<td>Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Overview of shared files/drives</td>
<td>Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Welcome lunch within department</td>
<td>Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Discuss probationary period/Development phase</td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Review job description and department expectations</td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Review organization chart</td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Review required Departmental meetings</td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Review Faculty handbook</td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Review performance review and expectations around service, scholarship,</td>
<td>Dir. of Academic Ops., Department Chair</td>
<td></td>
</tr>
<tr>
<td>and teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to resources on campus</td>
<td>Dir. of Academic Ops., Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Technology check-in —is everything working?</td>
<td>DTS</td>
<td></td>
</tr>
<tr>
<td>Overview of software and technology use (calendar, phone, LConnect,</td>
<td>DTS; LIT</td>
<td></td>
</tr>
<tr>
<td>Banner, email, WIT website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of timecard</td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>Review WIT website</td>
<td>LIT, Dir. of Academic Ops.</td>
<td></td>
</tr>
<tr>
<td>Check-ins on how things are going</td>
<td>Mentor, Department Chair, Academic Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
**EMPLOYEE CHECKLIST**

**NAME:** ___________________________________  **DEPARTMENT:** ________________________________

**DATE OF HIRE:** ___________________________  **START DATE:** ________________________________

<table>
<thead>
<tr>
<th>Prior to Arrival</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Human Resources documents</td>
<td></td>
</tr>
<tr>
<td>Review sample syllabus and create your class syllabus and book for class</td>
<td></td>
</tr>
<tr>
<td>Read the New Faculty Orientation schedule</td>
<td></td>
</tr>
<tr>
<td>Review course materials and develop your course materials</td>
<td></td>
</tr>
<tr>
<td>Review Book for class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Week</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Department Chair</td>
<td></td>
</tr>
<tr>
<td>Attend Human Resources Benefits meeting</td>
<td></td>
</tr>
<tr>
<td>Get Laptop and phone</td>
<td></td>
</tr>
<tr>
<td>Get ID Card (Copy/Mail Center)</td>
<td></td>
</tr>
<tr>
<td>Obtain Parking Pass or T-pass (Human Resources)</td>
<td></td>
</tr>
<tr>
<td>Attend Opening Day welcome meeting</td>
<td></td>
</tr>
<tr>
<td>Get Office keys</td>
<td></td>
</tr>
<tr>
<td>Attend Opening Day New Faculty trainings</td>
<td></td>
</tr>
<tr>
<td>Attend Campus tour</td>
<td></td>
</tr>
<tr>
<td>Tour Department &amp; meet colleagues</td>
<td></td>
</tr>
<tr>
<td>Meet your Faculty mentor</td>
<td></td>
</tr>
<tr>
<td>Submit your timecard</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First month</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete required online Human Resources trainings (FERPA, Sexual Harassment, HIPAA)</td>
<td></td>
</tr>
<tr>
<td>Observe other Faculty members’ classes</td>
<td></td>
</tr>
<tr>
<td>Attend New Faculty Orientation</td>
<td></td>
</tr>
<tr>
<td>Check in with your mentor</td>
<td></td>
</tr>
<tr>
<td>Meet with the Department Chair &amp; Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Log in and familiarize yourself with the WIT website, LConnect, Banner, your computer, Blackboard, Leopard Web, etc.</td>
<td></td>
</tr>
<tr>
<td>Have lunch with one of your colleagues</td>
<td></td>
</tr>
<tr>
<td>Check out necessary resources on campus</td>
<td></td>
</tr>
<tr>
<td>☐ Student Affairs</td>
<td></td>
</tr>
<tr>
<td>☐ Center for Wellness &amp; Disability Services</td>
<td></td>
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<tr>
<td>☐ Center for Community &amp; Learning</td>
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<tr>
<td>☐ EPIC</td>
<td></td>
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<tr>
<td>☐ Accelerate</td>
<td></td>
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<tr>
<td>☐ Student Support Center</td>
<td></td>
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<tr>
<td>☐ Faculty Senate</td>
<td></td>
</tr>
<tr>
<td>☐ Federation</td>
<td></td>
</tr>
<tr>
<td>☐ Learning Innovation Technology</td>
<td></td>
</tr>
<tr>
<td>☐ Library</td>
<td></td>
</tr>
<tr>
<td>☐ Department of Technology Services</td>
<td></td>
</tr>
<tr>
<td>☐ Center for Diversity &amp; Inclusion</td>
<td></td>
</tr>
<tr>
<td>☐ Co-op &amp; Career Services - Robbin</td>
<td></td>
</tr>
<tr>
<td>☐ Admissions</td>
<td></td>
</tr>
</tbody>
</table>
SECTION II: Before the Semester Begins: Designing and Preparing to Teach Your Course

Bookstore

Adoptions: The sooner the bookstore receives your book adoption information, the more the students will benefit.

- Receiving your list of materials as soon as possible allows us to source the most affordable books for your students and provide top dollar for students selling books back at the end of this term. With Follett Discover, selecting your course materials is fast and easy.

- To Access Follett Discover:
  1. Log into Blackboard [http://bb.wit.edu/](http://bb.wit.edu/)
  2. Click on Follett Discover link that should be located on the right-hand side of the screen
  3. If you’re already set up in WIT’s internal system to teach the class, your assigned classes will appear.
  4. If you know the ISBN for your class, you can enter it right under the appropriate class, or utilize the button “Discover for this course” and you can browse all subjects and filter to your needs.
  5. Once you’ve entered the book information, please remember to save, and it will go directly into our system in about an hour.
  6. For more detailed instructions on how to use Follett Discover, watch this quick demo video ([http://follett.com/discover/login.cfm](http://follett.com/discover/login.cfm)).

- Or, if you’d prefer, you can also email us directly with your information: mayos@wit.edu. Please provide the course number, ISBN and as much information about the book as possible so we ensure we get you the correct book.
• Download the *6 Ways to Help Students Save on Textbooks* (www.follett.com/6WaysToSaveMoney) to learn about Follett’s different types of course material purchasing options. If you have any questions about Follett Discover or how to save students money, please contact me anytime.

• Some Departments will provide us with the book information given to us by either the Chair, or Administrative Assistants, please work with them, to see if they have already provided us the information.

• Contact: Sara Mayo, Store Manager WIT Bookstore, mayos@wit.edu, 617.989.4905

**Please remember:** As a faculty or staff member, you receive **10% off** clothing and gift item purchases right in our store everyday! Exclusions can apply, so please see the store for full details.

**Price Match - Find A Lower Price? We'll Match It!**
- Purchases may be made in-store or online; Price Match must be transacted at the WIT Bookstore.
- Prices matched against Amazon, Barnes & Noble, Chegg, or a local campus competitor
- Excludes peer-to-peer marketplaces, Amazon’s Warehouse Deals, Deals of the Day, Lightning Deals, “Amazon Deals,” aggregator sites, digital books and publisher-direct prices
- The book must be in stock with us and with the retailer advertising the lower price. If the book is rented, the rental period must be the same as the bookstore’s
- The lower-priced item must match the exact book ISBN and edition purchased or rented, including accompanying CDs, online access codes, student manuals, etc.
- Purchase and price adjustment differences will be provided on a store gift card

**Rental period is for the entire semester!**
- When you rent your books, you’ll pay, on average, less than half the new textbook price
- Largest in-store and online rental program in the country
- Normal highlighting and note-taking are acceptable
- Free return shipping if you rent online as a registered user
- Multiple forms of payment including financial aid and campus cards where available.

**FOR BOTH POLICIES, PLEASE SEE THE BOOKSTORE FOR FULL INFORMATION!**
Understanding Lectures and Labs

- A significant number of courses at Wentworth require a student to take a lecture (where the instructor presents material to students) and a lab (where students work on projects, problems, etc. in a less structured format). Depending on the course, and how the academic department offering the course chooses to teach the course, there are different ways to determine what lecture and lab sections you should register for.

- **One to One.** Some classes organize the lecture and lab so that, in Leopardweb, the lecture is paired with the lab that appears below it:

<table>
<thead>
<tr>
<th>Select</th>
<th>CRN</th>
<th>Subj</th>
<th>Crse</th>
<th>Sec</th>
<th>Cmp</th>
<th>Cred</th>
<th>Title</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>10958</td>
<td>ARCH</td>
<td>110</td>
<td>01</td>
<td>WIT</td>
<td>6.00</td>
<td>STUDIO 01</td>
<td>WF</td>
<td>12:00 pm-12:50 pm</td>
</tr>
<tr>
<td>C</td>
<td>10959</td>
<td>ARCH</td>
<td>110</td>
<td>02</td>
<td>WIT</td>
<td>0.00</td>
<td>STUDIO 01 - LAB</td>
<td>WF</td>
<td>01:00 pm-04:50 pm</td>
</tr>
<tr>
<td>C</td>
<td>10960</td>
<td>ARCH</td>
<td>110</td>
<td>03</td>
<td>WIT</td>
<td>6.00</td>
<td>STUDIO 01</td>
<td>WF</td>
<td>12:00 pm-12:50 pm</td>
</tr>
<tr>
<td>C</td>
<td>10961</td>
<td>ARCH</td>
<td>110</td>
<td>04</td>
<td>WIT</td>
<td>0.00</td>
<td>STUDIO 01 - LAB</td>
<td>WF</td>
<td>01:00 pm-04:50 pm</td>
</tr>
<tr>
<td>C</td>
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<td>ARCH</td>
<td>110</td>
<td>05</td>
<td>WIT</td>
<td>6.00</td>
<td>STUDIO 01</td>
<td>WF</td>
<td>12:00 pm-12:50 pm</td>
</tr>
<tr>
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<td>ARCH</td>
<td>110</td>
<td>06</td>
<td>WIT</td>
<td>0.00</td>
<td>STUDIO 01 - LAB</td>
<td>WF</td>
<td>01:00 pm-04:50 pm</td>
</tr>
<tr>
<td>SR</td>
<td>10964</td>
<td>ARCH</td>
<td>110</td>
<td>07</td>
<td>WIT</td>
<td>6.00</td>
<td>STUDIO 01</td>
<td>WF</td>
<td>12:00 pm-12:50 pm</td>
</tr>
<tr>
<td>SR</td>
<td>10965</td>
<td>ARCH</td>
<td>110</td>
<td>08</td>
<td>WIT</td>
<td>0.00</td>
<td>STUDIO 01 - LAB</td>
<td>WF</td>
<td>01:00 pm-04:50 pm</td>
</tr>
</tbody>
</table>

- In this case, the lecture section ARCH110-01 is linked with the lab section ARCH110-02, lecture section ARCH110-03 is linked with lab section ARCH110-04, and so on. In these cases, you cannot mix and match lecture and lab sections. You must register for a lecture and the lab section that appears directly beneath it in the listing.

- **One to Many.** In some cases, the course sections are offered so that there is more than one lab option for each lecture section:

<table>
<thead>
<tr>
<th>Select</th>
<th>CRN</th>
<th>Subj</th>
<th>Crse</th>
<th>Sec</th>
<th>Cmp</th>
<th>Cred</th>
<th>Title</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>10008</td>
<td>PHYS</td>
<td>310</td>
<td>01A</td>
<td>WIT</td>
<td>4.00</td>
<td>ENGINEERING PHYSICS 1</td>
<td>TR</td>
<td>08:00 am-09:15 am</td>
</tr>
<tr>
<td>C</td>
<td>10009</td>
<td>PHYS</td>
<td>310</td>
<td>02A</td>
<td>WIT</td>
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<td>ENG'G PHYSICS I-LAB</td>
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<tr>
<td>C</td>
<td>10038</td>
<td>PHYS</td>
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<td>03A</td>
<td>WIT</td>
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<tr>
<td>C</td>
<td>10010</td>
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<td>WIT</td>
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<td>ENGINEERING PHYSICS 1</td>
<td>TR</td>
<td>11:00 am-12:15 pm</td>
</tr>
<tr>
<td>C</td>
<td>10011</td>
<td>PHYS</td>
<td>310</td>
<td>05B</td>
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<td>ENG'G PHYSICS I-LAB</td>
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<tr>
<td>C</td>
<td>10031</td>
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<td>ENG'G PHYSICS I-LAB</td>
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<td>10:00 am-11:50 am</td>
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<tr>
<td>C</td>
<td>10402</td>
<td>PHYS</td>
<td>310</td>
<td>07C</td>
<td>WIT</td>
<td>4.00</td>
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<td>TR</td>
<td>02:00 pm-03:15 pm</td>
</tr>
<tr>
<td>C</td>
<td>10403</td>
<td>PHYS</td>
<td>310</td>
<td>08C</td>
<td>WIT</td>
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<td>W</td>
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<tr>
<td>C</td>
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<td>PHYS</td>
<td>310</td>
<td>09C</td>
<td>WIT</td>
<td>0.00</td>
<td>ENG'G PHYSICS I-LAB</td>
<td>W</td>
<td>01:00 pm-02:50 pm</td>
</tr>
</tbody>
</table>

- In this case, the lecture section PHYS310-01A is linked to the lab sections PHYS310-02A and PHYS310-03A. You would register for the lecture and one of the two lab sections listed below it. This is also a case where you would not be able to mix and match lecture and lab sections. Note that the letters that appear in the section numbers are an additional reminder as to how the lectures and labs are linked together.

- While a two labs to every lecture arrangement is common, some courses will link as many as four lab sections to a given lecture section. In some cases, the academic department may also add an
extra lab section that links with all lecture sections, in order to give students an additional option. Typically, this lab will be the last lab listed, and is not visually linked with any lecture section.

- **Unlinked Lectures and Labs**

  - Finally, there are some courses where the lectures and labs are not linked at all:

    | Select | CRN  | Subj | Crse | Sec | Cmp | Credit | Title                                      | Days       | Time                |
    |--------|------|------|------|-----|-----|--------|-------------------------------------------|------------|---------------------|
    | SR     | 10322| BMED | 101  | 61  | WIT | 2.00   | INTRO TO BIOMED ENGINEERING               | M          | 12:00 pm - 12:50 pm |
    | SR     | 10323| BMED | 101  | 62  | WIT | 2.00   | INTRO TO BIOMED ENGINEERING               | W          | 12:00 pm - 12:50 pm |
    | SR     | 10324| BMED | 101  | 63  | WIT | 2.00   | INTRO TO BIOMED ENGINEERING LAB           | T          | 10:00 am - 10:50 am |
    | C      | 10325| BMED | 101  | 65  | WIT | 0.25   | INTRO TO BIOMED ENGINEERING               |            |                    |
    | SR     | 10463| BMED | 101  | 66  | WIT | 0.25   | INTRO TO BIOMED ENGINEERING               |            |                    |
    | SR     | 10762| BMED | 101  | 67  | WIT | 0.25   | INTRO TO BIOMED ENGINEERING               |            |                    |
    | SR     | 11300| BMED | 101  | 68  | WIT | 0.25   | INTRO TO BIOMED ENGINEERING               |            |                    |
    | SR     | 11381| BMED | 101  | 69  | WIT | 0.25   | INTRO TO BIOMED ENGINEERING               |            |                    |

  - In this case, you would be able to register for any of the lecture sections (BMED101-01, -02, -08 or -09) and any of the lab sections (BMED101-03, -05, -06, or -07). In some cases, the course may have all of its lecture sections listed first, followed by all of the lab sections. This would also be a scenario where you could register for any lecture and any lab section.

  - Regardless of how the lecture and lab sections are listed for your courses, remember that you must register for one lecture and one lab section at the same time. If you try to register for only the lecture or only the lab, you will get an error and will not be registered for the lecture or lab that you attempted to register for. If you have any questions regarding lecture and labs, or with registration in general, please contact the Student Service Center at ssc@wit.edu or (617) 989-4020.

**Tips for Lecturing Effectively**

- **Graphic Organizers** - organize lectures around the big picture - Giving students a graphic organizer or essential questions can help them to organize their learning into more meaningful structures that allow for better recall, more effective problem-solving, and an improvement in long-term retention. A common difficulty for novice learners must do with the process of organizing the details presented into a coherent whole. This idea, with the importance of the ‘big picture,” is being used in the whole-part-whole curriculum. First, explain the big picture, then explain the parts, and then re-integrate the parts into the original big picture. The integration of knowledge into a larger organizing structure is an essential step for students to become effective problem solvers.

- **Lesson Planning** – organizing your lectures using lesson plans can benefit both you and your students. Creating a lesson plan can help you clarify what the students will be able to do by the end
of the lecture or module. The shift of focus from content coverage to student understanding is an important one. The lesson plan also helps you to clarify the relative importance of course concepts. Novice learners tend to perceive all concepts to be of equal importance – since they will be on the final exam - but certain key concepts might need to be stressed to aid student understanding of the subject matter. Please visit http://www.wit.edu/icc/ for more information on the Curriculum Committee and its process.

- **Less is more** – limit the amount of content in any given lecture. There is always concern that if we don’t “cover the content” this will leave gaps in students’ knowledge, but lectures containing too much content for students to process and understand will likely lead to gaps in their knowledge - even if you “cover the content”. Choose the most important concepts students need to understand, engage them in authentic problem solving, and periodically highlight the importance and contextual relationship of the concepts to the “big picture”.

- **Punctuate the lecture with activities** – Since there is evidence for the decrease in lecture effectiveness after 10-12 minutes, this can be a good time to take the opportunity to regain student attention by utilizing note taking/processing breaks, using classroom assessment activities (Angelo and Cross, 1993), incorporating questioning or other techniques.
  - The attention cliff at 10-12 minutes can also be a good time to engage in some Socratic questioning. A word of advice on the use of questions: practice your “dwell” time. Many of us ask a question, quickly become uncomfortable in the subsequent silence, and then answer our own question. If students recognize that the instructor will do this, they may be less likely to participate. The way you ask the very first question in a course may set this norm – if you ask and answer your own first question, the students may feel less inclined to participate later. It can also be helpful to allow students a short period of time to think about the question before answering. This can have a number of positive effects – introverted students who like to “think then talk” will be more likely to participate, and tasking ALL students to think about the question can get ALL students actually thinking about the question - not just the quick-to-answer extroverts.
  - Additionally, many instructors now use **clickers** when asking questions and have students answer in pairs or larger groups. Using clickers in an effective manner can be an easy way for the instructor to get a better understanding of the students’ thinking, cue them to spend more time on areas where they are having difficulties, and give students feedback. Visit http://wit.edu/lit/engage/Clicker.html for more information.
• Video with Professor Gary Simundza on his use of Clickers. Link: https://youtu.be/O47xHOI-6Cc

• **Ending lectures effectively** – When you start your lecture you should let the students know the main three to five points you will be discussing; during the lecture you will discuss those points and then as you are closing your lecture, make sure to remind them what you told them. This is a good organizing metaphor for lectures and presentations. At the beginning of a lecture, you need to set the stage for what you will cover, why things are important, how they fit with the big picture, and what students should concentrate on. To close a lecture effectively you need to revisit the big picture and how the presented information integrates with that big picture. Effective closure is a simple, yet often overlooked method for improving your lecturing.

Referenced from: (the UBC Guide to Teaching for New Faculty)

**Resources for Effective Teaching**

**Use Kolb Experiential Learning Cycle**

• Learning from experience is a natural process that engages all students’ learning styles and aligns well with Wentworth’s EPIC practices. You can help students transform experience into knowledge by applying the Kolb Experiential Learning Cycle. At Wentworth, experiential learning is pervasive throughout our curricula in the classroom, labs, studios, and coop experiences.
  • The process starts with an experience and examining what happened.
  • The experience is reflected upon to examine what was experienced and the results that occurred.
  • The experience is conceptualized to understand why this happened and what the results imply.
  • The new thinking is applied through active experimentation or plans are made for what will be done differently next time
The video below goes over how the Kolb Experiential Learning Cycle aligns with WIT’s EPIC practices. It can also be found here: [http://www.wit.edu/lit/engage/experiential-learning-kolb.html](http://www.wit.edu/lit/engage/experiential-learning-kolb.html)

### Learning Styles and Engagement

- **Learning styles** are a habit of learning based on individual preference, choice, life experience, education, culture, and the current situation or context. Kolb offers a Learning Style Inventory that provides an interesting self-examination of an individual’s approach to learning based on four learning styles: Diverging, Assimilating, Converging, and Accommodating. Remember, you use more than one learning style and they can shift based on the situation.

- **How can you engage students to increase learning retention?** Include a variety of instructional activities aligned with Kolb (Svinicki & Dixon, 1987)
  - **Experience:** lab, observation, primary text reading, simulations/games, fieldwork, trigger films, readings, problem sets, examples
  - **Reflection:** log, discussion, journal, brainstorming, though self-reflection, dialogue, feedback, critiques
  - **Thinking/Conceptualization:** lecture, model building, analogies, papers, projects, mapping, analytical diagrams
  - **Action/Active Experimentation:** simulation, lab, project, case study, fieldwork, homework, iteration, presentation

- **Reflect on how your teaching style looks in each of Kolb’s learnings styles:**
  - **Diverging learners** appreciate a facilitator who is affirming, draws out motivation and self-knowledge, creates personal relationships, and fosters dialogue
  - **Assimilating learners** appreciate a subject expert who has a reflective authoritative style, systematically analyzes and organizes subject matter, and delivers knowledge by lectures and texts
  - **Converging learners** appreciate a standard setter and evaluator who has an objective results-oriented style, sets performance objectives, and structures performance activities to evaluate learning
Accommodating learners appreciate a coach who has an applied collaborative style, works one-on-one with learners to apply and refine their ongoing learning in context, and uses feedback mechanisms and development plans.

- Remember, as educators we tend to educate from our own preferred style so it is helpful to cycle around each of these teaching styles to reach all learners in your class.

Creating a Climate for Experiential Learning

- Learning spaces are shaped by the physical aspects of the space (in-person or virtual), cultural norms, institutional practices, social interactions and psychological expectations of the people in that space such that a person's position in the learning space defines their experience or 'reality' (Strange & Banning, 2001). There are certain characteristics of learning spaces that maximize learning and principles for creating them (Kolb & Kolb, 2005a):
  - Engage students in all four modes of learning: experience, reflection, thinking, and action
  - Foster a space that is welcoming and respectful to all perspectives
  - Balance support and challenge to help students push out of their comfort zone
  - Create choice so learners are in charge of their own learning
  - Allow time for low or no-stakes repetitive practice that develops expertise

- How can you engage students in creating a learning climate? Try negotiating learning expectations at the beginning of the course and revisit them to check in. In the video below, Professor Gary Simundza demonstrates Experiential Learning.
Student-Centered Instruction

- Student-Centered Instruction (SCI) has enjoyed somewhat of a renaissance in recent years as the solution to our students “who just don’t seem to get it.” Many student–centered methodologies are currently used in the academy; problem-based learning (popularized by McMaster and Maastricht), team-based learning (developed at the University of Oklahoma Business School) and various forms of guided inquiry (that have been widely adopted in the Sciences as well as in other disciplines). Mary Ellen Weimer (2002) in her book Learner-Centered Teaching eloquently explains both the opportunities and challenges in a student-centered classroom. The shift to learner-centered instruction is often preceded by the instructor’s shift from a teaching focus to a learning focus, and from an instructor focus to a student focus. In a learner-centered classroom the instructor’s role shifts from teacher/expert to designer and facilitator of instructional events. This transition can be uncomfortable for both student and instructor. The instructor sheds the role of sole expert and gives control and responsibility to students to mediate their own learning. Students do not always willingly embrace these new methods after years of teachers telling them what to know and when to know it.

- Student resistance can arise from a number of factors; the perception that student-centered instruction is more work for them, a lack of confidence in their own abilities as autonomous learners, and instructors and students adapting to new roles, dealing with mis-steps, and fine-tuning instruction on the fly. This flux in the classroom experience can be uncomfortable for everyone. Felder and Brent captured this well with “while the promised benefits are real, they are neither immediate nor automatic. The students, whose teachers have been telling them everything they need to know from the first grade on, don’t necessarily appreciate having this support suddenly withdrawn.” (Felder and Brent, 2005) Student resistance can be effectively mitigated if the instructor takes the time to explain to the students why they are teaching the way they are teaching (e.g. that cognitive psychology studies show that people learn more with this type of instruction). This explanation needs to happen early (first day of class) and should be repeated several times during the course. If you are interested in learning more about these and other learner centered methods, you are encouraged to contact CTLT for resources, books, training opportunities, and connecting with local practitioners.
• The benefits of SCL for the students involved are many and varied. Coming into an academic community possibly for the first time can shape the way students think for the rest of their lives. scl provides skills for life, creates independent learners and responds to the changing and differing needs of individual students. Below is a list of what such benefits can include:

  o **Making Students an Integral Part of the Academic Community:** Students are said to be part of the academic community, but in practice this can be difficult to achieve due to varied practices of rigid teaching structures. Via scl, students can become part of that community much earlier, given that the teacher acts as a facilitator, rather than an instructor. In encouraging students to think for themselves, analytical skills and critical thinking are gained earlier on. In this context, research-led teaching becomes all the more possible. Teachers are able to discuss their research and hear the views of students on the matter. Increased cooperation and a feeling of having one’s views valued can further increase the interaction and engagement of students. This can lead to participation in the development of research and also to help develop a given course, due to the sense of ownership that students feel. Lastly, it may also encourage more students to enter the academic community as members. We must not forget that students are the teachers of the future!

  o **An Increased Motivation to Learn:** SCL can encourage deeper learning, as shown in the Learning Pyramid below. Knowledge retention differs depending on the way in which material is learned, but all types of active learning show a higher retention rate than traditional forms of learning. The student is also often more motivated to learn through SCL, because the tasks set require original thought and increase interest in the subject-matter. As the Learning Pyramid suggests, students retain more of the information they learn where there is an aspect of active learning and active participation.

  o **Independence and Responsibility in Learning:** Within SCL, students must engage with the course material and are in control of their learning. This makes the student more independent and adaptable to life after higher education. The independence of students enables them to learn more effectively and to gain other skills such as teamwork, effective written and verbal communication, prioritization of tasks and critical analysis. In turn, students can develop transferable skills and would be able to work more effectively in their careers and lives in general.
Due Consideration for Student Needs: Massification of higher education has had the effect of diversifying the student body. Inevitably students have differing needs that are wider than ever before. SCL can enable students to study in a flexible manner, through the use of part-time study, distance learning and e-learning. The SCL approach demonstrates that learning is not limited to a given time or place in the way that traditional learning has been. Different learning needs of students can also be met because students can engage with materials in different ways. For example, some students engage more with audiovisual materials whereas others prefer reading. Furthermore, by experiencing a range of teaching methods students are further challenged academically.

Referenced from: the UBC Guide to Teaching for New Faculty and the Student-Centered Learning

How People Learn

- In this section, we will look at how people learn and some important concepts that will help you better understand the educational process, and then we will consider the implications of this for teaching. Most instructors dream of imparting important, enduring knowledge to their learners, and hope that their students become self-motivated, expert problem-solvers with a sophisticated worldview. We often fall short of these dreams in courses crammed with content, classrooms designed for lecturing, and contexts that sometime quietly and sometime overtly support the status quo. At the beginning of our teaching careers, we often dwell on our role as instructor with little regard for what is going on in students’ heads. It is important to remind ourselves that a high quality learning experience depends on a change in student thinking, and not necessarily on the instructor believing s/he “taught well.”

- One of the most elegant explanations of “How People Learn” is provided by Bransford (editor) in the recent book: How People Learn: Brain, Mind, Experience, and School. “How People Learn” is both a simple summary of some recent research in the cognitive sciences and an argument for how teaching should be done (Edelmean, 2003). The book provides educators with an excellent framework for understanding the science of learning. We have provided some highlights from the book for your convenience.

Knowledge Constructed Not Transmitted

- The current popular view of instruction has adopted many of the tenets of constructivism. Constructivism is an educational theory that espouses that learners construct knowledge and meaning from their experiences. One of the hallmarks of the new science of learning is its emphasis on learning with understanding. (Bransford, 2003, p.8)

- Social constructivism further espouses that learners needs to arrive at their version of the truth, influenced by their background, culture or embedded worldview. “This doesn’t mean that students are encouraged to believe whatever they want, rather than their truths need to
be co-developed with their social community by respecting, incorporating, modifying, adopting, and discarding information as appropriate. “(Wikipedia)

• The guiding principles of constructivism are
  o Knowledge is constructed, not transmitted
  o Prior knowledge impacts learning
  o Building knowledge requires effort and purposeful activity

• We must access and leverage students’ prior knowledge
  • Students bring their understanding of the world around them to the educational process. As teachers, we need to understand the mental models that our students use to perceive the world. Understanding our learners is the typical starting point for meaningful instruction. Sometimes new information can be neatly “assimilated” into students’ existing understanding of the world, and sometimes their worldview needs to shift or “accommodate” the new information. The Swiss educational theorist Jean Piaget (1896-1980) first espoused the idea that learners either assimilate new information or shift their way of thinking to accommodate the new information. The process of shifting one’s framework of thinking can be a difficult and uncomfortable one for learners. They may need to abandon their previously held worldviews to accommodate the new information.

  • However, there is a considerable amount of literature in education that reports that students will often revert to their original misconceptions after instruction, even when the new information is clearly in conflict with their existing understanding, and the new information has been successfully retrieved for testing purposes.

• We must give students opportunities to actively construct their own meaning

  Many educators believe that knowledge cannot be transmitted; only information can be transmitted. When we instructors transmit information to our students we must also create opportunities for our students to individually create meaning from the information. The students need opportunities to actively work with the new information in meaningful ways to turn it into knowledge. Real, authentic problem solving can give students the opportunities to use new information and fine-tune their understanding. When student’s problem solve with their peers they can often progress more quickly than when they work alone or interact with an expert. Working with peers who are at a similar or slightly higher level of understanding can speed a student’s progress. The positive effect of a task that is slightly more challenging than one’s current abilities, and progress that is hastened by the support of fellow learners has been described by Lev Vygotsky as the Zone of Proximal Development. Vygotsky also describes a process known as scaffolding, where the instructor can provide appropriate levels of instruction and guidance to maximize students’ progress on a particular learning task, and fade from the instructional process as student mastery increases.

  • The concepts of scaffolding and fading are cornerstones of many Guided Inquiry styles of learning (POGIL-Process Oriented Guided Inquiry Learning; PBL-Problem Based Learning). Fading is the concept that instructors may need to provide more guidance early in the student learning process and then fade as the students’ abilities increase. However, Guided Inquiry learning has received some bad press from Kirschner, Sweller and Clark and others. They took the provocative view that educators were suggesting inquiry without any guidance
and not surprisingly, found that this approach is ineffective. Most reasonable educators promote guided inquiry learning, where the amount of guidance varies on the task and learner development.

Suggested Reading


Referenced from: the UBC Guide to Teaching for New Faculty
Tips for Improving Accessibility

What is Accessibility?

- According to the data collected by the Disability Services at Wentworth Institute of Technology in 2010 – 2013, approximately 12% of students in each incoming class have disclosed a disability (defined as a “condition or function judged to be significantly impaired relative to the usual standard of an individual or group” (http://www.disabled-world.com/disability/types/). Of these 12%, types of disability included mental health issues, including ADHD (44%), learning disabilities (31%), medical disabilities (13%), autism spectrum disorders (9%) and sensory disabilities (3%).

- The law mandates that higher education institutions provide accommodations to students with disabilities in most, if not all aspects, by removing barriers to use of facilities, services and communications. These accommodations may include ramps and elevators, allergen-free food in the cafeteria, time extensions for exams, closed captions and transcripts for recorded lectures, and websites compatible with electronic screen readers. Faculty can improve accessibility of learning by utilizing several best practices.

Top 10 Accessibility Tips

- Organization
  - Always use a formal semantic structure, such as Heading, Sub Heading 1, Paragraph, etc. In Blackboard, these are listed under Format in the Rich Text Editor Box
  - Use Bulleted or Numbered lists to organize information INSTEAD of tabs or space

- Text Content
  - Divide large blocks of text into smaller more manageable chunks and avoid complex sentences

- Video
  - Make sure all videos have accurate captions
  - If recording from scratch, such as with a webcam or ECHO360, provide captions and transcripts (contact LIT@WIT.EDU for more information)

- Images
  - Provide a text description (ALT text) for every non-text element, such as image, chart or graph
  - If ALT text is not sufficient, provide a longer description in the surrounding text or in a separate document
    - Color
      - Use good contrast between the text and background colors
      - Avoid color as the sole means of highlighting important information
    - Hyperlinks
      - Use meaningful descriptions such as website name or document title instead of “Click here”.


Designing Courses

- There are many models for designing courses and most contain the following elements: consideration of situational factors; identification of learning goals; construction of evaluation activities and feedback; construction of learning activities. The following two course design approaches provide a good starting place for course design.

  o **Backwards Design**
    Grant Wiggins and Jay McTighe popularized *backwards design* in their book *Understanding by Design* (1998). When designing a course, they advocate considering: where you want to get the students to, how you will know when the students get there, and what you will have to do to help them achieve these goals. Knowing what you want your student to achieve lets you establish overall course goals. Considering what evidence, you will collect to “know that your students have got there” lets you establish your evaluation and feedback practices. As a result, you can design teaching and learning activities that help your students achieve these goals.

  o **Fink’s Course Design Model**
    In his book, *Designing Significant Learning Experiences* (2003), Dee Fink outlines a course model that incorporates the important aspects of backwards design and helps you design logical links between all the pieces.

"Fink’s Course Design Model"

  o The model establishes **course or learning goals, assessment practices (evaluation) and feedback** and **teaching and learning activities** as an inter-dependent triad that can generate synergy when course activities and goals are properly integrated. The Fink model
incorporates steps to help instructors consider their audience and establish appropriate course practices that promote student learning honor institutional context, and respect instructor autonomy.

Referenced from: the UBC Guide to Teaching for New Faculty

**Essential Questions for Course Design**

- **Consider situational factors.** Start by gathering information about the course: the number of students, pre/co-requisites, the students’ prior knowledge and experience, the nature of the course, how it fits into the curriculum or program, the nature of the subject, the culture of the discipline, and expectations of the department and institution.

- **Identify Learning Goals.** Once you understand your context then you can identify what you want the students to learn. The learning goals may be constrained by departmental and institutional expectations.

- **Design Feedback and Assessment Activities.** You first need to determine what is worth assessing. You must identify strategies to provide feedback to students to help them learn, and decide what evidence you will collect to determine whether students are achieving the course goals.

- **Design Learning Activities.** Once you have clear course goals and understand the required assessment and feedback practices you will incorporate in your course, you can then create activities and learning opportunities to help your students achieve these goals. When designing a series of course activities, it can be helpful to use Fink’s

  - **Castletop diagram.** The diagram charts the sequence of in- and - out-of class activities as you progress through the course and helps you more fully integrate these class activities.

Referenced from: the UBC Guide to Teaching for New Faculty
How to Design a Course Manual

- The purpose of the Course Manual is twofold:
  1. To maintain a record of what was done in the course and provide evidence of student learning for accreditation and other tracking purposes.
  2. To provide reflection and evaluation that can be used in future semesters to further improve the course.
- Please see your department for any specific requirements.

Therefore, it is critical that all of the required items for the Course Manual be collected in a timely manner and that the reflection piece be given adequate time and thought.

- You will find your Course Manual folder in a zipped file in the Read Me First - Faculty section of your course (and in this module of the Faculty Onboarding Site). Be sure to begin the process of building your Course Manual at the beginning of the semester. This will save you time and frustration at the end of the semester.

Steps for completing the Course Manual:

1. Download the Course Manual zip file and save it on your computer in a place you will remember. RENAME the file to add your Course Number and Semester (e.g.: Last Name, First Name MGMT230062 Spring 2017 Course Manual).
2. Place a copy of your course syllabus in the Syllabus folder.
3. Place blank copies of all exams and quizzes that will be given to students in the Sample Assessments and Exams folder.
4. Think about how you will show evidence of participation in your course. A clear definition of student participation requirements needs to be included. Some options include, weekly attendance, reports from Backboard, discussion board posts, etc. You can run the Course Activity Overview report in Blackboard by first clicking on Evaluation in the navigation column, then choosing Course Reports, and then Course Activity Overview.
5. Make plans to download this evidence at the end of the semester and place it in the Participation folder.
6. During the semester, gather samples of student work and place them in the Samples of Student Work folder. Instructor’s comments and grades must accompany the student work. Manuals must include a range of graded samples (A’s, C’s and even F’s).

- If there are 5 or less students, then we want all examples. If there are more than 5 students, please include 2-3 examples from each grade range. If there is little grade variation, please include no fewer than 5 examples.
- For discussion board posts, please include a few responses of varying quality for each topic as well as any faculty feedback to students regarding their posts.
- If you do this throughout the semester, you will save yourself time at the end of the semester.

1. At the end of the semester, export your grades from the gradebook by first clicking on Full Grade Center, then hovering your mouse over the Reports tab at the top and selecting Grade Report. Save the file and place it in the Grades folder of the Course Manual.
2. At the end of the semester, complete the Critical Course Evaluation Template. Rename it to include your course number and semester and save it right in the Course Manual. Please take the
time to honestly reflect on the course - what went well, what could be improved. Be as specific as possible. This will ensure the continued improvement of all of our courses to the benefit of our students.

Course Manual Outline

1. **Syllabus:**
   a. Insert approved syllabus.

2. **Participation:**
   a. Documentation regarding how participation was defined and assessed. A clear definition of student participation requirements needs to be included. Some options include, weekly attendance, reports from Backboard, discussion board posts, etc. If using Blackboard you can run the Course Activity Overview report and include.

3. **Grades:**
   a. If inserting an Excel spreadsheet, all columns must fit on one sheet of paper. Provide a breakdown of grades. Both midterm and final grades must be easily identified in grade book.

4. **Samples of Student Work:**
   a. Instructor’s comments and grades must accompany the student work. Manuals must include a range of graded samples (A’s, C’s and even F’s).
   b. If there are 5 or less students, then we want all examples. If there are more than 5 students, please include 2-3 examples from each grade range. If there is little grade variation, please include no fewer than 5 examples.
   c. For discussion board posts, please include a few responses of varying quality for each topic as well as any faculty feedback to students regarding their posts.

5. **Sample assessments and exams:**
   a. Insert blank exams/quizzes that were given to the class. Not corrected exams & quizzes.

6. **A critical evaluation of the course including both strengths and areas needing improvement:**
   a. Students’ course evaluations must be reviewed before this piece can be completed. Please see template for requirements.

- The Course manual format will be provided by the Department.
Required Syllabus Components/Samples and Templates

- Semester/Year
- Course name/ Number
- Days and Times
- Room location
- Instructor name: Office location - Building and Room Number and office telephone number
- Appointments/Meetings: Provide pertinent information per Federation, Local 2403 contract
- Email address: Credits/Hours
- For more detailed information on syllabus components, please see the ICC’s website [http://www.wit.edu/icc/](http://www.wit.edu/icc/) or Appendix B.
SECTION III: During the Semester: Tools and Tips for Teaching Your Course and Working with Students

First Day of Class Recommendations

Set the Environment

- The first day of class can have a large influence on students’ perception of the entire course. By the end of the first class, you want students to have a good sense of why the course is interesting and worthwhile, what kind of classroom environment you want, how the course will be conducted, why the particular teaching methods are being used, and what the students need to do (generally) to learn material and succeed in the course. It is also important to give students the sense that you respect them and would like all of them to succeed.

Establish Motivation

- Provide an entry-level preview of the course material and explain why the course material is important & interesting. Avoid jargon as much possible. Where applicable, make connections to:
  - Real world/ everyday life
  - What students already know
  - What they will need to be successful in future studies or career
  - What students are interested in, link to current events
Personalize the learning experience

- **Welcome students to your class and make it clear that you are looking forward to working with them.**
  Introduce yourself, including describing your background and interests in connection to the subject:
  - Why you find it interesting and exciting for them to hear about the subject
  - How it applies to other things you do (research, consulting, everyday life)
  *Note: Students—especially those majoring in the subject—say it is inspiring to hear about the instructor’s background (such as the kind of research they do) and how it is relevant to the course.*

- **Introduce teaching team:** If applicable, introduce TA’s and anyone else involved that students will be interacting with (could show pictures or have them come to class).

- **Find out who your learners are:** Make an effort to find out who the students are and their expectations, motivations, and interests.
  - Ask them a series of questions about their majors, goals, and backgrounds (perhaps use clickers or a survey)
  - If appropriate, ask them to introduce themselves to other students they will be working with
  - *Note: use introductions with caution. Some students say introductions make them uncomfortable if used as a general “icebreaker”, but it is appropriate to introduce themselves to group members with whom they will be working.*

- **Establish Expectations**
  *Best if also handed out and/or online, not just spoken*

- **Describe overarching (course-level) learning goals:** the big picture view emphasizing that you want them to learn and what your role is in supporting their learning

- **Explain how the course will be conducted,** what will happen in the class, your expectations for out-of-class work, and give an overview of the schedule and marking scheme. Describe (generally) how to succeed in your course. Express that you feel they can succeed if they put in the effort. Give advice on how to study.

- **Explain why you’re teaching the way you are teaching,** and how the different components support their learning (especially important if you are teaching differently than most other courses are taught: Teaching methods based on what is known about how people learn and the students need to construct their own understanding.

- **Give a general description of how assessments** are used for both feedback and marks, leaving the details to be read on the course website or syllabus.

- **Highlight the important details** (not all of the syllabus, detailed schedule, detailed learning goals, academic conduct, deadlines, rules). Don’t go into all the details during first class; give links to more details on the course if the syllabus is posted online.
<table>
<thead>
<tr>
<th>Good Practices</th>
<th>Bad Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visit classroom before first class</strong> to avoid technical problems</td>
<td>Show up first day just as class begins</td>
</tr>
<tr>
<td><strong>Start class on time</strong> - sending the message that you expect them to be on time</td>
<td>Start class late</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tell students you think they can all succeed</strong> if they put in the effort</td>
<td>Don’t speak about threatening things:</td>
</tr>
<tr>
<td>(fine to say the course is challenging as long as you also express that it is interesting/worthwhile and do-able with appropriate effort)</td>
<td>Telling students you expect some to fail</td>
</tr>
<tr>
<td></td>
<td>Telling students that lots of students don’t like the course and/or have found it extremely difficult</td>
</tr>
<tr>
<td><strong>Try to give them an authentic experience</strong> as to what the classes will be like</td>
<td>Using teaching practices that are inconsistent with the way you will be teaching the rest of the time</td>
</tr>
<tr>
<td><strong>Address academic conduct</strong> rather then academic misconduct in context throughout course (e.g. talk about plagiarism when you are giving a writing assignment)</td>
<td>Emphasizing rules and penalties first day (sends message of distrust, and they’re not listening anyway)</td>
</tr>
<tr>
<td><strong>Involve students during class (activities)</strong></td>
<td>Talking the entire class time</td>
</tr>
<tr>
<td><strong>End class on time</strong> with slide containing pertinent info - your name, office hours, contact info, website, homework, etc.</td>
<td>Ending class early</td>
</tr>
</tbody>
</table>

Referenced from the Teaching at UCF Guide
Accommodating Students with Disabilities

Accommodation Process

- Appropriate services and accommodations are determined on a case-by-case basis. Students with questions about eligibility for services are encouraged to contact Disability Services.

Responsibilities of the Student:


   * Submission of documentation is not the same as the request for services or accommodations.

3. Schedule an intake appointment with Disability Services to discuss psychiatric/medical/academic history, strengths, previous modifications, and to determine reasonable accommodations. To make an appointment, read the guidelines at [https://www.wit.edu/student-life/student-services/counseling/about-us/appointments](https://www.wit.edu/student-life/student-services/counseling/about-us/appointments)

   * After meeting with Disability Services, it is the student's responsibility to meet with professor(s) to discuss logistics of any accommodations.

4. Meet with Disability Services each semester to request accommodations. The student should bring a copy of his/her class schedule if it is available.

   * The deadline to request accommodations is three weeks prior to the last day of classes each semester.

What is a Reasonable Accommodation?

- A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access.

- Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability.

- Essential elements of courses, programs, and activities must remain intact.

- Faculty can contact The Center for Wellness at (617.989.4390) for questions.
Tutoring at WIT

- The Center for Academic Excellence facilitates academic success for each Wentworth student and helps them achieve their individual learning potential. Students may choose to receive individual assistance through one-on-one tutoring in many subjects, including math, science, writing, and major classes. In addition, the Center for Academic Excellence offers Facilitated Study Groups (FSGs), tutor-led study tables, academic workshops and learning strategy consultations. The peer tutoring program is certified by the College Reading and Learning Association’s International Tutor Training Certification program.

- The Center for Academic Excellence provides academic assistance free of charge to any Wentworth student. The staff includes:
  - Peer tutors, who assist students with mathematics, science, and major subjects
  - Faculty from various departments who assist with mathematics and technical courses
  - Writing tutors who assist students with questions about writing papers, conducting research, preparing outlines, or brainstorming ideas.

- The Center for Academic Excellence, located in Beatty 402, is open Monday through Friday. Specific hours and a complete list of services can be accessed through the Center for Academic Excellence website at [www.wit.edu/cae](http://www.wit.edu/cae)

Advising Students

Advising responsibilities
The primary objective of academic advising is to support students in taking full advantage of the learning environment and resources at Wentworth. Wentworth’s academic advisors assist students in becoming self-aware of their interests, talents, values, and priorities. They facilitate the connection between a student's academic experience and future life plans. In essence, the goal of Wentworth’s advising system is to equip students with the tools and resources necessary to negotiate higher education.

For new students (including new to the department) and students who are out of sequence:

  - Initiate contact with new advisees via email, phone call, or meeting within the first 2 weeks of the semester to establish and build a relationship. A sample introduction email template can be found at [https://wit.edu/academics-experiential-learning/academic-student-support/academic-advising/advising-advisors/academic-advising-introduction-template](https://wit.edu/academics-experiential-learning/academic-student-support/academic-advising/advising-advisors/academic-advising-introduction-template)
  - Meet face to face with advisees to distribute Registration Access Codes (RAC)
  - All responsibilities listed below.

For all advisees:

  - Assist your advisees regarding:
    - Critical dates, and pre- and co-requisite courses to help them register for the appropriate courses and avoid future scheduling conflicts.
    - Course registration, utilizing Degree Audit/Transcript and providing Registration Access Codes (RACs) needed to register.
  - Monitor your advisees’ academic progress
▪ Get updates from your advisees during your meetings
▪ Utilize Probation and Midterm Grade Reports
▪ Help provide early detection of academic and personal difficulties, including excessive class absences or failing grades, as reported by instructors.
▪ Intervene as necessary, including filing a CARE Report, which can be found at https://www.wit.edu/student-life/office-student-affairs/care-report
▪ Meet with advisees on Academic Probation to review Academic Standing
  ● Students on Academic Probation are required to meet with their academic advisor three times during the semester. The recommended schedule is for one meeting in the first two weeks, one during the middle of the semester and one towards the end of the semester. These meetings are student initiated.
  ○ Connect advisees to appropriate resources at WIT
  ○ Respect student privacy. In given situations, a staff member may need to be informed (academic difficulties) or notified (discrimination, misconduct, self-harm) of an issue of concern

Administrative Responsibilities

○ Check your list of advisees. A list of advisees is available on the "My Advisees" page of or from your department assistant.
○ Make students aware of your class schedule so they will know when you can be available for meetings or other consultations.
○ Create a folder or other means of documentation (electronic or paper) for each advisee to help keep track of necessary information.

Advisors can help with:

Course Registration:

● In your first year, your academic advisor will provide you with a Registration Access Code (RAC) needed to register for spring or summer courses. This ensures that you check in with your advisor to review your proposed class schedule.
● After the first year (double check), most students will use Departmental Tracking Sheet (LINK TO PAGE) to identify which courses to take each semester. Be sure to review this sheet in advance of course registration and ask your advisor if you have any questions.
● If you are off track, meaning that you have advanced placement credit, transferred credit in, withdrew or failed a class or otherwise did not follow the tracking sheet - plan to meet with your advisor every semester for course registration advice. Try to meet with your advisor in the middle of the semester to give you both time to adequately plan for course registration.
● General guidelines for course registration, including questions about time conflicts and schedule guidelines can be found on the Student Services Website. (CHECK AND ADD LINK)

Course Withdrawals and/or Failures:

● If you withdraw after the add/drop period is over (generally the first week of classes) discuss the impact of this withdrawal with your advisor as this may affect financial status, the ability to live on campus, fully participate in campus clubs and/or athletic participation, especially if you plan to drop
below 12 credits (LINK). International students are strongly encouraged to speak with a staff member in the International Services Office as this may affect their status (LINK).

- To withdraw from a class, ask your academic advisor to sign withdrawal form (LINK).

Majors and Minors:

- You have been admitted to an academic major and major-specific classes begin in the first semester. There are no undeclared students at Wentworth.
- If you wish to change your major, discuss this with your advisor. To change majors, you must meet with the Department Chair of the major you are considering. More information about this process and the impact can be found here (LINK TO PAGE). Students who change majors will be assigned a new advisor in the new major.
- Several exciting minors are available at Wentworth. Minors are declared in consultation with your advisor after the first semester. Discuss a potential minor with your advisor to develop a plan for required classes. After discussing the minor options with your advisor, follow the minor declaration process (LINK).

Academic Difficulties and Probation:

- If you are experiencing academic difficulty in a class, receive an Academic Warning (LINK to new page) and/or Academic Probation (LINK to new page) speak with your academic advisor and faculty as soon as possible.
- Early and active outreach to academic advisors and faculty can help you get back on track.
- The Center for Academic Excellence (LINK) has a wide variety of methods to support your success:
  - Individual one on one tutoring,
  - Learning Labs
  - Course specific review sessions
  - Faculty led facilitated study groups (FSGs) and group tutoring options
  - Individual academic coaching and mentoring
  - Workshops like our Good to Great program which help you become a stronger, more efficient student.

You are encouraged to come in early and often to the Center for Academic Excellence to strengthen your learning strategies, talk about a confusing concept, and review content.

- The Center for Wellness and Disability Services provides free mental health counseling as well as information about accommodations. (LINK)

Co-op:

- Faculty typically have professional connections, work and scholarly research experience. In addition, they have years of experience advising students seeking co-ops and debriefing with students who have just returned from co-ops. They are great resources for students to discuss potential for co-ops options.
- Your advisor can help you think about new areas of your field based on your interests, talents and experiences in academic and other pursuits.
- In addition to your advisor, the Co-ops and Careers Office maintains advisor for each major who can assist you with planning for your co-op (LINK).
Tracking Sheets

Each program has its own tracking sheets, listing out all of the courses in the program, in the order that they should be taken. Typically, you won’t advise anyone until after the first semester. Check in your department for more information. An example of what tracking sheets look can be found on the next page.
Computer Science (BCOS) Tracking Sheet Catalog Year 2016-2017

Note: This is an example schedule; many courses are offered in other semesters. If you overload, withdraw, transfer, or fail courses, schedule with your advisor 12 to 20 credits per semester and obey prerequisites.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (0-31 earned hours)</td>
<td>R-L-C*</td>
<td>R-L-C*</td>
</tr>
<tr>
<td>COMP1000 Computer Science I</td>
<td>3-2-4</td>
<td>COMP1050 Computer Science II</td>
</tr>
<tr>
<td>MATH2300 Discrete Math</td>
<td>4-0-4</td>
<td>COMP2000 Computer Organization</td>
</tr>
<tr>
<td>MATH1750 Engineering Calculus I</td>
<td>4-0-4</td>
<td>MATH1850 Engineering Calculus II</td>
</tr>
<tr>
<td>ENGLISH English Sequence</td>
<td>4-0-4</td>
<td>ENGLISH English Sequence</td>
</tr>
<tr>
<td>Sophomore (32-63 earned hours)</td>
<td>R-L-C*</td>
<td>R-L-C*</td>
</tr>
<tr>
<td>COMP2000 Data Structures</td>
<td>3-2-4</td>
<td>COMP2350 Algorithms</td>
</tr>
<tr>
<td>COMP2100 Network Programming</td>
<td>3-2-4</td>
<td>COMP2650 Databases</td>
</tr>
<tr>
<td>MATH2860 Linear Algebra &amp; Matrix Theory</td>
<td>4-0-4</td>
<td>MATH2100 Probability and Statistics for Engineers</td>
</tr>
<tr>
<td>HUSS Humanities/Social Science Elective</td>
<td>4-0-4</td>
<td>HUSS Humanities/Social Science Elective</td>
</tr>
<tr>
<td>Junior (64-96 earned hours)</td>
<td>R-L-C*</td>
<td>R-L-C*</td>
</tr>
<tr>
<td>COMP3400 Operating Systems</td>
<td>3-2-4</td>
<td>COMCO3300 Computer Science Elective</td>
</tr>
<tr>
<td>COMP Computer Science Elective</td>
<td>3-2-4</td>
<td>COOP3500 Cooperative Work Semester I (Required)</td>
</tr>
<tr>
<td>MATHSCI Math/Science Elective</td>
<td>3-2-4</td>
<td>COMP3450 Parallel and Distributed Computing</td>
</tr>
<tr>
<td>HUSS Humanities/Social Science Elective</td>
<td>4-0-4</td>
<td>COMP Computer Science Elective</td>
</tr>
<tr>
<td>Senior (96+ earned hours)</td>
<td>R-L-C*</td>
<td>R-L-C*</td>
</tr>
<tr>
<td>COOP4500 Cooperative Work Semester II (Required)</td>
<td>3-2-4</td>
<td>MATHSCI Math/Science Elective</td>
</tr>
<tr>
<td>COMP4960 Software Engineering</td>
<td>3-2-4</td>
<td>HUSS Humanities/Social Science Elective</td>
</tr>
<tr>
<td>COMP Computer Science Elective</td>
<td>3-2-4</td>
<td>HUSS Humanities/Social Science Elective</td>
</tr>
<tr>
<td>COMP Computer Science Elective</td>
<td>3-2-4</td>
<td>COMP5500 Senior Project</td>
</tr>
<tr>
<td>HUSS Humanities/Social Science Elective</td>
<td>4-0-4</td>
<td>COMP Computer Science Elective</td>
</tr>
<tr>
<td>MATHSCI Math/Science Elective</td>
<td>3-2-4</td>
<td>MATHSCI Math/Science Elective</td>
</tr>
</tbody>
</table>

* R-L-C means Recitation, Lab, and Credit hours

Notes:

1. At least one HUSS elective must be from the social sciences (COMM, ECON, POLS, PSYC, PSOC, SOCI), at least one HUSS elective must be from the humanities (HIST, HUMN, LITR, FILM, PHIIL), one selection must be from Ethics, students are encouraged to take one HUSS elective.
2. See reverse side for elective list; at least two must be advanced CS electives.
3. Any 3-2-4 science elective (except for PHYS1000 and PHYS1500) or any Applied Math minor course; at least one elective must be science.
4. Before completing forms, see your degree audit, advisor & http://www.wit.edu/ssc

Registration and Degree Troubleshooting:

If you cannot register for a course before or during Drop/Add period:
- Freshmen: obtain a RAC code from your advisor.
- For time conflicts or overloads, submit a registration override form.
- For COMP courses, submit an override authorization form.
- To drop or add a course after Drop/Add period has ended:
  - Submit a course withdrawal form or a late registration form.
- For courses not used in your degree, submit a course substitution form.
- For other degree issues, visit the student service center.

Important Contacts (other than your advisor):

| COMP | Dave Albanese | Dept Coordinator x4272 |
| COMP | Charlie Wiseman | Dept Chair x4704 |
| NON-COMP | Lisa Manness | Beatty 403 x4370 |
| Transfer | Daniel Roark | Williston 103 x4061 |
| COOP | Chris McLarty | Westworth 101 x4101 |
| HUSS | Ron Bernier | Beatty 407 x4353 |
| MATH | Amanda Hattaway | Ira Allen 319 x4368 |

MORE: See: http://profile.wit.edu
Technology in the Classroom

- LIT has a number of tools to support teaching and learning. The selection of the right tool largely depends on the pedagogical goals and techniques – instructional technology should not be used simply for the sake of using technology. Learning outcomes and assessments should be considered prior to deciding on activities and supporting technology. This follows the methodology of Backwards Course Design, a proven method to align course goals, objectives, assessments, activities and then technology to support those. Want to learn more about this method? Watch the overview video below. For more in-depth information, visit https://www.youtube.com/watch?v=ZTv2HR2ckto&feature=youtu.be
- All faculty are welcome to consult with LIT regarding technology in the classroom and their courses, email lit@wit.edu, call 617-989-5428, or drop by Annex Central 205

Setting Up a Blackboard Course to Supplement Your Face-to-Face Class

- Moving a face-to-face course to an online environment may seem daunting. To help you be successful in the transition, it’s best to begin by mapping out the flow of your course from week to week. Identify how you will assess your between a face-to-face and an online course?
- The major differences between face-to-face and online is the role you as the instructor play and the method of engagement with your students. student learning outcomes and incorporate the classroom discussion that is so vital in the classroom.
- LIT Workshops specific to teaching hybrid/online – we offer these once per term and on demand:
  - Designing & Developing a Hybrid or Online Course (eLearning Institute)
    In this three-week online course, you will learn the fundamentals of how to transform a face-to-face course into an engaging hybrid or online course. Faculty will have a chance to directly apply theory into practice by beginning to build a hybrid or online course in the new Blackboard Learn platform. The purpose of this seminar is to equip you with tools and techniques that will help you transition to this new delivery method of instruction. In this seminar, you will be introduced to pedagogical strategies, as well as online design techniques and methods to effectively develop your course in an online environment. You will learn how to design learning modules, incorporate class discussions and create meaningful assignments to assess student learning. You will also be introduced to the method of Learner-Centered teaching, where emphasis is placed on students’ active participation and collaboration.
You will complete the requirements of the course using Blackboard tools and be able to model the experience in your online course.

- **Facilitating & Moderating Your Online or Hybrid Course (eLearning Institute)**
  This is a three-week seminar for Wentworth faculty who are preparing to teach a hybrid or online class and focuses on facilitation and student engagement strategies for online instruction. During this three-week seminar, you will be introduced to proven methods and online pedagogy to effectively engage your students online. We will use a range of interactive and collaborative facilitation techniques in an effort to provide you with first-hand experience of what it is like to be a student learning in an online/hybrid environment. This course is comprised of weekly readings, discussions and assignments that will help you develop strategies, techniques, and skills to build communication and community in an asynchronous environment.

- LIT Offerings can be found on the website.
- Resources on aspects of teaching online on the LIT website: [https://www.wit.edu/about-wentworth/administrative-offices-services/learning-innovation-technology/teach-online](https://www.wit.edu/about-wentworth/administrative-offices-services/learning-innovation-technology/teach-online)

**Online Teaching**

- Given the asynchronous format of online and hybrid courses, students have the opportunity to take part in the class at multiple times during each weekly module. It is recommended that students login to their online/hybrid course, at minimum, 4-5 times per week to participate in discussion boards, read materials, take assessments, and submit assignments. Active participation in online courses is required and is often graded by the instructor.

- To be considered active, students will be expected to login to their online or hybrid course(s) in the Blackboard Learning Management System (LMS) and participate in at least two (2) “Academic Activities” each week:
  - At least one Academic Activity by midnight ET Wednesday each week.
  - At least one additional Academic Activity by midnight ET Sunday each week.
  - Students who are inactive for more than 15% of the class can be administratively withdrawn from their online course by the instructor.
  - During the first week of class students who fail to login to the course by the end of the Drop/Add period will be administratively withdrawn from the course.

- “Academic activities” includes any combination of the following:
  - Posting to discussion boards within the online course.
  - Turning in an assignment within the online course.
  - Taking a quiz, test, or other assessment within the online course.

- A student who is unable to take part in a given week’s activities must contact the instructor prior to any assignment deadlines. Makeup work is accepted at the discretion of the instructor. Students should plan accordingly and make sure to read the schedule of deadlines listed in the course syllabus.

- Students who are considered inactive for more than a full week during the term without prior approval may be administratively withdrawn by their course instructor. Students have the right to
appeal a course withdrawal. Appeals must be in writing and submitted along with documentation to the appropriate Department Chair or Dean for their program of study.

**Attendance Reporting**

- Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the instructor. Students who are absent repeatedly from class or studio will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Instructors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

- A student who is absent from class on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The instructor involved is free to decide whether a make-up will be allowed.

- A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

- Lack of attendance does not constitute withdrawal from a course.

- Students must wait at least twenty minutes from the scheduled beginning class time for the instructor to arrive. After that, unless the instructor has previously notified the class to wait for a longer period, the class may leave.
SECTION IV: At the End of the Semester: Posting Final Grades and Reflecting on Your Teaching

Exams, Assignments and Effective Grading

- In every course, we need to develop assessment practices to both measure what our students have learned and to help them with their future learning. The measurement of student learning has long been the cornerstone of grading, but measuring student learning can also be used in a more formative way by student and instructor to focus a student’s efforts, help assess one’s progress towards a goal, and determine material, practices and skills that might need to be practiced or reviewed. Fink has developed a useful metaphor that describes assessment as forward or backward looking. Backward looking assessment corresponds to traditional testing and grading that typically quantitatively measures student mastery. In contrast, forward looking assessment focuses on measuring progress, identifying knowledge gaps and preparing students for future performance. When students are provided with timely feedback on their progress toward a course goal, it is hoped that they will incorporate that feedback and to be able to improve future performances.

  - An effective assessment practice has three major characteristics and one major workload consideration; an effective assessment should be transparent, valid, and reliable and require reasonable effort (workload). An assessment is considered transparent when students can easily understand both the task required and the criteria by which the assignment will be judged.
An assessment is considered **valid** when it measures important characteristics of student learning. There can be a tendency to measure things because they are easy to measure, not because they are important indicators of student learning.

An assessment is considered **reliable** when different assessors come to similar conclusions about the quality of a particular student’s performance.

Different assessments have different marking **workload** implications; we are constantly balancing instructor effort with the quality of feedback to students. Clearly, some very effective assessment practices that are used in small group settings cannot be scaled to large classroom settings, while keeping instructor workloads reasonable.

When developing assignments one needs to consider what is to be assessed and how the students will respond and incorporate any marker feedback. If students are not required to reflect on feedback and incorporate it into future work, then there is less value in the instructor spending the time necessary to write detailed feedback. Assessment should be an integral part of the course with a combination of forward and backward looking assessment, timely feedback and the opportunity to incorporate the feedback into future performance. The traditional approach to assessment is to develop exams and assignments after designing your course. We recommend a backwards approach to course design that has instructors develop assessment material before developing instructional materials. This approach leads to better integration of the course goals, assessment materials and instruction experience (remember where you want your students to get to, how you will know when they get there, and what you need to do to help them get there).

Referenced from: the UBC Guide to Teaching for New Faculty

**Final Exams**

- Final examinations are given in all courses during the scheduled examination period as published in the academic calendar. The final examination schedule is published on LConnect and students are responsible for consulting it. No student should make travel arrangements to return home that conflict with his or her examination schedule. Students who schedule a departure without so clearing their schedule risk failure in their final examination(s).

- Students must complete the final examination on the scheduled day. However, no student will be required to take more than two final examinations on the same day. A make-up day is scheduled at the end of the final examination period (as published in the academic calendar) to accommodate students in courses with final exam conflicts. The Department chairs involved will determine, if necessary, which final examination will be required to be rescheduled on the make-up day. Students who experience a medical or personal emergency may follow the procedures outlined in Incomplete Grades.

- Should a student fail a course, no make-up final examination will be given. The only way a student can retake a final examination in a course is to retake the entire course.

**Grading at Wentworth**

- The semester credit hours earned in each course are multiplied by the weight of the grade received. The sum of these products divided by the total semester hours taken by the student during a semester is the grade point average (GPA). Courses in which advanced standing credit is given for
work taken in other institutions of higher education, or in which grades of IC, W, WI, S, U, or V are received, are omitted in determining the grade point average (GPA).

- The GPA includes all courses taken at the Institute and Colleges of the Fenway courses. If a Wentworth degree or certificate has been earned, the grade point average posted for that degree will be factored into the new undergraduate curriculum’s grade point average.
- Exclusion of courses from the GPA may occur with one, or any combination, of the following actions:
  - the student is readmitted to the Institute
  - the student repeats a grade of C-, D+, D, or F
  - the student changes his or her program and the course is not applied to the new curriculum’s GPA, as determined by the appropriate academic department chair
- Although a student is considered in good standing with up to 63 credits and a 2.0 grade point average in the sophomore year, a GPA of 2.0 is required to receive an associate degree.
- For grading scale, see Academic Catalog 2017-2018 https://wit.edu/catalog/2017-2018/grading

Final Grade Posting
- Final grades are posted on Leopardweb at the close of each semester. Final grades are permanent and appear on the official transcript. Specific dates for the posting of midterm and final grades are published in the academic calendar.

Special Grading Policies
- Several degree programs have special grading policies that impact continued progress in the program or graduation from the program. Architecture, industrial design and interior design have a grading policy regarding studio courses, while electrical engineering, electromechanical engineering, and mechanical engineering all require a minimum GPA for their technical courses in addition to the Institute minimum GPA required for graduation. All special policies are detailed with the degree program information in this catalog.

Evaluation of Teaching at WIT
- Each faculty member will participate in an annual faculty evaluation process designed to assist the member in improving their performance and professional development as educators in helping the Institute’s students obtain a high quality education. Annual evaluations are part of the Institute’s continuous improvement program. For more information, please check pages 13-15 of the Federation contract. If you do not have a hard copy of the contract, you can see HR.
The Faculty Annual Report is a critical component in the evaluation process and the information within the report assists Department Chairs in making an informed and accurate evaluation.

A. **TEACHING**

Teaching effectiveness addresses the educator’s dedication to the intellectual, specialized knowledge, and character growth of the students.

Please comment and provide appropriate documentation illustrating your teaching effectiveness in the classroom, lab, studio or other teaching environments. Also describe any difficulties you had and suggested ways of eliminating them. Teaching effectiveness may be demonstrated in several ways including, but not limited to, documenting the following:

- preparation of teaching materials
- leadership in developing new and/or improved curriculum and teaching resources
- use of innovative instructional methods
- publication of peer reviewed/refereed articles on teaching methodology and other areas of educational instruction (also considered scholarly productivity)
- results of teaching evaluations from students, peers, department chairs, and recent graduates
- demonstration of effective student advising
- use of appropriate assessment methods and resulting course improvement(s)

For more details on Teaching Effectiveness, refer to *Article XIV, Promotion in Academic Rank: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403.*

Please also address your fulfillment of Faculty Responsibilities found in *Article V, B.1.b. Working Conditions: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403* applicable to this category.

B. **SCHOLARLY AND/OR CREATIVE ACTIVITIES**

Scholarly or creative academic productivity includes the discovery and dissemination or application of knowledge and the creation and production of works of art and design. It anticipates regional, national, and/or international recognition of a candidate’s accomplishments.

Please comment and provide appropriate documentation describing your scholarly or creative activities (include professional development activities if appropriate). Effectiveness in scholarly or creative activities may be demonstrated in several ways including, but not limited to, documenting the following:

- a. Study or research in an academic or intellectual activity relevant to the faculty’s program or department or to new courses, labs and studios
- b. Presenting at a conference or seminar
- c. Publishing in a peer reviewed publication
d. Creative work: fiction/non-fiction writing, art, architecture, interior design, industrial design, performance, etc.

e. Juried shows of design or artistic work

f. Consulting in the faculty member’s area of expertise if the results of the work contribute to the advancement of that faculty member’s discipline or profession

g. Preparing and submitting grant proposals

h. Scholarly and/or creative works in progress

i. Develop, document and present findings on project-based and/or interdisciplinary learning techniques.

For more details on Scholarly or Creative Productivity, refer to Article XIV, Promotion in Academic Rank: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403.

Please also address your fulfillment of Faculty Responsibilities found in Article V, B.1.b. Working Conditions: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403 applicable to this category.

C. SERVICE ACTIVITIES

Service leadership activities fall into the following categories: (1) professional service, (2) Department/Institute service; and (3) public/community service.

Please comment and provide appropriate documentation on your service leadership activities focusing on your role and contributions. Effectiveness in service activities may be demonstrated directly by acknowledgement from the organization/group being served.

For more details on Service Leadership, refer to Article XIV, Promotion in Academic Rank: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403

Please also address your fulfillment of Faculty Responsibilities found in Article V, B.1.b. Working Conditions: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403 applicable to this category.

D. FUTURE ROLE

Discuss your proposed future role in the department including your teaching, scholarly or creative productivity, service leadership and any other matter relevant to supporting and/or improving the learning environment.

Please also address your fulfillment of Faculty Responsibilities found in Article V, B.1.b. Working Conditions: Agreement between Wentworth Institute of Technology and the Wentworth Faculty Federation, Local 2403 applicable to this category.

E. FACULTY PLANNING WORKSHEET (draft version)

To be completed by filling out the remaining tabs in Peopleadmin.
PeopleAdmin 7.0 is a multi-functional system and will be used to facilitate an electronic process for performance management.

PeopleAdmin Performance Management provides electronic storage of appraisals, electronic retrieval of evaluations for both the employee and supervisor, and provides dashboard indicators for data review. **Please note:** The Human Resources office is still in the process of migrating past evaluations over to the 7.0 system. Please click on the following link to the 5.8 site which will give you access to past performance evaluations.

https://pa263.peopleadmin.com/hr

While there are some similarities between the previous 5.8 system, there are notable differences:

- The supervisor creates the performance plan and sends to the employee at the beginning of each year. The performance plan includes goals that the employee acknowledges through the P.A. system.
- The supervisor and employee have a mid-year check in to discuss goals. The P.A. 7.0 system includes a “Progress Notes” tab that allows both employee and supervisor to chronicle their performance throughout the year. Employees and supervisors cannot see each other’s progress notes.
- Toward the end of the calendar year, typically in October, the employee does their self-evaluation through the P.A. 7.0 system.
- Essential functions will default from the employee’s job description for assessment as part of the employee’s overall rating. Staff competencies will also be included.
- The employee no longer rates their essential functions or competencies, however, they may provide comments for each of them.
- Electronic notifications are sent to the process owner at each step in the process.
- After the supervisor meets with the employee, they create their evaluation of the employee in the system.
- The employee acknowledges receipt of the supervisor evaluation and the evaluation is complete.

Because we are utilizing the new 7.0 performance system at the end of the calendar year, the first three steps of the performance management process will be eliminated. Instead of the supervisor creating the performance plan and adding goals; employee acknowledging plan; supervisor and employee meeting at mid-year check-in, the 2013 performance evaluation begins with the employee doing their self-evaluation.

This user’s guide is intended for employees completing the self-evaluation and acknowledging the review of
the performance evaluation with the supervisor. A separate guide is available for the supervisor to complete the evaluation.

**Step 1 - Login:**

Click on [https://jobs.wit.edu/hr](https://jobs.wit.edu/hr)

For previous users of the 5.8 system, your username AND password is your P.A. 5.8 user name. Please contact the HR office if you cannot remember your P.A. user name. Upon initial log in, the 7.0 system will ask you to create a new password. For new users, your username and password is your Lconnect username. Upon initial log in, the 7.0 system will ask you to create a new password.

The new 7.0 system allows you to reset your own password.

**Step 2 – Go to Performance Module:**

After Logging in to PeopleAdmin, use the navigation menu to move to the “Performance” module.

After you have selected “Performance”, you will be redirected to the Performance module.

**Step 3 - The Employee Portal:**
Employees will access the performance evaluation through the Employee Portal.

To enter the Employee Portal, click on the Employee Portal link in the Performance Module.

The system will bring you to the ‘Welcome’ page where you will see the action that is waiting for you. If you do not see this page, click on the ‘Home’ icon in the upper left portion of your screen, which will take you to this screen.

**Step 4 – Self-Evaluation:**

Click on the ‘Complete Self-Evaluation’ link.

Complete each of the areas on this self-evaluation by clicking on the text box below each item and keying your comments as to your progress and completion of the essential functions and competencies.
Your performance evaluation plan will also include goals and developmental activities. The purpose of recording developmental activities is to formalize and track any activities toward performance improvement, career advancement, training, education, etc. Developmental Activities are NOT rated at the end of the review period, but will be reviewed for progress and future planning.

You can also add attachments to your evaluation. Important: please be sure to click the ‘Save Draft’ button at the bottom of the screen before leaving this page.

Once you are finished with the self-evaluation, click on the ‘Complete’ button at the bottom of the screen. There is an area labeled ‘Overall Comments’ at the bottom should you wish to enter any final comments. There is also a field for you to include examples of projects you would like to work on in the coming year. You can then log out of the system.

Your supervisor will schedule a face-to-face meeting to review your performance evaluation and goals for the upcoming performance period.
Step 5 – Acknowledging the Evaluation:

Log back into PeopleAdmin following steps 1-3 above.

Click on the “Employee Acknowledges Evaluation” link, which will take you to the screen below.

This is your annual performance evaluation as completed by your supervisor and reviewed during your meeting. Please read through this complete document. You may also add a final comment. **Once finished, please click on the blue ‘Acknowledge’ button at the bottom right corner of the screen.** Your acknowledgement doesn’t necessarily indicate agreement with the rating, but rather acknowledges the evaluation has been reviewed with you. You have now completed the evaluation process and can logout of the system.

If you have any questions, please call Human Resources at extension 4190.
Evaluation Forms

- The rubric for the evaluation forms can be found on the next page or at: https://wit.edu/sites/default/files/academic-affairs/Faculty%20Evaluation%20Rubric.pdf
- The forms can be found: https://wit.edu/sites/default/files/academic-affairs/fac-annual-eval frm.pdf
# Qualitative Terms for Use in Faculty Evaluation

This rubric assumes a “best fit” approach and the use of professional judgment on the part of department chairs. Given these choices, and realizing that not every phrase necessarily applies in every case, department chairs evaluate which of the five qualitative levels best describes a faculty’s work in each category.

## Teaching

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Fulfill Requirements</td>
<td>Problematic classroom/studio/labatory performance; unreliable advising and mentoring; inability or unwillingness to make effective contributions to teaching; unwillingness or inability to meet program, department, or institute teaching expectations.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Carries out all assigned teaching responsibilities to a level of quality that minimally satisfies the basic program, department, and institute expectations for effective teaching; provides acceptable and accurate student advising and mentoring; stays up to date in one’s discipline; engages in some levels of curricular or pedagogical development; behaves toward students in ways that show respect for them as persons and learners.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Consistently delivers solid and effective education in the classroom/studio/labatory; successful in maintaining or improving one’s teaching effectiveness and/or professional expertise; provides reliable, accurate, and effective student advising and mentoring; develops useful instructional materials for one’s own courses; and personifies for students a commitment to the acquisition of intellectual and specialized knowledge, and encourages and supports the character growth of students.</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>Satisfactory teaching combined with evidence of successful integration of one’s scholarly or creative activities with one’s teaching; successful integration of students in professional activities; and contributions that enrich the campus culture of learning.</td>
</tr>
<tr>
<td>Superior</td>
<td>Exceeds expectations in teaching combined with leadership at the department, institute, regional, or national levels in curricular improvement, and a consistent generosity of sharing one’s pedagogical expertise with colleagues.</td>
</tr>
</tbody>
</table>

## Scholarly and/or Creative Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Fulfill Requirements</td>
<td>No scholarly or creative productivity or quality below expectations relative to rank.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Minimal scholarly or creative productivity of acceptable quality relative to rank.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Some good, solid scholarly or creative productivity relative to rank including the discovery and dissemination or application of knowledge; solid evidence of future plans with high likelihood of successful completion.</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>Substantial scholarly or creative productivity relative to rank; completion of significant projects in accordance with long term plans.</td>
</tr>
<tr>
<td>Superior</td>
<td>Significant and rigorous scholarly or creative productivity in prestigious venues. Major scholarly or creative achievements relative to rank.</td>
</tr>
</tbody>
</table>

## Service Activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Fulfill Requirements</td>
<td>Little or no meaningful or useful activity in serving students; program; department; institute; or profession in important ways. Behavior of a professionally unacceptable kind or harmful effect.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>A minimal level of useful activity relative to rank in serving students; program; department; institute; or profession.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Consistently useful and effective service appropriate to rank, shows initiative; responsive to needs of students; program; department; institute; or profession.</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>Excellent initiative and effort with consistently beneficial results on important projects, appropriate to rank.</td>
</tr>
<tr>
<td>Superior</td>
<td>Uniformly excellent effort and results on important projects; generosity of spirit in volunteering; effective leadership appropriate to rank.</td>
</tr>
</tbody>
</table>
Course evaluations

- To access course evals, log into lconnect.wit.edu and under the “Quick Links” section of the “My LConnect” tab, click the “On-line Course Evaluations” link. Once you log into the SmartEvals page (note: your password for this site is likely different than your regular WIT password), you will see your list of courses (past and present). During the evaluation period, this chart will display live response rates.

![Course Evaluation Chart]

- Click on the icon in the Preview column to see the list of questions asked on the evaluations. Some are institute-side, others from the department. Before evaluations start, you will also be e-mailed instructions to include your own questions, if you so desire.
Once final grades have been submitted, and the evaluation access has been allowed, you will see a graph-like icon in the “See” column – click here to see anonymized individual and aggregate results of student responses. The resulting page shows Wentworth’s default report – there are several additional tabs, links, and drop downs to focus on different views of the data, including combining multiple sections/semesters, filtering by responses, seeing individual evaluations, and comparing you to your department/college/school.
How to access evaluations

- A direct link to the On-Line Evaluations website can be found under the Assessment tab on Lconnect or under your Quick Links on your home Lconnect page.
- Some helpful videos:
  - Eval Center
    Find out how to send emails, check response rates, see survey begin/end dates and more. [https://www.smartevals.com/evalcenter](https://www.smartevals.com/evalcenter)
  - Are my responses valid
    Answers instructor concerns about online course evaluations. [https://www.smartevals.com/valid](https://www.smartevals.com/valid)
  - How to Increase Response Rates
SECTION V: Faculty Development and Support

Faculty Travel
The Office of the Provost has allocated $100,000 for faculty travel and related expenses during the Academic Year 2017/2018.

Purpose of the Fund
The purpose of the fund is to encourage scholarship among the Wentworth Faculty by supporting their efforts to present their research, scholarly papers and presentations to a wider audience of peers and colleagues. Funds are available from July 1, until June 30 each year. Funding will be on a first-come, first served basis (until such time as funds are depleted in a given semester) in accordance with the conditions outlined below.

Eligibility
All full-time faculty members may be supported with these funds. Faculty who hold appointment to Chairs with funding sources are not eligible for travel funding through this account.

Application Deadline and Application Form
Applications are reviewed on a rolling basis until all of the funds are disbursed. The Provost’s Office divides the total funds evenly between the fall and spring semesters. Remaining money may be used to travel early in the summer semester. The Academic Travel Fund Application Form is provided at the end of this document. Please note that this is the same application as for the President’s Travel Fund.

For the application and guidelines please visit: https://wit.edu/academics/academic-affairs/faculty-resources/forms-and-applications or see Appendix G.
Presidential EPIC Mini-Grants Program Policies and Procedures

Purpose:
To provide internal funding to Wentworth faculty to support the development of EPIC projects. A total of $25,000 has been set aside for the Presidential EPIC Mini-Grant Program during the 2017-2018 academic year.

Grant Categories:
Funding would support EPIC projects involving a team consisting of (i) at least two faculty members from different departments; (ii) at least one faculty member and one staff person; or (iii) at least one faculty member and at least one external partner. Funding Range: $2,500 to $5,000 per project.

Application Guidelines and Forms:
For the 2017-2018 academic year, there will be two funding cycles. The Application Deadlines will be the end of the business day on Sunday, October 15th and on Sunday, February 4th.

Each faculty member may submit only one proposal per cycle. A complete application will consist of a signed Application Form, Project Abstract (1-page maximum), Project Plan (3-page maximum), and a Project Budget Form with budget justification. All applications are to be submitted to the Director of Corporate, Foundation, and Government Relations. She will then forward complete applications to the Selection Committee for their review.

Award decisions will be determined by the Selection Committee, which will include:
- A College Dean, who will serve as Facilitator;
- Two full-time Faculty Members from each of the following colleges: College of Architecture, Design & Construction Management; College of Arts and Sciences; and College of Engineering & Technology, as designated by each College Dean (the faculty representatives are appointed annually, allowing the faculty members to submit proposals to this program when not serving on the committee).

Proposals should address the following criteria:
- Incorporation of EPIC learning practices;
- Advancement of Wentworth’s mission and strategic priorities;
- Contribution to submitter’s field of study; and
- Focus on a community or societal need.

Up to ten (10) awards will be made each year. Feedback will be provided for those proposals that were not funded.

For the 2017-2018 academic year, funding decisions will be announced on or before Monday, October 30th, and on or before Monday, February 19th.

Projects should be completed within the grant project period as defined by the applicant in the Application Form. Project period extensions may be requested to the Director of Corporate, Foundation, and Government Relations and approved by the Committee, with input from the Director of Corporate, Foundation, and Government Relations.

Grant funds must be spent in accordance with the approved budget. Request for revisions to the budget shall be addressed to the Director of EPIC Learning prior to any budget changes. Requested budget changes will be
presented to the Finance office, and the decisions will be communicated to the submitter after review. Approval of the budget changes are to be made by the Director EPIC Learning and the Finance Office.

A Final Project Report (3-page maximum) describing the project results and next steps, along with a brief accounting of how the funds were spent, are due to the Director of Corporate, Foundation, and Government Relations within forty-five (45) days from the end of the grant project period. If the grant project period is extended, the Final Project Report will be due within forty-five (45) days of the revised end date.

Each year, the President’s Office will hold a reception for faculty and staff, during which the awarded projects will be announced and the completed projects will be highlighted. Application can be found at [Appendix E](#) or [https://wit.edu/academics/academic-affairs/faculty-resources/forms-and-applications](https://wit.edu/academics/academic-affairs/faculty-resources/forms-and-applications)

**Sabbatical Leave**

A sabbatical leave is granted by the Institute to members of the faculty as recognition of notable service and as a means by which a teacher’s effectiveness may be enhanced, a scholar's effectiveness enhanced, and the Institution's academic programs strengthened and developed. Such leaves provide uninterrupted opportunity for scholarly and professional improvement and the acquisition of new information and experience to maintain and improve currency in one's academic field of specialty.

A faculty member who wishes to apply for a sabbatical leave should read the policy and procedures in the "Agreement between Wentworth Institute of Technology, Inc. and the Wentworth Faculty Federation, Local 2403, American Federation of Teachers AFL-CIO, January 1, 2014 to April 30, 2017, Article VI: Leaves of Absence, Section C: Sabbatical Program".

Applications for sabbatical leave for the academic year beginning Fall 2011 will follow the sabbatical schedule as outlined in the “Agreement between Wentworth Institute of Technology and Wentworth Faculty Federation, Local 2403” effective January 1, 2014 – April 30, 2017. The application can be found in [Appendix C](#).

**Probationary and Regular Appointment Faculty**

Faculty members are on probationary status for their first four full semesters of employment in the bargaining unit. Faculty in probationary status may have their employment terminated at any time at the sole discretion of Wentworth. Except in cases of for terminations, faculty will receive notice of termination within 10 days of the end of a semester.

Time spent by faculty members in one-semester or one-year temporary appointments shall not count towards fulfilling the four full semesters of probationary status unless approved by the Provost in writing. The Provost will review any request from a faculty member for counting the time spent in a temporary appointment based upon a recommendation of the Department Chair and Dean, the criteria in Faculty Responsibilities (Article V.B), those set forth in the letter of hire and as may be assigned during the temporary appointment. The Provost’s decision shall be final as not subject to grievance or arbitration.

There shall be a “Development Period” as set forth in Section V.E. below.
Any Termination (except layoff per Article V. Section H) of a faculty member after the establishes probationary period above may be made for just cause and said termination may be challenged through the grievance and arbitration procedures of Articles VIII and IX.

A faculty member hired after a resignation or expiration of the recall period may upon mutual agree of Wentworth and the Federation have his prior service counted towards his probationary period, and his eligibility for pension and disability benefits.

The forms and information can be found at: https://wit.edu/academics/academic-affairs/academic-affairs-governance-committees/promotion-committee/promotion-forms

The Development Period

The Development Period consists of the two academic years following the Probationary Period. “The purpose of the development period is to demonstrate that the faculty member over a substantial time period has the willingness and ability to meet the standards normally expected of experienced faculty. A faculty member must have demonstrated the promise of being able to meet those standards during his probationary period in order to be promoted into the development period” (Article V, Section E, Agreement). For more information on the policy and application, please see Appendix D.

For more information on promotion to associate professor and/or professor, please visit https://wit.edu/academics/academic-affairs/academic-affairs-governance-committees/promotion-committee/promotion-forms

Douglas D. Schumann Library & Learning Commons

Beatty Hall Second & Mezzanine Floors
(617) 989-4040, Text: (617) 600-5989
Circulation Desk: circdesk@wit.edu;
Reference Desk: ref@wit.edu,
Twitter/Instagram: @WITLibrary

- The Douglas D. Schumann Library & Learning Commons is a dynamic, technology-driven space for students and faculty to collaborate and learn. The library is open 7 days per week during the semester, and offers extended hours during final exam periods. For the most current information about our hours, check the library’s website (library.wit.edu).
• Our librarians select materials in multiple subjects to meet the curricular, informational and educational needs of the Wentworth community. The collection includes physical and digital access to books, journals, databases, and multimedia, with new resources added regularly. The library provides access to cutting-edge technology tools in our Tech Sandbox. We loan technology resources to ensure you have all you need to make projects successful.

• You can borrow materials from beyond Wentworth. Through our online catalog, you can find materials in 9 other local libraries, collectively known as the Fenway Libraries Online, or FLO. We’re also a member of the Fenway Library Consortium (FLC), which allows you to visit and borrow from 6 additional libraries in the area, as long as you remember to bring your Wentworth ID! And, if you need something that is not available through FLO or FLC, we can get it through our Interlibrary Loan service (ILL).

• You can also find research assistance in the library. Walk-in assistance is available at our Reference Desk. If you need more in-depth assistance with a specific assignment, project, or theme, you can schedule a one-on-one or group session with a librarian who can offer customized help. The Schumann Library librarians prioritize helping students learn to identify and evaluate the many information resources that can be found through the library or elsewhere online, for their careers at Wentworth and beyond.

• The library is also a great place to study. With 8 high-tech group study rooms, a quiet reading room, and many flexible collaboration areas, you will find a spot that fits your needs whether you engaged in interdisciplinary learning with classmates or looking for a solitary space.

• The Schumann Library’s collections, services, technology and other resources are here to support your educational, professional and cultural needs. If you’d like additional information, come visit us, or check out the links below. We welcome you, and look forward to helping you do, learn, and succeed.

  • Library website: library.wit.edu
  • FLO & FLC members: fenwaylibraries.org

**Career Services and Co-Op**

• Co-op + Career Advisors educate students on how to find co-op and full-time positions. We give them the tools, resources and guidance necessary to explore this process on their own. We can facilitate introductions with employers via career-related events and on-campus interviewing.
  • A list of other important for faculty can be found: [http://www.wit.edu/career-services/employers/index.html](http://www.wit.edu/career-services/employers/index.html)
  • A list of mentors in specific departments can be found at: [http://wit.edu/career-services/staff/index.html](http://wit.edu/career-services/staff/index.html)
Appendix

Appendix A: FERPA- Student Privacy

- Definitions
  - **Directory information** - as designated by WIT from the statutory list: name, local address, major field of study, dates of attendance, anticipated graduation date, degrees conferred, Institute-issued e-mail address, enrollment status, honors, past and present participation in officially recognized sports and activities, and physical factors of members of athletic teams.
  - **Education records** - any record (in handwriting, print, tapes, film, electronic, or other medium) maintained by WIT or an agent of WIT that is directly related to a student, except:
    a. A personal record in the sole possession of the maker of the record and is not accessible or revealed to any other person except as temporary substitute for the maker of the record.
    b. An employment record of a person not due to his/her student status, provided the record is used only in relation to the individual's employment.
    c. Records that are created and maintained by Public Safety for law enforcement purposes.
    d. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity and that are used only in connection with the treatment of a student and that are disclosed only to individuals providing that treatment.
    e. Alumni records that contain information about a student after he or she is no longer in attendance at WIT and that do not relate to the person as a student.
  - **Legitimate educational interest** - indicates the need of a school official to review an education record in order to fulfill his or her professional responsibility.
  - **Parent** – a person who is the parent of the student, a guardian or an individual acting as a parent in the absence of a parent or guardian. Parents who have claimed a student as a “dependent” on their federal or state tax return may be entitled to access to student records without the permission of the student. Court records and/or agreements between the parents of a student will be reviewed to verify parental status and access in some cases.
  - **Personally Identifiable Information** – names, parents or other family members’ names, address and address of student or family, personal identifiers information that alone or in combination, is linked to a specific student that would allow a reasonable person in the WIT community to identify the student with reasonable certainty, information requested by a person whom WIT believes knows the identity of the student.
  - **School official** - a person employed by WIT in an administrative, supervisory, academic or research, law enforcement unit, health and counseling, support staff position, a person or
company with whom WIT has contracted (such as an attorney, auditor, or collection agent), a person serving on the Board of Trustees, and a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- **Student** - any person who attends or has attended WIT. Persons admitted but never matriculated are not considered students.

- **A Student's Rights under FERPA:**
  1. **The right to inspect and review the student's education records within 45 days of the day WIT receives a request for access.**
     - Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student to address the request to the appropriate Wentworth official.
     - A student may read any recommendation in his/her files unless the right to do so has been waived in writing.
     - The following is a list of the types of education records that WIT maintains; the location(s) of such records; and their custodians (or the custodian's designee):

<table>
<thead>
<tr>
<th>Types</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Records</td>
<td>Office of the Registrar</td>
<td>Registrar</td>
</tr>
<tr>
<td>Admissions Files for students currently enrolled or have a history of enrollment</td>
<td>Office of the Registrar</td>
<td>Registrar</td>
</tr>
<tr>
<td>Admissions Files for students in pre-enrollment status</td>
<td>Student Services</td>
<td>Executive Director of Admissions</td>
</tr>
<tr>
<td>Enrollment Records</td>
<td>Office of the Registrar</td>
<td>Registrar</td>
</tr>
<tr>
<td>Career Services Records</td>
<td>Career Services</td>
<td>Director of Career Services</td>
</tr>
<tr>
<td>Area</td>
<td>Office/Department</td>
<td>Responsible Official</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Counseling &amp; Academic Placement Testing Records</td>
<td>Center for Wellness and Disability Services</td>
<td>Director of Counseling</td>
</tr>
<tr>
<td>Academic Records (grades, transcripts)</td>
<td>Office of the Registrar</td>
<td>Registrar</td>
</tr>
<tr>
<td>Academic Disciplinary Records</td>
<td>Office of the Provost; Office of the College Dean; and/or Department Chair</td>
<td>Provost; Academic Discipline Board; College Dean and/or Department Chair</td>
</tr>
<tr>
<td>Non-Academic Disciplinary Records</td>
<td>Student Affairs</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Financial Aid Records</td>
<td>Student Service Center</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Cross-registration records with Colleges of the Fenway</td>
<td>Office of the Registrar</td>
<td>Registrar</td>
</tr>
<tr>
<td>Terms Abroad (WIT)</td>
<td>Chair of Department and Office of the Provost</td>
<td>Chair of Department and Provost</td>
</tr>
<tr>
<td>Service learning records</td>
<td>Center for Community &amp; Learning Partnerships</td>
<td>Director of the Center for Community &amp; Learning Partnerships</td>
</tr>
</tbody>
</table>

2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading or otherwise in violation of his or her privacy rights.**
   - Students may request an amendment to a record that they believe is inaccurate or misleading. They should write the Wentworth official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
   - If Wentworth decides not to amend the record as requested by the student, Wentworth will notify the student of the decision and advise the student of his or her right to a hearing for appeal. The hearing will take place with the FERPA Appeals Committee. This committee’s membership will include the Associate Vice President of Student Affairs, the Associate Vice President of Enrollment Management, Registrar, Associate Vice President of Finance, and Chief of Staff.
   - If as a result of the hearing, the FERPA Appeals Committee finds that that the information in the education record is not inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student shall have the right to place in the
education records a statement commenting on the contested information in the record or the reason(s) the student disagrees with the decision of WIT.

- A student may not challenge a grade given through this procedure, only the accurate recording of the grade.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

   - Personally identifiable information from the education records of a student will be disclosed by WIT upon the prior written consent or request of the student. The written consent or request must (a) specify the records that may be disclosed; (b) state the purpose of the disclosure and (c) identify the party or class of parties to whom the disclosure may be made.

   - However, WIT may disclose information without the prior written consent of the student in the following circumstances:
     - To school officials with a legitimate educational interest in the records.
     - To officials of another school, at the request of those officials, in which a student seeks or intends to enroll.
     - To certain officials of the U.S. Department of Education, the U.S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
     - In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
     - To organizations conducting certain studies for or on behalf of WIT.
     - To accrediting organizations to carry out their functions.
     - To either of two parents when at least one parent has claimed the student as a dependent for income tax purposes. A certified copy of the parents’ most recent Federal Income Tax Form may be required to verify dependency.
     - To comply with a valid court order or subpoena or to comply with federal law (e.g., the USA Patriot Act).
     - To appropriate parties in a health or safety emergency.
     - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the final results of a disciplinary proceeding conducted by WIT with respect to that alleged crime or offense. WIT may disclose the final results of the disciplinary proceeding, regardless of whether it concluded a violation was committed.
     - Directory information designated by WIT.
     - To parents of students under the age of 21 when laws or WIT policies regarding alcohol or drugs are violated.
     - To parents of students when disciplinary action may be taken.
n. To parents of students when a student is at risk of harming themselves or others or in the event of a medical emergency.
o. To a court or administrative agency in the event of legal action between WIT and a student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WIT to comply with the requirements of FERPA.
   o The name and address of the federal agency that administers FERPA is:
     Family Policy Compliance Office
     U.S. Department of Education
     400 Maryland Avenue, SW
     Washington, DC 20202-4605

5. Directory Information (Limitation on Disclosure)
   o Students may restrict the release of directory information, except to school officials with legitimate educational interests and to others as permitted by law. If a student wishes to prevent disclosure, the student must complete a Request to Prevent Disclosure of Directory Information form in the Student Service Center or online. A student’s Request to Prevent Disclosure of Directory Information is valid for the life of the record or until a request to reverse non-disclosure is made in writing to the Registrar’s Office.

   o Images/Photographs/Video Recordings
     o Wentworth Institute of Technology is authorized to use photographs, videos, and audio recordings of any student on campus or at a campus event. These can be used in printed and electronic publications, on the internet, and in other promotional materials produced, used by, and representing Wentworth. The circulation of the materials could be worldwide and the Institute does not offer any compensation to students.

   o Disposition of Records
     o Applications and related material for persons not accepted are retained for 7 years and then destroyed. After a student separates from WIT, applications and related materials are retained in the Registrar’s Office for 7 years.
     o After 7 years following graduation, student records are archived and typically the following materials are retained:
       ▪ Transcripts
       ▪ Record of grade changes

   o Rights as an Alumnus/a
     o All rights possessed as a student remain after leaving WIT. This applies only to those records that pertain as a student and that are accumulated during enrollment at WIT.
1 What is FERPA?

FERPA utilizes the highest standards of reasonableness both in providing students access to records being kept on them and in assuring the confidentiality of these records in terms of their release to third parties. WIT takes the protection of the student and their records very seriously and will go beyond the law, when necessary, to serve the students' best interest.

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student records. This federal law provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

2 Who is protected under FERPA?

Students who are currently enrolled or were formerly enrolled. FERPA does not apply to deceased students or to persons who have applied but have not attended.

3 What are educational records?

With certain exceptions, an educational record is:

Any record from which a student can be personally identified and maintained by WIT or an authorized party.

Educational records include any records in the possession of an employee that are shared with or accessible to another individual. The records may be handwritten, print, magnetic tape, film, diskette, or some other medium. A student has the right to access these records.

4 What is not included in an educational record?

The following are not considered to be part of the educational record:

a. Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel
b. Law enforcement or campus security records which are solely for law enforcement purposes
c. Records relating to individuals who are employed by the institution (unless employment is contingent upon school attendance)
d. Records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or para-professional and disclosed only to individuals providing treatment
e. Records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution (i.e., alumni records).

5 What is directory information?

Institutions may disclose information on a student without violating FERPA if it has designated the information as “directory information.” At WIT this includes:

- Student Name
- Local Telephone Number
- Major Area of Study
- Honors and Awards Received
- Date and Place of Birth
- Gender
- Weight and Height of Male, Female Athletes
- Date of Graduation
- Grade Point Average
- Student Classification
- Dates of attendance at WIT
- Degrees
- Degrees
- E-Mail Address
- In-State/Out-of-State Status
- Race
- Date and Place of Birth
- Nationality
- Marital Status
- Degree(s) Received
- In-State/Out-of-State Status
- Home City and State

6 What is restricted information?

Basically, anything that is not directory information. In most cases, such records will not be released to a third party without written release from the student specifying which records are to be released, and to whom. For example:

- Transcripts
- Student information displayed on computer screens
- Grades
- Student class schedules

7 Who may have access to student information?

Information from an educational record is available to:

a. The student and any outside party who has the student’s written consent
b. School officials who have a "legitimate educational interest"
c. Parents of a dependent student as defined by the Internal Revenue Code. A declaration of student dependency must be provided to the Registrar's Office to document dependency
d. A person in response to a lawfully issued subpoena or court order. A reasonable attempt to notify the student must be made prior to complying with the subpoena or order.
8 What is a school official?

A school official is:

a. A person employed by WIT in an administrative, supervisory, academic, research, or support staff position
b. A person elected to the Board of Trustees
c. A person employed by or under contract to WIT to perform a special task, such as an attorney or auditor

9 What is “legitimate educational interest?”

A school official has a legitimate educational interest if the official is:

a. Performing a task that is specified in his or her position description or by a contract agreement
b. Performing a task related to a student’s education
c. Performing a task related to the discipline of a student
d. Providing a service or benefit relating to the student or student’s family, such as advising, job placement, financial aid, or housing assistance

10 When is the student’s consent not required to disclose information?

The exceptions:

a. To school officials with a legitimate educational interest
b. To officials of another school in which the student seeks to enroll
c. To certain federal, state, and local authorities about an audit or evaluation of state or federally supported educational programs
d. To agents acting on behalf of WIT (clearinghouses, degree/enrollment verifiers)
e. To organizations conducting studies on behalf of WIT
f. To accrediting organizations
g. To parents if the student is a dependent for IRS tax purposes
h. To parents/legal guardians when their children under age 21 have violated the alcohol or drug policies of WIT
i. To comply with a judicial order or subpoena
j. To appropriate parties in a health or safety emergency
k. Results of disciplinary hearings to an alleged victim of a crime of violence or non-forcible sex offense
l. To the Immigration and Naturalization Service for purposes of the Student Exchange Visitor Information System
m. To military recruiters who request “Student Recruiting Information.” Student recruiting information is defined as name, address, telephone listing, age, level of education, and major.

n. To the Internal Revenue Service in compliance with the Taxpayer Relief Act
o. To the Department of Veterans Affairs
Appendix B: Required Syllabus Components

Syllabus Template with Required Items

SEMESTER/YEAR

COURSE NAME, NUMBER

DAYS, TIMES, AND ROOM LOCATION

Instructor name:

Office location - Building and Room Number:

Office telephone number:

Appointments/Meetings:

Provide pertinent information per Federation, Local 2403 contract

Email address:

Credits/Hours:

____________________________________________________________________________

COURSE DESCRIPTION:

Should match the course description that appears in the Catalog.

REQUIRED TEXTBOOK(s):

Full Reference Citation in either APA or MLA format, including edition number.

THE COLLEGE BOOKSTORE:

Location: Beatty Hall/Lower Level Flanagan Campus Center, Room 025

Telephone: 617-445-8814

RECOMMENDED LEARNING MATERIALS:

Other helpful resources should be listed here. It is important for students to know the difference between the required and recommended learning materials. Recommended learning materials may be placed on reserve in the library (Full Reference Citation in either APA or MLA format).

COURSE LEARNING OUTCOMES:
At the completion of this course, the student should be able to (must be stated in single, measurable terms):

**INSTRUCTIONAL METHODOLOGIES:**

Indicate the types of instructional methodologies you will use to assist students throughout the course to achieve the learning outcomes.

**ATTENDANCE POLICY:**

State attendance policy clearly. Procedures for notification for absences and explanations of excused and unexcused absences should appear here.

**GRADING POLICY:**

Your policy must state:

- specific assignments a student must complete to meet the learning outcomes.
- number of assignments in each category that are required.
- relative weight of each assignment.
- if the assignment is a project, presentation, paper, etc. criteria must be established so that students will understand exactly how they will be graded (may be handed out to students under separate cover).

**Wentworth Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Weight</th>
<th>Numerical</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Student learning and accomplishment</td>
<td>4.00</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>far exceeds published objectives for the course/test/assignment and student work is distinguished consistently by its high level of competency and/or innovation.</td>
<td>3.67</td>
<td>92-95</td>
</tr>
<tr>
<td>B+</td>
<td>Student learning and accomplishment</td>
<td>3.33</td>
<td>88-91</td>
</tr>
<tr>
<td>B</td>
<td>goes beyond what is expected in the published objectives for the course/test/assignment and student work is frequently characterized by its special depth of understanding, development, and/or innovative experimentation.</td>
<td>3.00</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>Student learning and accomplishment</td>
<td>2.67</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>meets all published objectives for the</td>
<td>2.33</td>
<td>76-79</td>
</tr>
</tbody>
</table>
C course/test/assignment and student 2.00 72-75
work demonstrates the expected level of understanding, and application of concepts introduced.

C- Student learning and accomplishment 1.67 68-71

D+ based on the published objectives for 1.33 64-67

D the course/test/assignment were met 1.00 60-63 with minimum passing achievement.

F Student learning and accomplishment 0.00 Less based on the published objectives for than 60
the course/test/assignment were not sufficiently addressed nor met

DROP/ADD:

Students may drop and add courses at any time between the start of registration for a given semester and a specific date published in the official Academic Calendar. Dropping and/or adding courses is done online. Courses dropped in this period are removed from the student’s record. Courses to be added that require written permission, e.g. closed courses, must be done using a Drop/Add form that is available in the Student Service Center. Nonattendance does not constitute dropping a course. If a student has registered for a course and subsequently withdraws or receives a failing grade in its prerequisite, then the student must drop that course. In some cases, the student will be dropped from that course by the Registrar. However, it is the student’s responsibility to make sure that he or she meets the course prerequisites and to drop a course if the student has not successfully completed the prerequisite. The student must see his or her academic advisor or academic department head for schedule revision and to discuss the impact of the failed or withdrawn course on the student’s degree status.

MAKE-UP POLICY:

Policy should describe how a student who is legitimately absent makes up the materials missed (what is the student’s responsibility in make-up).

ACADEMIC SUPPORT:

The Learning Center (TLC) assists all Wentworth students in the areas of math, science, technical courses specific to majors, and writing. In this student-based learning environment, students receive individual help with their studies, meet and work in study groups, attend workshops on a wide variety of subjects and find resources to assist them in meeting their goals for academic success. It includes tutors in many subjects, writing assistance and workshops focused on helping good students become great students. Make appointments at www.wit.edu/tlc or through Lconnect.
All written work submitted for this course must meet the Standards for English I. Poorly written papers will be returned to you, without a grade, for revision. Students are encouraged to utilize The Learning Center for help polishing their papers.

ACADEMIC HONESTY STATEMENT:

Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, prohibited collaboration, coercion, inventing false information or citations, plagiarism, tampering with computers, destroying other people’s coursework or lab or studio property, theft of course materials, or other academic misconduct. If you have any questions, contact your professor prior to submitting an assignment for evaluation. See your academic catalogue for a full list of definitions and the WIT Academic Honesty website for the procedures: www.wit.edu/academic-honesty

STUDENT ACCOUNTABILITY STATEMENT:

Strong statement about cheating and plagiarism with consequences of such actions clearly described.

DISABILITY SERVICES STATEMENT:

Any student who thinks s/he may require a disability-related accommodation for this course should contact Disability Services privately to discuss their specific needs. Disability Services coordinates reasonable accommodations for students with documented disabilities. They are located in Watson Hall 003 (the Center for Wellness and Disability Services) and can be contacted at 617-989-4390 or counseling@wit.edu. For more information on acceptable documentation and the Disability Services process, visit the Disability Services website at www.wit.edu/disabilityservices.

College of the Fenway Students:

If you are enrolled in this course through COF Cross Registration, notify your course instructor. Please provide her/him with your email address to be sure that you receive course information in a timely way. You should also discuss how to access online applications that might be used in the course.

ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Due Date (week of)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>List here</td>
</tr>
<tr>
<td>Date</td>
<td>List here</td>
</tr>
<tr>
<td>Date</td>
<td>List here</td>
</tr>
</tbody>
</table>
Appendix C: Sabbatical Leave

**WENTWORTH INSTITUTE OF TECHNOLOGY**

**APPLICATION FOR SABBATICAL LEAVE**

A sabbatical leave is granted by the Institute to members of the faculty as recognition of notable service and as a means by which a teacher’s effectiveness may be enhanced, a scholar’s effectiveness enhanced, and the Institution's academic programs strengthened and developed. Such leaves provide uninterrupted opportunity for scholarly and professional improvement and the acquisition of new information and experience to maintain and improve currency in one’s academic field of specialty.

A faculty member who wishes to apply for a sabbatical leave should read the policy and procedures in the “Agreement between Wentworth Institute of Technology, Inc. and the Wentworth Faculty Federation, Local 2403, American Federation of Teachers AFL-CIO, January 1, 2014 to April 30, 2017, Article VI: Leaves of Absence, Section C: Sabbatical Program” (attached at the end of this application – page 4-5).

Applications for sabbatical leave for the academic year beginning Fall 2011 will follow the sabbatical schedule as outlined in the “Agreement between Wentworth Institute of Technology and Wentworth Faculty Federation, Local 2403” effective January 1, 2014 – April 30, 2017.

**Sabbatical Leave Schedule**

**Academic Year Beginning Fall 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2017</td>
<td>Application Due to Academic Dean</td>
</tr>
<tr>
<td>October 2, 2017</td>
<td>Academic Deans Notify Applicant</td>
</tr>
<tr>
<td>October 16, 2017</td>
<td>Last Day for Applicant to Respond and/or Defer</td>
</tr>
<tr>
<td>November 1, 2017</td>
<td>Last Day for Sabbatical Committee to review applications</td>
</tr>
<tr>
<td>Last Day of Fall Semester</td>
<td>Last Day for Sabbatical Committee to make Recommendation to Provost</td>
</tr>
<tr>
<td>January 12, 2018</td>
<td>Last Day for Provost to Notify Applicant</td>
</tr>
</tbody>
</table>
WENTWORTH INSTITUTE OF TECHNOLOGY
APPLICATION FOR SABBATICAL LEAVE

Title of Proposed Leave Date

Name of Applicant Rank

Department

Semester(s) and Year of Desired Leave

( ) One Semester at full salary

( ) One Academic year at half salary

Date of Original Full Time Appointment

Date of Last Paid Professional

Development Leave

Number of Years at WIT

Date of Last Leave without Pay

Signature of Applicant

AGREEMENT

In consideration of permission granted to me by the Trustees of Wentworth Institute of Technology to take
a Professional Development Leave for the period

I agree to return to Wentworth immediately upon conclusion of my leave to perform my duties as a faculty
member for at least the next two ensuing years. If I fail to comply with this obligation to provide at least two
years of service immediately following expiration of my leave, I agree to reimburse Wentworth by payroll
deduction and other means for the salary and fringe benefits paid.

SIGNED BY ME THIS __________________DAY OF ___________________, 20____

SIGNATURE OF WITNESS ____________________  SIGNATURE OF APPLICANT ____________
# ACTIONS ON SABBATICAL LEAVE APPLICATION

<table>
<thead>
<tr>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ ENDORSE THE REQUEST  □ DO NOT ENDORSE THE REQUEST</td>
</tr>
<tr>
<td>COMMENTS ________________________________</td>
</tr>
<tr>
<td>HOW WILL VACANCY BE COVERED? ________________________________</td>
</tr>
<tr>
<td>DATE __________________ SIGNATURE OF DEPT. CHAIR          SIGNATURE OF COLLEGE DEAN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTE REVIEW COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ ENDORSE THE REQUEST  □ DO NOT ENDORSE THE REQUEST</td>
</tr>
<tr>
<td>COMMENTS ________________________________</td>
</tr>
<tr>
<td>DATE __________________ SIGNATURE OF SABBATICAL LEAVE COMMITTEE CHAIR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROVOST</th>
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<tbody>
<tr>
<td>□ ENDORSE THE REQUEST  □ DO NOT ENDORSE THE REQUEST</td>
</tr>
<tr>
<td>COMMENTS ________________________________</td>
</tr>
<tr>
<td>DATE __________________ SIGNATURE OF PROVOST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ APPROVED  □ NOT APPROVED</td>
</tr>
<tr>
<td>DATE __________________ SIGNATURE OF PRESIDENT</td>
</tr>
</tbody>
</table>
PURPOSE OF SABBATICAL LEAVE AND STATEMENT OF PLANS

The applicant should clearly describe the purpose/expected outcomes of the sabbatical leave and the activities to be undertaken during the proposed leave. Written to be understandable to faculty colleagues in other disciplines, it should include a description of the proposed research or creative work and its potential significance or usefulness as a scholarly and/or creative activity or for the development of instructional material or to increase competence in an area appropriate to the applicant's Institute duties. The statement should help the reviewers understand the relation of the proposed activities to the applicant's career in departmental, College, Institute, disciplinary, and other appropriate contexts. The following information must also be included for the Institute Sabbatical Leave Review Committee to make an informed recommendation to the Provost:

1. Information on the institution or place where the work will be undertaken.
2. Timetable for sabbatical leave activities.
3. Description of travel necessary to implement work plan.
4. If appropriate, a copy of the invitation from another university or industry.
5. Is the sabbatical leave contingent upon receipt of supplementary aid (materials, funding, facilities, personnel)? If yes, provide the details including amount, source of funding, status of funding, and, if necessary, an alternative period of leave.

POLICY AND PROCEDURES FOR SABBATICAL LEAVE

Agreement between Wentworth Institute of Technology, Inc. and the Wentworth Faculty Federation, Local 2403, American Federation of Teachers AFL-CIO
Article VI: Leaves of Absence, Section C: Sabbatical Program

Any member of the bargaining Faculty unit who has completed six (6) consecutive years of service may apply for a sabbatical (a paid leave of one semester at full salary, or one academic year at one-half salary). Faculty will be eligible to receive a sabbatical after completing seven (7) years of service at Wentworth. Faculty who have previously received a sabbatical will be eligible to receive another sabbatical when they have completed another six (6) years of service at Wentworth. Fringe benefits shall be continued with normal contributions. The Institute will sponsor up to seven (7) qualified applications each year, as determined by the Provost. The awards will first be made so that each college has one award. After one award has been made in each college, the remaining awards will be made based on merit. Every effort will be made to ensure an equitable distribution of awards among departments and colleges. Any qualified application which was not selected may be resubmitted for consideration the next year. The process for submitting an application will be as follows:

- A sabbatical may be applied for to assist faculty in developing a teaching or technical area, for researching and writing a book in the member’s area of expertise or some other form of scholarship/creative activity, to seek an unpaid internship in a professional or educational area related to the faculty member’s own teaching expertise, to assist non-profit organizations to develop appropriate programs of study or teach relevant courses in technical areas or to undertake similar activities related to service learning or equivalent merit.

- A faculty member must have been evaluated at least at the satisfactory level and have no disciplinary action issued against him/her during the previous year and up through the time the sabbatical is to take effect.

- The applicant agrees in writing prior to the start of the sabbatical to remain at Wentworth for at least two (2) years following its completion, or to reimburse Wentworth by payroll deduction and/or other means for a pro rata portion of the amount of the salary and fringe benefits paid during
the leave. The pro rata proportion is to be determined on the basis of the number of full semesters worked subsequent to the end of the sabbatical period.

- An application, with a detailed plan of study including goals and expected outcomes as outlined in the Academic Policy and Procedures Manual must be submitted to the college Dean for approval no later than September 15 for leave to be taken in the following academic year. A proposal may be rejected by the Dean based on educational merit, lack of prior skills, experiences or preparation to address the proposed study’s goals and benchmarks, impact of absence on the department or Institute, or inadequate information to articulate and address the six items required of the candidate in the application process. The Dean must notify the applicant in writing of his/her assessment, including recommendations for improvement, if appropriate, no later than October 2. The faculty member is then allowed until October 16 to resubmit his/her application to the Dean or defer his/her application.

- The Provost shall appoint a standing committee of two regular faculty from each of the day program colleges (one will be appointed as co-chair) who have had prior experience based on receiving a sabbatical (from Wentworth or an external source), term professorship or appointment to an endowed professorship themselves. The Associate Provost, Assistant Provost or Provost’s designee (designee to have rank of Professor) will serve as co-chair. The Committee will review approved applications that have been forwarded to it by the college Deans no later than November 1. The Committee will then rank order the proposals and make a recommendation to the Provost no later than the final day of the Fall semester. The Provost will consult with the Committee prior to the awarding of the sabbatical should his decision be different from the Committee’s recommendation. The Provost may reject the Committee’s recommendations and ranking of candidates based on educational merit, the impact of the absence on the department or Institute or financial considerations at the Institute. The Provost shall notify each faculty member of his decision by January 12 (barring any emergencies).

- Upon completion of a sabbatical, the faculty member will be required to submit a written report of their approved sabbatical activities to the Provost’s office which will be archived in the Alumni Library and be required to make a formal presentation to colleagues on campus at a meeting organized by the Provost each year. In certain exceptional circumstances, a faculty member may not be able to meet the September 15 deadline for application due to another organization or body failing to communicate its acceptance decision to the faculty member concerning an internship, course of study or program. In those exceptional cases, and only if the college dean approves of the application, the Institute will make reasonable efforts to accommodate a review of the application, but reserves the right to refuse review and/or modify the procedures set forth above.
# ACTIONS ON SABBATICAL LEAVE APPLICATION

**Department Chair**

- [ ] ENDORSE THE REQUEST  
- [ ] DO NOT ENDORSE THE REQUEST

**Comments**


**How will vacancy be covered?**


**Date**  

SIGNATURE OF DEPT. CHAIR  

SIGNATURE OF COLLEGE DEAN

---

**Institute Review Committee**

- [ ] ENDORSE THE REQUEST  
- [ ] DO NOT ENDORSE THE REQUEST

**Comments**


**Date**  

SIGNATURE OF SABBATICAL LEAVE COMMITTEE CHAIR

---

**Provost**

- [ ] ENDORSE THE REQUEST  
- [ ] DO NOT ENDORSE THE REQUEST

**Comments**


**Date**  

SIGNATURE OF PROVOST

---

**President**

- [ ] APPROVED  
- [ ] NOT APPROVED

**Date**  

SIGNATURE OF PRESIDENT

---
**PURPOSE OF SABBATICAL LEAVE AND STATEMENT OF PLANS**

The applicant should clearly describe the purpose/expected outcomes of the sabbatical leave and the activities to be undertaken during the proposed leave. Written to be understandable to faculty colleagues in other disciplines, it should include a description of the proposed research or creative work and its potential significance or usefulness as a scholarly and/or creative activity or for the development of instructional material or to increase competence in an area appropriate to the applicant's Institute duties. The statement should help the reviewers understand the relation of the proposed activities to the applicant's career in departmental, College, Institute, disciplinary, and other appropriate contexts. The following information must also be included for the Institute Sabbatical Leave Review Committee to make an informed recommendation to the Provost:

1. Information on the institution or place where the work will be undertaken.
2. Timetable for sabbatical leave activities.
3. Description of travel necessary to implement work plan.
4. If appropriate, a copy of the invitation from another university or industry.
5. Is the sabbatical leave contingent upon receipt of supplementary aid (materials, funding, facilities, personnel)? If yes, provide the details including amount, source of funding, status of funding, and, if necessary, an alternative period of leave.

**POLICY AND PROCEDURES FOR SABBATICAL LEAVE**

*Agreement between Wentworth Institute of Technology, Inc. and the Wentworth Faculty Federation, Local 2403, American Federation of Teachers AFL-CIO*

*January 1, 2014 to April 30, 2017.*

**Article VI: Leaves of Absence, Section C: Sabbatical Program**

Any member of the bargaining Faculty unit who has completed six (6) consecutive years of service may apply for a sabbatical (a paid leave of one semester at full salary, or one academic year at one-half salary). Faculty will be eligible to receive a sabbatical after completing seven (7) years of service at Wentworth. Faculty who have previously received a sabbatical will be eligible to receive another sabbatical when they have completed another six (6) years of service at Wentworth. Fringe benefits shall be continued with normal contributions. The Institute will sponsor up to seven (7) qualified applications each year, as determined by the Provost. The awards will first be made so that each college has one award. After one award has been made in each college, the remaining awards will be made based on merit. Every effort will be made to ensure an equitable distribution of awards among departments and colleges. Any qualified application which was not selected may be resubmitted for consideration the next year. The process for submitting an application will be as follows:

- A sabbatical may be applied for to assist faculty in developing a teaching or technical area, for researching and writing a book in the member's area of expertise or some other form of scholarship/creative activity, to seek an unpaid internship in a professional or educational area related to the faculty member's own teaching expertise, to assist non-profit organizations to develop appropriate programs of study or teach relevant courses in technical areas or to undertake similar activities related to service learning or equivalent merit.
• A faculty member must have been evaluated at least at the satisfactory level and have no
disciplinary action issued against him/her during the previous year and up through the time
the sabbatical is to take effect.

• The applicant agrees in writing prior to the start of the sabbatical to remain at Wentworth for
at least two (2) years following its completion, or to reimburse Wentworth by payroll
deduction and/or other means for a pro rata portion of the amount of the salary and fringe
benefits paid during the leave. The pro rata proportion is to be determined on the basis of the
number of full semesters worked subsequent to the end of the sabbatical period.

• An application, with a detailed plan of study including goals and expected outcomes as outlined
in the Academic Policy and Procedures Manual must be submitted to the college Dean for
approval no later than September 15 for leave to be taken in the following academic year. A
proposal may be rejected by the Dean based on educational merit, lack of prior skills,
experiences or
preparation to address the proposed study’s goals and benchmarks, impact of absence on the
department or Institute, or inadequate information to articulate and address the six items
required of the candidate in the application process. The Dean must notify the applicant in
writing of
his/her assessment, including recommendations for improvement, if appropriate, no later than
October 1. The faculty member is then allowed until October 15 to resubmit his/her application
to the Dean or defer his/her application.

• The Provost shall appoint a standing committee of two regular faculty from each of the day
program colleges (one will be appointed as co-chair) who have had prior experience based on
receiving a sabbatical (from Wentworth or an external source), term professorship or
appointment to an endowed professorship themselves. The Associate Provost, Assistant Provost
or Provost’s designee (designee to have rank of Professor) will serve as co-chair. The Committee
will review approved applications that have been forwarded to it by the college Deans no later
than November 1. The Committee will then rank order the proposals and make a
recommendation to the Provost no later than the final day of the Fall semester. The Provost will
consult with the Committee prior to the awarding of the sabbatical should his decision be
different from the Committee’s recommendation. The Provost may reject the Committee’s
recommendations and ranking of candidates based on educational merit, the impact of the
absence on the department
or Institute or financial considerations at the Institute. The Provost shall notify each
faculty member of his decision by January 15 (barring any emergencies).

• Upon completion of a sabbatical, the faculty member will be required to submit a written report
of their approved sabbatical activities to the Provost’s office which will be archived in the
Alumni Library and be required to make a formal presentation to colleagues on campus at a
meeting organized by the Provost each year. In certain exceptional circumstances, a faculty
member may not be able to meet the September 15 deadline for application due to another
organization or body failing to communicate its acceptance decision to the faculty member
concerning an internship, course of study or program. In those exceptional cases, and only if the
college dean
approves of the application, the Institute will make reasonable efforts to accommodate a review
of the application, but reserves the right to refuse review and/or modify the procedures set
forth above.
Appendix D: Promotion to Regular Appointment

Promotion to Regular Appointment

Please read the most updated Agreement between Wentworth and the Faculty Federation, Local 2403 before completing this application.

Policy
The Development Period consists of the two academic years following the Probationary Period. “The purpose of the development period is to demonstrate that the faculty member over a substantial time period has the willingness and ability to meet the standards normally expected of experienced faculty. A faculty member must have demonstrated the promise of being able to meet those standards during his probationary period in order to be promoted into the development period” (Article V, Section E, Agreement).

Procedure
Eligibility for Promotion

• Four semesters of full-time employment in the Development Period;
• Consultation with the faculty member’s Development Committee; and,
• Successful completion of all goals as set forth in the “Development Letter”

Timeline

Applications for faculty whose Development Period ends in the Spring Semester should be received by the faculty member’s Academic Department Chair by February 15th. The Department Chair will convene a meeting of the Development Committee to consider the application.

Applications for faculty whose Development Period ends in the fall semester should be received by the faculty member’s Academic Department Chair by October 15th. The Department Chair will convene a meeting of the Development Committee to consider the application.

Prior to the end of the last semester of the Development Period, the Development Committee will vote on the application of the faculty to be offered a regular appointment. The Committee forwards its vote with a statement of reasons to the Provost. The Provost recommends to the President whose decision is final, subject only to arbitration as set forth in the Article IX of the Agreement.

Application
The Outline of the application is attached. Your application should provide commentary and supporting documentation to allow your Development Committee to make an evaluation as to whether you have fulfilled the goals set forth in your “Development Letter”.
Wentworth Institute of Technology
Application for Promotion to Regular Appointment

Name: __________________________ Rank: __________________________

Department: _____________________ College: _____________________

Date Submitted: ________________________________

Start Date of Full-time Employment: ______________

Date of Promotion to Development: ______________

Curriculum Vitae: Attach a current VC including at minimum: Education, Academic Experience, Professional Experience, Professional Organizations, Civic and Social Organizations, and Areas of Expertise/Interest.

Statement of Progress toward Development Goals: Provide commentary and, if appropriate, supporting documentation for the Committee to evaluate your successful completion of the goals set forth in your “Development Letter”.

Faculty Evaluations: Attach your last two Faculty Evaluations, including Faculty and Department Chair Sections.
Appendix E: Presidential EPIC Mini-Grants Program Application Form

WENTWORTH
INSTITUTE OF TECHNOLOGY

PRESIDENTIAL EPIC MINI-GRANTS PROGRAM APPLICATION FORM

Principal Investigator ___________________________  Date ___________________________
Department ___________________________  College ___________________________
Principal Investigator ___________________________  Date ___________________________
Department ___________________________  College ___________________________
Project Title ___________________________  Requested Amount ___________________
Proposed Project Dates ___________________________  Outside Collaborator: ___________________________
(Start - End)

Required Attachments: Please attach the following documentation.

Project Abstract: Provide a brief summary (one page or less) of your proposed EPIC project.
Project Plan: Please describe the activities of the proposed project; how they advance Wentworth’s mission or strategic priorities; how they incorporate EPIC learning practices; how they contribute to your field of study; and how they focus on a community or societal need. Please include a timeline/schedule with milestones toward the final goal(s) of the project. (Maximum of three pages)

Project Budget Form: Includes Expenses and Revenue.

If there are risks, liabilities, safety concerns, IRB approval requirements, additional space/facilities requirements, intellectual property concerns, or other special needs, please explain them in the Project Plan.*

Please obtain approval from your Department Chair prior to submitting your application for consideration by the Selection Committee. If the application is being submitted by an interdisciplinary team, please obtain approval from all appropriate department chairs (please add additional signature lines as necessary).

Dept. Chair Approval: ___________________________  (Name and Signature)
Dept. Chair Approval: ___________________________  (Name and Signature)

*Committee approval contingent upon resolution of any of these issues.

Opt Out Option: Wentworth will share all funded applications and final reports within the Wentworth community. Please indicate if you do not want the application shared with the Wentworth community: _____ This will not impact the Committee’s decision.

Selection Committee:
All required documentation and approvals have been obtained and filed as part of the official application: Yes ___ No ___

The Selection Committee votes to fund this application: Yes ___ No ___

Comments:

Amount to be awarded: ___________________________  Date: ___________________________
Appendix F: Faculty Academic Travel Fund Policy and Procedures

Faculty Academic Travel Fund Policy and Procedures
Academic Year 2017/2018

Faculty Travel Fund
The Office of the Provost has allocated $100,000 for faculty travel and related expenses during the Academic Year 2017/2018.

Purpose of the Fund
The purpose of the fund is to encourage scholarship among the Wentworth Faculty by supporting their efforts to present their research, scholarly papers and presentations to a wider audience of peers and colleagues. Funds are available from July 1, until June 30 each year. Funding will be on a first-come, first served basis.

Eligibility
All full-time faculty members may be supported with these funds. Faculty who hold appointment to Chairs with funding sources are not eligible for travel funding through this account.

Application Deadline and Application Form
Applications are reviewed on a rolling basis until all of the funds are disbursed. The Academic Travel Fund Application Form is provided at the end of this document. For first time travel under Faculty Academic Travel Fund you will be asked to complete an emergency contact form.

General Guidelines
- In general, only one trip per faculty member per semester will be considered, but additional funding may be available based on available funds and the timing of the request. Funding will be capped at $2,500 (maximum) per faculty member with restrictions at the discretion of the Provost.

- Submit the following application to the Office of the Provost at least one month prior to proposed travel along with proof of acceptance to a conference.

- Travel for the following activities will be considered:
  - delivery of a discipline-based paper (or presentation) at a national, regional or local conference chair of a session at a national, regional, or local conference. Documentation to this effect must be submitted and approved by the Department Chair and the Office of the Provost.

- Please inform the Provost’s office if you do not travel so the funds may be allocated to another faculty member.

- International travel opportunities will require the approval of both the department chair and dean. For collaborative research, involving multiple faculty members, only one presenting faculty member may be supported by international travel funding. Finally, WIT follows the U.S. State Department Travel Warnings list (http://travel.state.gov/) with respect to Institute travel, and no travel is allowed to countries where a travel warning is in place.

- As a responsibility of travel you may be asked to present to the Wentworth Community at an appropriate venue. Digital copies of your paper or presentation should be given to the Office of the Provost and your Department Chair upon your return for reimbursement.
Reimbursement Guidelines

- All reimbursement will be processed upon return to Wentworth. Travel Expense Reports (available at www.wit.edu/academics/forms/) must be submitted to the Office of the Provost within ten (10) business days of the traveler's return. Reimbursement for a trip can take up to a month to be fully processed.

- All travel expense forms should be filled out accordingly:
  - All meal receipts must be itemized and alcohol will be deducted.
  - If requesting mileage, a map must be attached. If traveler is requesting both mileage and fuel, Accounts Payable is only authorized to pay the greater amount, and not both.
  - Leave the FOAP blank- to be filled out by the Provost’s Office.
  - If traveling abroad, traveler’s must convert their receipts to USD.
  - Purpose of trip must be entered at the top of the form.

Signature:  _________________________________________  Date_________________
Academic Travel Fund Application Form

Send this application, along with the policy and procedures form, to the Office of the Provost with any accompanying material that will assist in its evaluation at least one month prior to proposed travel. Please do not consider your request approved until you receive notification from the Office of the Provost.

NAME: ________________________________________________

DEPARTMENT: __________________________ FACULTY RANK: ________________________

EMAIL: __________________________ TELEPHONE EXTENSION: ________

PURPOSE OF TRAVEL:

☐ Presenting a paper/presentation
☐ Attending for professional development
☐ Other

SPONSORING ORGANIZATION: [please provide complete name of organization and conference]

________________________________________________

DESTINATION: __________________________________________

DATES AWAY FROM CAMPUS:
FROM: ______________________ TO: ______________

TITLE OF PAPER OR PRESENTATION: (if applicable)
____________________________________________________________________________________________________________________________

ESTIMATED COSTS ASSOCIATED WITH TRAVEL:

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<th>Description</th>
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<tr>
<td>Airfare or mileage</td>
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<td>Taxi, Parking or Tolls</td>
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<td>Meals</td>
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<td>Conference Fees</td>
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<td>Other</td>
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FACULTY SIGNATURE: __________________________ DATE: __________

DEPARTMENT CHAIR SIGNATURE: __________________________ DATE: __________

DEAN SIGNATURE: __________________________ DATE: __________
(Required for Int’l travel only)

PRESIDENT / PROVOST SIGNATURE: ________________ DATE: __________
Appendix G: IP Policy

Intellectual Property Rights and Obligations

Rules and Regulations:

Sec. 1  **Intellectual Property Owned by the Creator.** Intellectual property developed or created by a Wentworth Institute of Technology employee outside the course and scope of employment of the individual which is developed or created on his/her own time and without the support of Wentworth Institute of Technology or use of their facilities or resources, is the exclusive property of the creator.

Sec. 2  **Intellectual Property Owned by Wentworth Institute of Technology.** Intellectual property either developed within the course and scope of employment of the individual or resulting from activities performed on Wentworth Institute of Technology’s time or from using facilities or resources will be owned by Wentworth Institute. To effectively implement this rule and provide certainty to individuals subject to this policy, Wentworth Institute of Technology promulgates institutional rules, regulations, or policies defining the course and scope of employment for persons or classes of persons and specifying that authorized (pursuant to existing rules and procedures) outside employment is or is not within an employee’s course and scope of employment.

2.1  **Determination of Wentworth Institute of Technology’s Interest.** Before intellectual property subject to ownership by the Board of Trustees is disclosed to any party outside of Wentworth Institute of Technology, to the public generally, or for commercial purposes, and before publishing same, the creator shall submit a reasonably complete and detailed disclosure of such intellectual property to the president for determination of Wentworth’s interest. The Institute will regularly and promptly communicate with the creator during this decision-making process.

2.2  **Election Not to Assert Ownership Interest.** If the Institute’s President elects not to assert Wentworth Institute of Technology’s interest, the primary creator shall be notified in writing within 20 business days after a decision is made not to assert ownership rights that the Institute will offer the released intellectual property to the creator, except where prohibited by law or contractual obligations or requirements. Thereafter, he or she will be free to obtain and exploit a patent or other intellectual property protection in his or her own right and Wentworth Institute of Technology shall not have any further rights, obligations, or duties with respect thereto except that, in appropriate circumstances, the Institute’s president may elect to impose certain limitations or obligations, including, but not limited to, a nonexclusive license for the creator, and Wentworth Institute of Technology to use the released invention for patient care, teaching, scholarly and other academically related purposes, and nonprofit research.
2.3 Later Release of Invention. Except where prohibited by law or contractual obligations or requirements, the Institute’s president may elect to release an invention to its creator at any time after asserting Wentworth Institute of Technology’s interest, with notice; however, such a release must include provisions for the recovery of patent and licensing expenses, if any, as well as the retention of income rights, and may include certain limitations or obligations, including those set forth in Section 2.2 above.

2.4 Protection and Commercialization of Intellectual Property. With respect to intellectual property in which Wentworth Institute of Technology asserts an interest, the Institute’s president, or his/her designee, shall decide how, when, and where the intellectual property is to be protected and commercialized. Outside counsel services may be contracted with the prior consent of the Provost’s Office.

2.5 Reimbursement of Licensing Costs and Allocation of Income. In those instances where Wentworth Institute of Technology or any of the Institute’s licenses rights in intellectual property to third parties, and other than with regard to elections under Section 2.2 above, the costs of licensing, including, but not limited to, the costs to operate and support a technology transfer office and the costs of obtaining a patent or other protection for the property on behalf of the Board of Trustees must first be recaptured from any royalties or other license payments received by Wentworth Institute of Technology. The remainder of any such income (including but not limited to license fees, prepaid royalties, minimum royalties, running royalties, milestone payments, and sublicense payments) shall be divided as follows:

50% to creator(s)
50% to Wentworth Institute of Technology.

With the prior approval of the Board and after review by the Provost and President, the Institute may adjust the allocation of royalties set forth herein for a creator.

Sec. 3 Intellectual Property Involving Sponsored Research. Intellectual property resulting from research supported by a grant or contract with the federal government, or an agency thereof, with a nonprofit or for-profit nongovernmental entity, or by a private gift or grant to Wentworth Institute of Technology shall be subject to ownership by the Board of Trustees.

3.1 Nonconformance with Intellectual Property Guidelines. Administrative approval of such grants and contracts containing provisions inconsistent with this policy or other policies and guidelines adopted by the Board imply a decision that the value to Wentworth Institute of Technology of receiving the grant or performing the contract outweighs the impact of any nonconforming provisions on the intellectual property policies and guidelines of Wentworth Institute of Technology (Reference Rules and Regulations).
3.2 Conflicting Provisions. The intellectual property policies and guidelines of Wentworth Institute of Technology are subject to, and thus amended and superseded by, the specific terms pertaining to intellectual property rights included in federal grants and contracts, or grants and contracts with nonprofit and for-profit nongovernmental entities or private donors, to the extent of any conflict.

3.3 Cooperation with Necessary Assignments. Those persons subject to this policy whose intellectual property creations result from a grant or contract with the federal government, or any agency thereof, with a nonprofit or for-profit nongovernmental entity, or by private gift to Wentworth Institute of Technology shall make such assignment of such creations and will execute and deliver such documents and instruments as is reasonably necessary in each case in order that Wentworth Institute of Technology may discharge its obligation, expressed or implied, under the particular agreement.

3.4 Sharing of Royalty Income. In the event that two or more persons who are entitled to share royalty income pursuant to Section 2.5 of this Rule (or equity pursuant to Rules and Regulations, concerning equity interests) cannot agree in writing on an appropriate sharing arrangement, that portion of the royalty income to which the creators are entitled will be distributed to them as the Institute’s president or the Provost may deem appropriate under the circumstances and such decision shall be binding on the creators.

3.5 Geographical Scope of Protection. A decision by Wentworth Institute of Technology to seek patent or other available protection for intellectual property covered by Section 2 of this Rule shall not obligate Wentworth Institute of Technology to pursue such protection in all national jurisdictions. Wentworth Institute of Technology’s decision relating to the geographical scope and duration of such protection shall be final.

3.6 Institute inventors involved in consulting work, a business, or other outside activity are responsible for insuring that any agreement which they have or may enter into does not conflict with the Institute’s Intellectual Property Policy. WIT acknowledges that a faculty member may use general technical knowledge and expertise while undertaking consulting activities and in the course of their consulting work, develop intellectual property on behalf of the company with which the Institute has no claim. However, a faculty member may not take intellectual property that has been developed as a consequence (in part or whole) of their WIT employment and, through outside consulting, complete its development and establish intellectual property rights excluding the Institute.
Equity Interests

Rules and Regulations:

Sec. 1  **Agreements with Business Entities.** In agreements with business entities relating to rights in intellectual property owned by the Board of Trustees, Wentworth Institute of Technology may receive equity interests as partial or total compensation for the rights conveyed. In any such instance, the Institute may elect, at its option, to share an equity interest, dividend income, or the proceeds of the sale of an equity interest with the creator(s) in the same manner as royalties are shared pursuant to *Rules and Regulations*. Wentworth Institute of Technology may also receive equity interests in a business entity as consideration for the Institute's role as a founder or cofounder of the business entity, and shall not be obligated to share such equity interests with the creator(s).

Sec. 2  **Creator Holding Equity and Managing Conflict of Interest.** Employees of Wentworth Institute of Technology who conceive, create, discover, invent, or develop intellectual property may hold an equity interest in a business entity that has an agreement with Wentworth Institute of Technology relating to the research, development, licensing, or exploitation of that intellectual property only so long as the Institute is in full compliance with the requirements to have, implement, and enforce for that employee an effective conflict of interest management plan approved by the Institute’s president as set forth in Wentworth Institute of Technology's *Procedure for Obtaining Approval of Plan to Manage Conflicts of Interest*. (In any case where actual conflict of interest is found, the employee may be required to divest the equity interest or terminate affected research.

Sec. 3  **Employee Equity Interests.** Wentworth Institute of Technology may, but shall not be obligated to, negotiate an equity interest on behalf of any employee as a part of an agreement between Wentworth Institute of Technology and a business entity relating to intellectual property conceived, created, discovered, invented, or developed by the employee and owned by the Board of Trustees.

Business Participation and Reporting

Rules and Regulations:

Sec. 1  **Approval to Serve as Officer or Director.** Any employee of Wentworth Institute of Technology who conceives, creates, discovers, invents, or develops intellectual property may serve, in his/her individual capacity, as a member of the board of directors or other governing board or as an officer or an employee (other than as a consultant) of a business entity that has an agreement with Wentworth Institute of Technology relating to the research, development, licensing, or exploitation of that intellectual property only so long as the Institute is in full compliance with the requirements to have, implement, and enforce for that employee an effective conflict of interest management plan approved by the Institute's president as set forth in Wentworth Institute of Technology.
Technology’s *Procedure for Obtaining Approval of Plan to Manage Conflicts of Interest*. In any case where actual conflict of interest is found, the employee may be required to terminate the business relationship or the relevant research.

Sec. 2  **Request for Employee to Serve as Officer or Director.** When requested by the Board of Trustees, an employee may serve on behalf of the Board of Trustees as a member of the board of directors or other governing board of a business entity that has an agreement with Wentworth Institute of Technology relating to the research, development, licensing, or exploitation of intellectual property, but may not accept any consideration offered for service on such board.

Sec. 3  **Report of Equity Interest and Service as Officer or Director.** Any employee covered by *Rules and Regulations*, Section 2 concerning conflict of interest and Sections 1 or 2 above must report in writing to the president of the Institute the name of any business entity in which the person has an interest or for which the person serves as a director, officer, or employee and shall be responsible for submitting

a revised written report upon any change in the interest or position held by such person in such business entity.

**Execution of Legal Documents Related to Intellectual Property**

*Rules and Regulations:*

Sec. 1  **Execution of Agreements.** Agreements that grant an interest in Board intellectual property, including but not limited to option and license agreements and contracts with corporate sponsors, may be executed and delivered after any required review by Wentworth Institute of Technology’s legal counsel.

Sec. 2  **Agreements That Do Not Conform to the Rules.** Any agreement that deviates substantially from the basic intellectual property policy of Wentworth Institute of Technology as set out in the *Rules and Regulations* may be executed and delivered as set forth in Section 1 above if, in the judgment of the Institute’s president, the benefits from the level of funding for proposed research and/or other consideration from a sponsor, licensee, or other party outweigh any potential disadvantage that may result from the policy deviation.

Sec. 3  **Authority to Execute Documents.** The Provost may execute, on behalf of the Board of Trustees, legal documents relating to the Board's rights in intellectual property, including, but not limited to, applications, declarations, affidavits, powers of attorney, disclaimers, and other such documents relating to patents and copyrights; applications, declarations, affidavits, affidavits of use, powers of attorney, and other such documents relating to trademarks; and corporate documents related to the formation of new companies. In addition, the Institute’s president may execute, on behalf of the Board, (a) institutional applications for registration or recordation of transfers of ownership and other such documents relating to
copyrights and (b) corporate documents related to the formation of new companies if first reviewed and approved by Wentworth Institute of Technology’s legal counsel.

Income from Intellectual Property

Rules and Regulations:

Sec. 1 **Use of Income.** The portion of the net income Wentworth Institute of Technology retains from royalties and any other intellectual property-related income shall be used by the Institute where the income-producing creation originated.

Sec. 2 **Income Payable to an Individual Subject to this Policy.** With the prior written approval of the Institute’s president, payments payable to an individual, pursuant to *Rules and Regulations*, concerning reimbursement of costs and allocation of income, may be assigned to the Institute by the individual and designated for use in research to be conducted by that individual.

Execution of Legal Documents Related to Intellectual Property

Rules and Regulations:

Sec. 1 **Execution of Agreements.** Agreements that grant an interest in Board intellectual property, including but not limited to option and license agreements and contracts with corporate sponsors, may be executed and delivered after any required review by Wentworth Institute of Technology’s legal counsel.

Sec. 2 **Agreements That Do Not Conform to the Rules.** Any agreement that deviates substantially from the basic intellectual property policy of Wentworth Institute of Technology as set out in the *Rules and Regulations* may be executed and delivered as set forth in Section 1 above if, in the judgment of the Institute’s president and after any required review by Wentworth Institute of Technology’s legal counsel, the benefits from the level of funding for proposed research and/or other consideration from a sponsor, licensee, or other party outweigh any potential disadvantage that may result from the policy deviation.

Sec. 3 **Authority to Execute Documents.** The Provost may execute, on behalf of the Board of Regents, legal documents relating to the Board’s rights in intellectual property, including, but not limited to, applications, declarations, affidavits, powers of attorney, disclaimers, and other such documents relating to patents and copyrights; applications, declarations, affidavits, affidavits of use, powers of attorney, and other such documents relating to trademarks; and corporate documents related to the formation of new companies. In addition, the Institute’s president may execute, on behalf of the Board, (a) institutional applications for registration or recordation of transfers of ownership and other
such documents relating to copyrights and (b) corporate documents related to the formation of new companies if first reviewed and approved by Wentworth Institute of Technology.

**Procedures and Responsibilities:**

WIT employees and Creators will actively participate in the protection of Sponsor-Supported and Institute-Owned Intellectual Property. Until notification has been provided to the Provost’s Office and permission has been granted, WIT employees and Creators will avoid any publication of Intellectual Property that may constitute Sponsor-Supported or Institute-Owned Intellectual Property. WIT has the discretion to decline the patenting of any technologies that have been publicly disclosed in seminars, published papers, theses, dissertations or elsewhere prior to any patent office filing.

**Responsible Party:** WIT employees and Creator

When Institute-Owned Intellectual Property or Sponsor-Supported Intellectual Property is created, the Creator must complete and submit an [Intellectual Property Disclosure](#) form to the Provost’s Office. A Creator is not required to disclose Intellectual Property that clearly constitutes Creator-Owned Intellectual Property, but must make a disclosure if there is any question about ownership.

**Responsible Party:** Creator

The Intellectual Property Committee (see page 13 for composition of IP Committee) will review disclosures and make recommendations to the Intellectual Property Officer regarding suitability of IP for patent, copyright or trademark protection. The Committee can also recommend placing the IP on hold, sending it back to the Creator for revision or releasing it to the Creator.

**Responsible Party:** The Intellectual Property Committee

The Intellectual Property Officer makes the determination as to whether patent, copyright or trademark protection should be pursued for Intellectual Property. The IP Officer would also make decisions regarding marketing, licensing or commercialization of Intellectual Property. In this case, Intellectual Property may be released to the Creator, but WIT retains perpetual, nonexclusive, royalty free license to use the intellectual property and any corresponding patents for research and educational purposes.

**Responsible Party:** The Intellectual Property Officer

As requested by the Intellectual Property Committee, the Creator will make adjustments to the submitted disclosure as necessary; provide information to determine the potential marketability of Intellectual Property and viability for patent, copyright or trademark protection; and complete paperwork as necessary to pursue patents or clarify ownership of Intellectual Property. The Creator must assign WIT any interest in a patent equivalent to the property interest that the Intellectual Property Committee or Officers determines to belong to WIT.
Responsible Party: Creator

The Intellectual Property Committee reviews ongoing and pending patents and makes recommendations regarding continuation of patent protection, marketing, licensing or other commercialization efforts for Institute-Owned Intellectual Property.

Responsible Party: The Intellectual Property Committee

Revenues earned on patents, trademarks and copyrights related to Institute-Owned Intellectual Property will be distributed by the Provost's Office after all expenses associated with the particular Institute-Owned Intellectual Property has been recovered by WIT and payments have been made to any third parties as required. Net revenues received by WIT will be distributed as follows:

50% as direct payment to the Creator(s)

50% for support of research and economic development at WIT

As the request, in writing by the Creator, the Provost’s Office will consider an appeal of a determination made under this policy. The Provost will resolve any dispute regarding protection and commercialization of Institute-Owned Intellectual Property. In the event that the Creator does not agree with the decision of the Provost, the Creator will have the right to request in writing that the issue by reviewed by the President. The decision of the President will be final.

Responsible Party: Provost and President

Definitions:

Creator: Any member of the WIT faculty or staff, and any other persons employed by WIT, whether on a full-time or a part-time basis; visiting faculty and researchers; and any other persons, including students, who create or discover Intellectual Property while employed by WIT or while using WIT facilities, resources or equipment. Intellectual Property can be created by one or more individuals, each of whom, to be considered a Creator, must have conceived of an essential element or provided creative input into the conception of the Intellectual Property.

Creator-Owned Intellectual Property: Intellectual Property owned by the Creator. Creator-Owned Intellectual Property includes Intellectual Property unrelated to a Creator’s employment responsibilities or field of study at WIT and that is developed on his or her own time without significant use of WIT facilities, resources or equipment. Intellectual Property created with the use of an office, library, or desktop computer are examples of facilities and equipment that are not considered significant. Unless created as a Work Made for Hire, as Sponsor-Supported Intellectual Property, or as assigned in the course and scope of employment, pedagogical, scholarly or
artistic works by WIT faculty, staff or students are also included as Creator-Owned Intellectual Property (examples are most textbooks, course materials and refereed materials). Creator-Owned Intellectual Property also includes works of students created in the course of their education, such as theses, dissertations, papers and journal articles unless otherwise designated in another WIT Policy.

**Intellectual Property**: Any new and useful process, scientific or technological development, technology, machine, composition of matter, life form, article of manufacture, software, tangible property, research data, or any work that is subject to protection by patents, copyrights, trademarks, or trade secrets. It includes such things as new or improved devices, circuits, chemical compounds, drugs, genetically engineered biological organisms, data sets, software, musical processes, or unique and innovative uses of existing inventions. Intellectual Property may or may not be patentable, copyrightable or subject to a trademark.

**Intellectual Property Committee (IPC)**: A WIT committee chaired by the Intellectual Property Officer and with seven other permanent members drawn from the WIT staff and faculty, who may have experience in the topical areas of the patent disclosures. No fewer than four of the members will be members of the faculty. The Provost will appoint the members of the IPC. Members of the IPC will serve initial terms of one to three years (as designated by the Provost); upon expiration of each initial term, successor members will be appointed for a term of three years, with a maximum of two consecutive terms. All permanent members of the IPC will have full voting rights on a disclosure or application submitted to the IPC. Meetings of the IPC shall require a quorum of at least five members.

**Intellectual Property Officer**: The individual appointed by the Provost with the responsibility of overseeing and administering the WIT Intellectual Property program in accordance with this policy and for administering patents, copyrights and trademarks related to Institute-Owned Intellectual Property and Sponsor-Supported Intellectual Property.

**Patent**: A U.S. patent is a grant which gives the owner of an invention that is covered by the patent the right to exclude all others from making, using, or selling the invention in the United States. In the United States, a patent provides that exclusive right for up to twenty years. To qualify for U.S. patent protection as an invention, Intellectual Property must be deemed new, useful, and nonobvious to one skilled in the art, and must not have been in public use or on sale in the United States or described in a printed Publication anywhere in the world for more than one year prior to the filing date of the U.S. patent application.

Patent rights in many foreign countries can be lost if there has been any disclosure of the invention, verbal or written, anywhere in the world prior to filing the foreign patent application. However, if the U.S. patent application has been filed prior to any disclosure, some foreign countries allow patent applications to be filed within one year of the U.S. filing date even if there has been an intervening Publication.

**Patentable Intellectual Property**: Intellectual Property for which a patent may be obtained.

**Publication**: A public disclosure of Intellectual Property, which may be verbal or printed. Printed publications include abstracts and, in certain circumstances, grant proposals, either funded or unfunded. A public disclosure is a non-privileged communication to someone other than those with a professional need to know within WIT. The
issuance of a publication may jeopardize the ability to secure a patent in the U.S. or in foreign countries. Questions surrounding the implications of Publication can be addressed by the Provost’s Office.

**Sponsor-Supported Intellectual Property:** Intellectual Property created under a grant or sponsored research agreement with an external agency or entity. Ownership of Sponsor-Supported Intellectual Property is determined in accordance with the terms of the grant or sponsored research agreement. In the absence of contract terms that specifically designate ownership, Sponsor-Supported Intellectual Property is owned by WIT.

**Institute-Owned Intellectual Property:** Intellectual Property owned by WIT. Institute-Owned Intellectual Property includes Works Made for Hire that are commissioned by WIT or that a Creator is assigned to create in the course and scope of her/his employment with WIT; Intellectual Property created with significant use of WIT facilities, resources or equipment; Intellectual Property assigned to WIT; and Sponsor-Supported Intellectual Property that is designated as Institute owned in the applicable grant or sponsored research agreement or for which ownership has not been specifically designated. Intellectual Property that would otherwise be designated as Creator-Owned Intellectual Property shall be considered to be Institute-Owned Intellectual Property if the Institute pays for patent, copyright or trademark protection with the consent of the Creator.

**Work Made for Hire:** Work prepared by an employee within the scope of his/her employment; or work specially ordered or commissioned if the parties expressly agree in a written contract that the work shall be considered a Work Made for Hire.
Wentworth Institute of Technology Intellectual Property Disclosure

Wentworth Institute of Technology

Intellectual Property Disclosure

Date: _________________________________________________________________________

Inventor(s): ____________________________________________________________________

College/Department(s): ___________________________________________________________

Contact Information: ____________________________________________________________________

Please provide an overall invention summary in abstract form. Answer the following questions to the best of your knowledge (using additional pages as needed). Remember that the criteria for patentability must be in evidence in the disclosure. The criteria for patentability are: 1) the technology must be novel, 2) the technology must have a potential market, and 3) the technology must be non-obvious to one working in the field.

1. Invention Title (brief but comprehensive, technically accurate descriptive).

2. Describe the technical basis for the invention.

3. Describe how this invention can be translated into a useful product, process or service with commercial potential. Include any known statistics or data on the market potential, competing products, etc. For example:

   What is the real world problem that your invention addresses?

   What does your invention do to solve this problem?

   What products/services currently solve this problem?

   How does your invention solve the problem, compared to the above? (e.g. more efficient, cheaper, cleaner etc.)

   Does the invention possess disadvantages or limitations over currently available products or services, particularly in terms of cost and complexity of manufacture/performance?

   How will the invention be useful to industry?
4. Is there a planned date of disclosure, publication, display or sale?

5. Is there a third party involved in this research, such as through a sponsored research agreement or government contract?

6. Is this research the result of collaboration with investigators from another institution or company? If so, please provide details.

7. When was your solution first conceptually or mentally complete? What is the tangible evidence of such completion?

8. Has this invention been described in a publication or disclosed outside the Institute? If so when was it published or disclosed? Are you planning to publish a paper or provide a future disclosure?

9. What is the source of funds supporting the research that has led to the invention?

10. Do you have contact information for any interested parties or companies?
Appendix H: Center for Wellness and Disability Services -- Documents

COLLEGES OF THE FENWAY
DISABILITY SERVICE PROVIDER
ALTERNATIVE COURSE MATERIAL REQUEST FORM

Student Name: ______________________
Primary Institution: ______________________
Cross-Registered Institution (if applicable): ______________________

THIS FORM AND THE INFORMATION IT CONTAINS MUST BE TREATED CONFIDENTIALLY.

The Colleges of the Fenway provide reasonable accommodations for students with documented disabilities. The following guidelines ensure the integrity of services and compliance with pertinent laws and apply to all course materials obtained in alternative formats through Disability Services.

By signing this agreement Disability Services agrees to the following:
• Disability Services will review submitted documentation and determine eligibility for alternative course materials.
• Disability Services will distribute requested alternative course materials upon availability.
• Disability Services will contact the student when requested materials are complete and available.
• Disability Services will not reproduce material that is commercially available in an alternative format.

By signing this agreement the student, ________________________, agrees to the following:
• I am a registered student in the course(s) for which I am requesting alternative course materials.
• I have requested materials in a reasonable and timely manner and have adhered to institutional deadlines.
• I have provided Disability Services with appropriate documentation of the disability that inhibits my ability to access standard course materials.
• I have provided proof of purchase for all requested course materials.
• I will not copy, share or reproduce alternative course materials in accordance with United States Copyright Laws.
• I understand that any violation of this agreement may be considered a breach of the institution’s Code of Conduct and may result in sanctions.
• I understand that my original material(s) may be altered in the production process (i.e. removal of binding).
• I will return the alternative course materials to Disability Services at the end of the semester and will assume replacement costs if materials are lost, stolen or damaged.

This agreement is made between the student, ________________________, and the institution, ________________________, I certify that I have read, understand and received a copy of the policies and procedures stated above and agree to abide by them.

________________________________________  ______________________
Student’s Signature  Date

________________________________________  ______________________
Institutional Representative’s Signature  Date
This agreement has been read to the student before signing by ____________________.  ____/____/____

Reader’s Signature

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<th>Edition/Volume</th>
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<th>ISBN Number</th>
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The student will be contacted when the requested materials are available.
Please provide the following contact information.
Student ID #: ________________________________
Local phone number: __________________________
Email address: _______________________________
Meal Plan Waiver Request Form

Wentworth ID: ___________________________  Full Name: ___________________________

WIT E-mail: ___________________________  *You will be notified via e-mail when a decision has been made.

Please complete this form and return with the required written documentation.

For students with a medical issue, please set up an appointment with the Center for Wellness and Disability Services to review your medical documentation and determine appropriate accommodations. Appointments can be made by calling 617-989-4390.

For students seeking a waiver for religious reasons, please return the documentation outline below to the Director of Business Services in Williston Hall 301.

Please note that Chartwell’s Dining Services will not make any exceptions to meals or meal plans without proper documentation from Wentworth staff. Students furnishing false information as part of this waiver request are subject to disciplinary action in accordance with the Student Code of Conduct.

Please choose one of the following:

( ) Medical: A detailed diet prescribed by a physician must be attached to this form. A Chartwells dietician will review the diet. If the dietician is unable to accommodate the prescribed diet, a full or partial waiver will be granted.

Date ___________________________  ___________________________  ___________________________

Center for Wellness Signature  ___________________________  Amount of Approved Waiver

Date ___________________________  ___________________________

Chartwells Signature  ___________________________

Date ___________________________

Director of Business Signature

( ) Religious A written statement from a religious leader and detailed information on food/diet restrictions must be attached to this form.

Date ___________________________

Director of Business Signature  Approved/Denied

I have read the conditions of the Meal Plan Waiver Request Form and have attached required documentation. I realize that I must reapply for a meal plan waiver each term.

________________________________________  ___________________________

Student Signature  Date
Separate Testing Room Form

Forms must be turned in to Disability Services two (2) business days prior to the test date.

**Students:** Please fill out the top portion of this form then take it to your professor.

Student’s Name: __________________________________________

Professor’s Name: _________________________________________  Class: __________________________

Please circle which time slot you would like to take the test:

Monday at 8:30 AM  Tuesday at 1:00 PM  Wednesday at 8:30 AM  Thursday at 8:30 AM  Friday at 1:00 PM

Wednesday at 1:00 PM  Thursday at 1:00 PM

**Professors:** Please fill out the bottom portion of this form to help Disability Services proctor the test more efficiently and accurately. If you have questions, please direct them to Disability Services at x4390. Thank you for your cooperation.

How would you like the test to arrive at Disability Services?  
☐ I will drop it off.  
☐ I will email it to counseling@wit.edu  
☐ The student will bring it.  
☐ The test is on Blackboard  
☐ I would like Disability Services to pick it up  
   at: ______________________________________

How long does the rest of the class have for this test? ______________

This test is:  
☐ Open book  
☐ Open note  
☐ None  
☐ Other: ___________________________

Are there any items that the student is NOT allowed to have during this test? (cell phone, book, notes, computer, calculator, etc.)

____________________________________________________________________________________________

Other instructions for this test:

____________________________________________________________________________________________

How would you like to receive the test when it is finished?

☐ I will pick it up.  
☐ Send it through Inter-Office mail.  
☐ The student will bring it to me.  
☐ I would like Disability Services to drop it off  
   at: ________________________________

☐ The test is on Blackboard  
☐ E-mail the completed test to ________________

Professor Signature: __________________________________________  Date: ___/___/____

Return this form to Disability Services (Watson Hall 003)
Center for Wellness and Disability Services Disclosure Form

Complete this form and return to the Center for Wellness at Wentworth (see address below).

Name ___________________________________________ Student I.D. Number ________________

Date of Birth ______________ Email address ___________________ Cell Phone (____) _______ - ________

Address _________________________________________ City __________________ State _____ Zip Code _________

Major ___________________________ Expected Year & Semester of Enrollment __________________________

Select (at least) one of the following:

Learning Disability

___ Math Related  ___ Reading Related  ___ Writing Related

___ Other (please specify) ____________________________________________

Physical Disability

___ Hearing Related  ___ Vision Related  ___ Mobility Related

___ Other (please specify) ____________________________________________

Psychiatric Disability (including ADHD)

___ Please specify ________________________________________________

List any services and/or accommodations you would like to request.

Note: This is NOT a request for services. The answers you provide here are used for informational purposes only.

____________________________________________________________________
____________________________________________________________________
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Additional Information

1. High School attended ___________________________ Year of Graduation ______________

2. Name of previous colleges attended (if any) ___________________________ Years ___________

I grant Wentworth Institute of Technology permission to use educational and medical records provided by me to the Center for Wellness and Disability Services.

______________________________________  ______________________________
Student Signature  Date

Please note that it is your responsibility to obtain and send documentation to:

Wentworth Institute of Technology, Attn: Center for Wellness and Disability Services, 550 Huntington Ave, Boston, MA 02115  Phone: (617) 989-4390  Fax: (617) 989-4571
Wentworth Institute of Technology requires submission of documentation for students requesting accommodations. Students must submit a current diagnosis (within the last three years) by a licensed health professional (psychiatrist, clinical psychologist, neuropsychologist, or diagnosing physician). Please have your licensed health professional fill out the form below and attach any appropriate supplemental documentation.

**DIAGNOSIS**

Primary diagnosis based on DSM-IV-TR criteria.

____________________________________________________________________________________

Date of establishment: __________________________    Date of last evaluation: __________________________

Describe any events which resulted in the diagnosis:

____________________________________________________________________________________

____________________________________________________________________________________

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**HISTORY**

Please discuss the student’s history including the age when first diagnosed, any prior treatment and any relevant school information.

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**ASSESSMENT**

Please describe the student’s present symptoms that meet the criteria for diagnosis. Also include any relevant test scores.

____________________________________________________________________________________

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IMPACT OF DIAGNOSIS AND RECOMMENDATIONS

Describe the severity with which the disability and any related treatment(s) may impact the student’s functioning in a postsecondary environment (academically, socially, and residentially).

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EVALUATOR: ___________________________________________________________

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ADDRESS: ___________________________________________________________

Street Name and Number

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PHONE NUMBER: ___________________________ FAX NUMBER: ___________________________

SIGNATURE: ___________________________ DATE: ___________________________
DEPARTMENTS/STAFF

- Counseling and Disability Services
  - Maura Mulligan, Director
  - Judy Moss, Associate Director
  - Bridget McNamee, Assistant Director
  - Emily Harlan, Coordinator of Clinical Training and Development
  - Sarah Harmon, Counselor
  - David Todtfeld, Counselor
  - 3 Masters Level Counseling Interns

- Wellness Education
  - Amber Connors, Coordinator
  - Joy Lagrutta, Prevention Specialist
CONFIDENTIALITY

All Counseling/Disability Services-related interactions with students in the area are CONFIDENTIAL.

We cannot share information with faculty, staff, families, friends, or anyone else unless:

The student gives us permission

OR we have concern that the student may hurt him/herself or someone else.
WHY DO STUDENTS ACCESS COUNSELING SERVICES?

- Anxiety
- Depression
- Home sickness
- College transition issues
- Roommate challenges
- Failure
- Substance abuse
- Family issues
- Grief/loss
- Relationship challenges
- Coping with a medical issue
- Academic stress
BEHAVIORS

• Isolating
• Not having fun
• Changes in performance
• Poor self-care
• Increased substance use

• Loss of energy
• Changes in attendance
• Decrease in academic eating/sleeping
• Difficulty concentrating
• Physical pain
THE SPECTRUM OF DEPRESSION

1. No Action Required
   - I’m having a bad day
   - I struggle with depression

2. Refer to Center for Wellness/fill out a CARE report
   - I don’t feel like talking to anyone or hanging out with friends
   - I’d never do anything, but I wouldn’t mind if I was dead
   - I haven’t left my apartment in 3 days and I’m not sure of the last time I talked to anyone. I think I ate lunch yesterday but I haven’t eaten anything today.

3. Immediate action Required
   - Everyone hates me and my family wouldn’t care if I was dead. I’m going to kill myself.
• Let them know you are concerned and site specific examples of changes you have noticed: "You've missed four of the last six assignments. And your grade on the first exam was much higher than on the second...”

• Try to identify with the feelings the student may experience during the exchange or might have had during the worrisome events you discuss: “It's probably uncomfortable for you to be talking with me about this...”

• Let students know that your conversation is private, but that if they disclose something that indicates harm to themselves or someone else, you will need to convey this to the Counseling Center or Public Safety.

• Propose a plan of action by referring the student to on or off campus resources. Ask the student to follow up with you to show your continued interest and concern: “I recommend you to talk with someone more knowledgeable about these things than I am. And send me an email after, I'd like to know how you're doing...”
• State what it is you are experiencing (facts) :
  • “You have been coming to my office every day”

• State what you are feeling:
  • “I am feeling a little overwhelmed by what you are telling me”

• State your thoughts:
  • “I think that talking to a trained counselor might be really helpful for you”

• State what you need:
  • “I need to know that you are getting the help you are asking from me because I care what is happening to you”

• State what you want:
  • “Here is the information about the Center for Wellness– they have great counselors there and I would like you to give it a try”
DISABILITY SERVICES AND THE ACCOMMODATION PROCESS

Student Responsibilities
- Disclose a disability, provide documentation, and schedule an intake appointment
- Meet with Disability Services each semester to request accommodations
- E-mail accommodation memos to faculty and discuss logistics

Disability Services Responsibilities
- Meet with the student, review documentation and determine reasonable accommodations
- Issue accommodation memos to students

Faculty Responsibilities
- Implement accommodations indicated on the memo
- Contact Disability Services with any questions or concerns
COMMON DISABILITIES

- Learning Areas of Increase:
  - Medical
  - Psychiatric (including ADHD)
  - Hearing impairments - Disorders
  - Visual impairments

- Anxiety/Depression
  - Major mental illness
  - Autism Spectrum

- Major medical conditions
POSSIBLE ACCOMMODATIONS/SUPPORT SERVICES

- Extended time
- No penalty for spelling and grammar on spontaneous writing assignments
- Written directions for assignments
- Auditory format for test questions
- Use of a 4-function calculator
- Reduced distraction testing environment
- Permission to audio record lectures
- Note-taker
- Textbooks in alternate formats
- Priority registration
- Weekly meetings
- Counseling
- Consultation with faculty and staff
- Alcohol and Drug Education
- Prevention Education
- Educational Sanctions
- Smoking cessation
- Nutrition
WELLNESS PROGRAMS AND RESOURCES

- Stress management
- Sexual health
- Sleep
- Print, audio, and online resource materials
- Student Health 101
- SWEET (Student Wellness Education and Empowerment Team)
A research based initiative focused on helping you build resiliency and take control of your happiness

Mindfulness, Kindness/Compassion, Gratitude, Social Connections, Physical Wellness, Goals, Optimism, Coping Skills, Forgiveness, Finding Meaning, Avoiding Social Comparisons

www.witproject40.com

@witproject40 (Twitter and Instagram)