

Southwestern College

New Faculty Handbook 2019-2020



SOUTHWESTERN
COLLEGE
— 1885 —

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Welcome to Southwestern College

Dear New Faculty member,

Former President Orville Strohl once wrote that a big part of the “builder spirit” is that we “see extraordinary possibilities in ordinary people.” He was of course referring to how we approach our students, but also of how we approach one another as the people who sustain the builder spirit over the many generations of students who pass through our great institution. I invite you, in your own way, to be a builder, to reach out to one another and to students, and to live your professional life to the fullest here at Southwestern College.

In these pages you’ll find some of our important policies and procedures that shape the environment for you and your students. Many of these are academic policies and so pertain to your classroom, but you will also find some employment policies and some institutional policies that explain how we approach tornado warnings, disability services, and federal privacy laws. We will go over some of these things at the New Faculty Orientation, but I encourage you to have a look here as an entry into the larger governing document – the policy manual.

I sincerely wish all the best for you this year and hope that you will reach out to me if you have any questions or concerns, or if you just want to talk.

Have a great year.

Ross

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Purpose of the Handbook

The purpose of this handbook is to provide you with information that will assist you in having a successful first year at Southwestern College. Much of the information in this handbook is derived from two important sources: the academic catalog and the college policy manual. This handbook is not intended as a substitution for those publications, but rather as a quick reference for you as you become acquainted with the college and adjust to your new role as a faculty member. The policy manual is available at <https://www.sckans.edu/other/policy-manual/>, and the catalog is available at <https://www.sckans.edu/student-services/registrars-office/course-catalogs/>.

Our Vision

Southwestern College in Winfield, Kansas is a learning community dedicated to

- Intellectual growth and career preparation,
- Individual development and Christian values,
- Lifetime learning and responsible citizenship, and
- Leadership through service in a world without boundaries

The Vision Interpreted

Southwestern College in Winfield, Kansas, is a learning community...

- challenging each person to search for truth through consistent discipline of the mind.
- stimulating habits of careful reading and listening, clear speaking and writing, critical analysis and creative synthesis, individual thought and collaborative action.
- promoting rigorous intellectual competency within the context of vital interpersonal relationships.

Dedicated to intellectual growth and career preparation...

- emphasizing a broadly-based, value-centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
- integrating the core curriculum with career planning and preparation for a lifetime of service.
- building academic excellence and leadership potential.

Dedicated to individual development and Christian values...

- challenging each person to creative self-expression, aesthetic appreciation, freedom of thought, and responsible action.
- inviting students to explore ultimate reality; honoring the spiritual nature of human existence; affirming Christian values as central to an ethical, caring and inclusive community life.
- defining its historic commitment to community, freedom and diversity within a covenant relationship to the Kansas West Conference of the United Methodist Church.

Dedicated to lifetime learning and responsible citizenship...

- promoting responsible citizenship through active learning, professional growth and volunteer service.
- building wholeness, health and athletic abilities for lifetime physical fitness.
- encouraging lifelong intellectual and personal growth.

Dedicated to leadership through service in a world without boundaries...

- fostering opportunities for service in personal, family and professional life.
- recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on earth.
- inviting graduates to accept leadership roles in the emerging global community.

Mission

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Great Plains Conference of the United Methodist Church, the college offers both bachelor's and master's degrees on-ground and online, as well as a doctoral degree in education.

Southwestern College:

- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.
- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.

Accreditation

Southwestern College is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, www.hlcommission.org, (800) 621-7440.

General Education Goals

The general education curriculum at Southwestern College is designed to lead undergraduate students toward outcomes aligned with the mission of the college. The goals of the general education requirements are to provide student with fundamental academic skills, ground students in multiple disciplinary perspectives, and challenge students to integrate and apply their learning to real world concerns.

The outcomes include:

- 1. Written and oral communication.** Communicating effectively using reading, writing, listening, behavior, media, quantitative data, and technology.
- 2. Quantitative literacy.** Using mathematical tools to solve problems.
- 3. Individual and social responsibility.** Understanding how to uphold the well-being of one's self and society.
- 4. Emphasis on inquiry, critical and creative thinking.** Formulating questions. Analyzing information and complex issues from multiple disciplinary perspectives to arrive at reasoned decisions. Valuing and producing thought or work that is characterized by its inventiveness, expressiveness, or originality.
- 5. Respect for cultural diversity.** Understanding the complex identities of others, their histories, and their cultures.
- 6. Ethical reasoning.** Conscientiously practicing accepted standards of fairness and integrity.

The disciplinary perspectives include the following:

- a. Natural Science.** Courses within the general education curriculum that expose students to the process, results, and limitations of scientific inquiry, and the relationship between science and society.
- b. Social Science.** Courses within the general education curriculum that provide students with a means to understand ourselves, others, and the forces that shape society.
- c. The Humanities.** Courses within the general education curriculum that help students explore models and methods for addressing dilemmas and acknowledging truth, ambiguity, and paradox while focusing on the study of the stories, the ideas, and the words that help us make sense of our lives and our world.
- d. The Arts.** Courses within the general education curriculum that foster imagination and skill in the creation of aesthetic objects, environments, or experiences that manifest the vision of the artist for the purpose of self-expression or shared experience.
- e. Other Cultures.** Courses within the general education curriculum that provide students with the means and methods to identify and compare different cultural, linguistic, or religious communities of the world.

Faculty Personnel Policies, Duties, Obligations, and Responsibilities

The faculty personnel policies, duties, obligations, and responsibilities are described in detail in the College Policy Manual, Volume 4. Some policies are excerpted below.

Absence Arrangements

For any absence involving omission of a scheduled duty, faculty members are expected to inform their division chair or program director, leaving information as to their whereabouts and the time of return and stating what arrangements have been made for their work while absent. In emergencies where advance notice is not possible, the earliest possible communication to the appropriate division chair is expected. In the event that an absence from a faculty workshop or a major event (e.g., commencement) becomes necessary, faculty members are asked to consult the vice president for academic affairs.

Academic Freedom

Academic communities traditionally have been the guardians of freedom in all its forms. Controversy and dissent have been basic to the expansion of knowledge and spiritual growth. The faculty member shall be free to discuss, debate, or dissent on all subjects, but should not introduce into the classroom controversial matter which has no relationship to the subject matter of the course. The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of free academic inquiry which the entire statement is designed to foster. The statement serves to underscore the need for the faculty member to avoid persistently intruding material that has no relationship to the subject matter of the course. The faculty member shall be entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other duties.

Advising

Faculty can serve as advisors to students. In general, new faculty are not asked to serve as advisors during the first year of employment, but departmental needs may require this. Advisors have an ongoing relationship with advisees, meeting at various times throughout the semester. Together, advisors and advisees are responsible for developing and monitoring the student’s plan of study, ensuring that graduation requirements are met. In addition, the advisor monitors the advisee’s progress in course work, and assists students in developing and implementing plans to address specific needs when necessary.

Assessment of Student Achievement

The College is committed to quality education for students. To satisfy this commitment the faculty is asked to participate in the assessment process. The assessment process seeks out patterns of evidence concerning aggregate student achievement and faculty and departmental effectiveness in providing student educational experiences. Assessment data provides information that is used to make plans for improvement of the educational program being delivered to students. In addition, each semester, the college sets aside one day as “Assessment Day,” during which no classes are scheduled, assessment instruments are administered to students, and departments and programs engage in intentional assessment activities.

Course Syllabus

Each student in a course must be provided with a copy (written or electronic) of the course syllabus at the first class meeting. A copy of the course syllabus must also be filed with the office of the vice president for academic affairs no later than one week after the start date of the course. This syllabus represents a contract between the instructor and the student and should be treated as such.

If revisions of the syllabus become necessary, they must be announced and distributed to all students in the course. A syllabus template is available from the Office of Academic Affairs.

The syllabus must contain at least the following:

- Name(s) of the instructor(s) along with their contact information (email, office location) and office hours.
- Course name and number, credit hours and course prerequisites.
- Course goals or objectives and requirements.
- Class meeting schedule – dates, times, and location(s).
- Required and optional texts and other course materials.
- List of major course events and deadlines (e.g., projected due dates of “TBA” for assignments and exams, including the final exam).
- Methods of evaluation; grading system (weighted items, group work vs individual, etc.) and scale, how grades will be posted (e.g. Blackboard, instructor’s gradebook, course website).
- Attendance policy.
- Policies for missed and/or late work.
- Special policies for the course, if any (e.g. a policy that collaboration is permitted on take home work; a policy that calculators can be used on exams, field work, etc.).
- Information about or links to college information about academic deadlines, religious holidays, consequences for academic dishonesty, and disability services (see recommended statement below).
 - **DISABILITIES:** Southwestern College seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities and services, Federal law requires students with disabilities to notify the university, provide documentation and request reasonable accommodations. Students in this course who have a disability that might prevent them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator as soon as possible to initiate disability verification and discuss accommodations. Steve Kramer’s office is located at the north end of Christy Administration building on the lowest level. He can be reached at (620) 229-6307 or at steve.kramer@sckans.edu. The web page for Disability Services can be found at <http://sckans.edu/student-services/student-life-office/disability-services/>.

Definition of Full-Time Faculty

A full-time faculty member is a contractual employee of the college who is qualified for appointment to one of the academic ranks. This employee ordinarily has full-time teaching duties or has teaching and other duties (e.g. research, academic administration, advising) equivalent to a full-time teaching load and fulfills the duties and responsibilities of a faculty member. Full-time status is normally a prerequisite for eligibility to become a voting member of the faculty and any exception shall be approved by the chair of the faculty and the vice president for academic affairs.

Faculty Development

The members of the faculty are the chief source of academic excellence for the college. Thus it is expected that each faculty member will continue to grow academically and professionally by independent study, by participation in seminars and workshops, and by sustaining active membership in learned societies. While professional development is the responsibility of the faculty member, the college supports the development of the faculty through a limited number of Faculty Development Grants. Please refer to the College Policy Manual and MySC for more information.

Faculty Evaluation

Because faculty excellence is essential to the mission of the college, faculty undergo performance review and evaluation regularly during their tenure at Southwestern College. The evaluation process is designed to be a disciplined information gathering process that, while it has implications for contract renewal, tenure, and promotion, is intended primarily to assist the faculty member in the improvement of instruction and service. Therefore, the faculty member is a partner in the process from its inception.

Faculty evaluation presupposes a good faith effort on the part of the faculty member to participate in an evaluation process that assesses the vitality of faculty members and their continued ability and interest to improve their teaching effectiveness, service to students, scholarship and service to institution, community and discipline.

During the first year of service, full-time faculty members begin the process of building a professional portfolio in collaboration with the vice president for academic affairs and the division chair. The portfolio will address the four areas of faculty responsibility: teaching effectiveness; service to students; scholarship; and service to institution, community and discipline. This portfolio may be used by the faculty member to provide information for evaluation and be used in application for promotion or tenure, in which case it must always include a copy of the most recent evaluation. The portfolio is maintained in the faculty member's office between evaluation years.

The cornerstone of the faculty evaluation system at Southwestern College is improvement. Consequently, the categories for evaluation are designed to reflect both growth and accomplishment as faculty members progress through the various stages of their careers. The four categories for improvement are consistent in all ranks and are: teaching effectiveness; service to students; scholarship; and service to the institution, community and discipline. The weight for each category in an individual faculty member's evaluation will be determined by the division chair and vice president for academic affairs in consultation with the faculty member. Please see the College Policy Manual for more information.

Faculty Governance

The faculty is entrusted with advisory authority in matters related to academic affairs of Southwestern College, as delegated to it by the Board of Trustees. The College Policy Manual details the functions of this role through the faculty constitution. The voting membership consists of those holding full-time rank of professor, associate professor, assistant professor, or instructor. Regular faculty meetings are held a minimum of once each month during the academic year, generally the second Monday of the month at 11 am in Wroten Hall.

Standing Committees of the Faculty

Each faculty member must serve on one of the standing committees of the faculty. First year faculty are appointed to one of the standing committees by the Chair of the Faculty. Standing committees generally meet the third Monday of the month at 11 am. The standing committees are:

- Academic Affairs
- Admission & Retention
- Assessment
- Curriculum
- Faculty Concerns
- Faculty Development
- Faculty Personnel

Faculty Responsibility Statement

The responsibilities of a college faculty member are correlated with the criteria for evaluation and promotion and include:

Teaching Effectiveness

- To assume a course load and class schedule facilitating the implementation of the academic mission of the college.
- To make a contribution, in the context of departmental or divisional programs, to instruction in the general education program.
- To prepare and maintain a current syllabus for each course in keeping with the standards and deadlines of the vice president for academic affairs.
- To be available to students in the faculty member's office, or at some equally accessible spot on a regular basis (normally 8-10 hours per week beyond classroom contacts). Some availability each day is preferable with sufficient time to encourage extended conversation rather than brief responses to questions.
- To improve the quality and effectiveness of teaching in each course and to view each class session as an opportunity to seek excellence in the teaching/learning relationship with students.
- To affirm the need for and actively participate in processes leading to the constant evaluation of teaching excellence and quality in the classroom and to implement steps to assess the achievement of the desired results and outcomes stated in each course syllabus, with special attention given to written and verbal communication skills.
- To value the guidance of the vice president for academic affairs, faculty peers, and students in implementing an effective teaching process.
- To seek educational experiences that promote the life of the college community, enhance personal and intellectual growth, and develop skills for effective teaching.

Service to Students

- To be knowledgeable of the goals and objectives of the curriculum of the college and affirm and interpret the same to all advisees.
- To be able to explain to advisees the registration and enrollment process and to refer advisees to proper persons for specialized information and consultation.
- To know the graduation requirements of the college and refer advisees to the registrar for degree requirement checks as needed.
- To assist advisees in enrolling in courses and to help advisees to explore various fields of knowledge and major/career options.
- To encourage advisees to develop their written and verbal communication and interpersonal skills needed for effectiveness in all careers.
- To monitor advisees' progress at midterm and finals and to make referrals for follow up action as appropriate.
- To be available to advisees through their educational experience.

Scholarship

- To actively study within one's own discipline for the purpose of staying current in that discipline.
- To contribute new ideas and insights to the larger academic community related to specific discipline teaching effectiveness and quality classroom design.
- To function as model learners, imaging the total academic community as a place of growth and renewal.

- To implement the interdisciplinary connections available to create quality courses and classroom design and to affirm the general principles and goals of the general education program in the design of each course.
- To pursue scholarly activities and creative endeavors which contribute to a specific field, the community, the culture, and the learning community of the college.

Service to the Institution, Community, and Discipline

- To participate in divisional programs.
- To support and respect the mission of the college and support the policies set by the Board of Trustees and the administrative leadership.
- To select appropriate ways to support the college and assist in facilitating recruitment, development, student life, and governance.
- To select appropriate ways to connect one's discipline with the community.

Governance Responsibilities

Faculty members are expected to participate in faculty meetings and committee work as an integral part of their workload and commitment to service. Collegial decision-making mandates the fullest possible participation of all faculty members.

Professional Ethics

The faculty members affirm the need to:

- State the truth as they see it.
- Encourage free pursuit of learning in their students.
- Protect academic freedom.
- Respect and defend free inquiry of their associates.
- Accept a share of faculty responsibility for the governance of the institution.
- Maintain professionalism in relationships to students.
- Avoid intimate or confrontational relationships with students that could potentially lead to allegations of harassment and discrimination.
- Maintain cordial relationships with external college constituents, affirming and supporting the core mission of the college.

Service to Student Activities

The educational mission of the college mandates special attention to relationships with students. Faculty members are encouraged to respond appropriately and, whenever possible, favorably to students' requests for assistance as advisors, sponsors and participants in organizations, committees and activities.

Special Events

Faculty members are also asked to participate in the matriculation and honors convocations, baccalaureate, and commencement. Appropriate academic regalia is required at the matriculation and honors convocations, commencement and other selected occasions announced by the vice president for academic affairs. If the faculty member does not own the appropriate regalia, the vice president for academic affair's office will arrange for rental at college expense. Faculty members are urged to support a schedule and structure that respects the right of members of the college community to participate in chapel and religious services and related activities.

Student Recruitment and Retention Responsibilities

It is the responsibility of every faculty member to assist in the recruitment of new students. This means working cooperatively with division and department chairs, program directors and the admissions office as needed in contacting and interacting with prospective students who visit campus.

Faculty members, and especially advisors, are requested within the bounds of confidentiality and serving the best interests of the student to assist in encouraging and monitoring student retention. If a faculty member learns of a grievance that is causing a student to consider transferring to another institution, the faculty member is requested to file a written report with the vice president for academic affairs in a time frame that may permit adjustment of circumstances.

Work Load Policy

The final determination of teaching load is made by the vice president for academic affairs in consultation with division chair or program director. In general, the work load is a minimum of 4/4.

Faculty Resources

Course Development Institute

This institute will guide you through the beginning phases of developing a new course or adding new dimensions to an existing course and allows for immediate feedback from colleagues in other departments and disciplines. This annual event is held at the conclusion of the academic year.

Classroom Observations and Instructional Consultations

Ross Peterson-Veatch, Vice President for Academic Affairs, is available to assist faculty with individual instructional consultations and classroom observations. Although many teaching principles and practices can be conveyed through workshops, readings, and other resources, there is no substitute for an individual discussion with an experienced professor about teaching style and classroom management and goals.

Web Resources

<https://www.facultyfocus.com/> - free newsletter and reports on higher education teaching strategies.
<https://cte.ku.edu/> - the Kansas University Center for Teaching Excellence has a section on teaching resources.

<https://ctl.yale.edu/teaching/ideas-teaching> - the Yale Center for Teaching and Learning has a number of tutorials that provide tips for improving one's teaching.

<https://bokcenter.harvard.edu/technology-and-student-distraction> - article on technology and student distraction. The Bok Center for Teaching and Learning also has other valuable online resources.

Books

McKeachie, Wilbert J. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 14th Edition.

Technology Resources

Blackboard

Blackboard (<https://learn.sckans.edu/>) as a Learning Management System (LMS), is a collaborative platform used to manage and track components of learning and instruction, including the creation and delivery of training material. According to Blackboard, "Blackboard can enhance the one-on-one relationship with students by allowing faculty to provide handouts, course materials, syllabus, study tools (quizzes, sample tests), and discussion threads online" and outside of the physical classroom. Helpful information about using Blackboard is available on the IT web page at <https://www.sckans.edu/student-services/information-technology/>.

Blackboard provides the following tools:

- A repository for learning resources, i.e. video links, articles, assessments, handouts
- Online Assessments, i.e. quizzes, tests, writing products
- Inline Grader for electronically grading written papers
- Collaborative/Engagement Activities, i.e. Discussions, Wiki's, Blogs
- Student Performance Analytics
- Online Grade Center for real time reporting of grades

Paula Phelps (paula.phelps@sckans.edu) is our Blackboard analyst and is available for training and to answer questions. See "Zoom" for information about our videoconferencing platform.

Zoom

Zoom is our videoconferencing platform. In course shells in Blackboard, there will be a Zoom link and a page in your course shell to indicate to students if and when you will host any Zoom sessions as a part of teaching your courses. Within Blackboard you can use Zoom to “have class”. Zoom is able to record any session, so you can use it to host live (“synchronous”) sessions with the whole class or smaller groups, even do some review sessions and then post those recordings to the course. You could even make short videos you can post in Blackboard so students have access to them. The SC Zoom quick guide and a best practices guide are posted on the IT web page at <https://www.sckans.edu/student-services/information-technology/>.

To establish a Zoom account, perform the following steps:

1. Open a web browser and navigate to sckans.zoom.us
2. Click “Sign In.” You will then be redirected to Microsoft’s page to login (if your browser isn’t already signed in to your Office365 account).
3. Enter your full SC email address and password.
4. Once successfully logged in, you will be redirected back to your profile on Zoom’s website. The account type (basic for students, pro for faculty/staff) can be confirmed on this page.

Training for Zoom:

- [Weekly Zoom Training Webinars](#)
- [Zoom Video Tutorials](#)
- [Zoom Technical Webinars](#)

College Resources and Information

Accident Reporting

All accidents to employees, students, and visitors on the campus should be reported in writing immediately to the business office to Kristin Humphreys at ext. 6205 or Kristin.Humphreys@sckans.edu.

Class List/Roster

The class list or roster is available through Self-Service. Please see PowerCampus Self-Service for more information.

Class Meeting Times

In a semester, a three-credit hour course meeting three times each week meets for 50 minutes each session. Courses meeting twice a week meet for 75 minutes. Courses should adhere to the class meeting times as published in the course schedule. Faculty members are expected to conduct classes for the full allotted time each session.

Course Evaluations

Southwestern College utilizes the Campus Labs IDEA course evaluation system to collect student feedback on their courses. The evaluation tool is online, and generally opens about three weeks before the end of the course and closes on the last day of the course before finals. You will be notified of the evaluation schedule and may be asked to fill out an Objectives Selection Form for each of your courses. You are asked to encourage students to complete the evaluation for your course, and it is recommended that you set aside class time for students to complete the evaluation. All submissions are anonymous. Course reports for each faculty member are generated after grades have been submitted.

Course Schedule

The course schedule for the upcoming academic year is developed in collaboration with the Vice President for Academic Affairs' office and the academic divisions.

Harold and Mary Ellen Deets Library

The Deets Library is composed of both a physical facility and a virtual library. The virtual library contains over 478,000 e-books and more than 70 online databases. The virtual library is linked to the library webpages and is accessible to all members of the Southwestern College community. Off campus access to the virtual library requires log-in with a Southwestern College ID number, but on-campus access is automatic. The physical library is located on the main campus in Winfield and contains over 50,000 academic volumes, leisure reading magazines, both scholarly and popular fiction books, and a media collection of DVDs and CDs. A lively inter-institutional library exchange with over 3,200 universities, colleges, and research libraries throughout the US provides access to millions of additional books, media, and journals. All items, both electronic and physical, are listed in the "WorldCat" database, our local online card catalog (OPAC), and Kansas Libraries card catalog.

Disability Services

Reasonable and appropriate accommodations and services are provided on an individual basis for students with documented disabilities. Federal law requires students with disabilities to be allowed to use reasonable methods to meet educational requirements. Students must self-disclose the need for accommodations and provide the appropriate documentation. Contact the Disability Services Coordinator, Steve Kramer, at steve.kramer@sckans.edu for assistance.

Early Alert System

SC employs an Early Alert system through which faculty may notify students if their academic progress, attendance, and/or class participation is not optimal. Faculty members are encouraged to submit an Early Alert message at any time for any student who is repeatedly absent or otherwise at risk of failing the course, and two regularly scheduled campus-wide reports are conducted at the end of the 4th and 12th weeks of the semester.

Information generated from these Alerts is directly conveyed to the student, the student's coach (if an athlete), the student's faculty advisor, the dean of students and the campus housing director. If the Alert is for an international student, the report is also sent to the SC coordinator of international student services.

Campus members who are recipients of these notifications reach out to students who are experiencing academic difficulties and work with them directly or refer them to appropriate campus resources. In many cases triage takes place between faculty, staff and coaches.

The Early Alert System is available to faculty members through Self-Service.

Email

Faculty members are required to use their SC email account for all official email communications with students, faculty, staff, and administrators. This email account is also the primary official channel through which the college will communicate with you.

Faculty Assistants

Faculty assistants are assigned to the academic divisions to provide support to the faculty. Duties may include ordering materials and supplies for the division, coordinating textbook adoption, managing mail and package delivery, and coordinating special events. Your faculty assistant will be an invaluable resource to you and your students.

Food

Fresh Ideas manages the food service on campus – the dining hall, Java Jinx, and Stir & Bustle. The dining hall and Java Jinx are located in the Smith Student Center and Stir & Bustle is located in Deets Library. For more information about hours and menu, view the Fresh ideas web site at <http://www.freshideasfood.com/scdining/#locations>. College Hill Coffee is located just off campus at 403 Soward.

Grade Reporting

Final grades are reported online through Self-Service. See calendar for specific due dates. Faculty members must submit final grades on time. Failure to do so may result in delays in measuring academic standing for students and hindering the determination of graduation honors at Commencement time. If a faculty member is working with a student due to exceptional circumstances, a grade of "I" (Incomplete) can be given. Assistance with submitting grades, including the logistics of submitting a grade of "I" can be obtained by contacting the Registrar's office.

Information Technology

The SC Helpdesk is the first stop for all tech-related issues and problems. They are located in the lower level of the Roy L. Smith Student Center, Monday – Friday, 8 am to 5pm. Phone 620-229-6444 and email at sc.helpdesk@sckans.edu.

Jinx Tale

The Jinx Tale is Southwestern College's electronic newsletter and is sent each weekday classes are in session and intermittently during summer break. Items to be included should be submitted to jinxtale@sckans.edu the day prior to or by 8 a.m. on day to be published. Institutional and academic announcements, campus activity announcements, miscellaneous announcements, and job postings may be announced twice and can run for up to three consecutive days but MUST be re-submitted as a new announcement for each run. Classified postings (lost and found, items for sale, off campus events, etc.) may be run up to three consecutive days. Items not received by 8 a.m. will be run the following day. No personal greetings will be printed.

Mental Health Services

Southwestern College provides wellness services for students. Mary Ann Smith, a Licensed Master's Social Worker (LMSW), can meet with a student free of charge. As she works full time for DCCCA, she can see student over the noon hour, in the evenings, and on weekends. Students can make appointments by emailing her at maryann.smith@sckans.edu. Meetings are confidential.

Mid-Term Grades

Faculty should submit mid-term grades for students through Self-Service. Failure to do so can have a negative impact on students. Without such performance indicators available, students may miss the opportunity for obtaining tutoring and may not receive adequate academic advising.

MySC

MySC is the College Intranet site that is a repository for information, forms, and publications for faculty and staff.

Office Assignments

Faculty offices are assigned by the vice president for academic affairs. Where possible an office will be as close to the usual site of instruction and laboratory as available space permits. No structural or office changes will be made without the written approval of the vice president for academic affairs.

Photocopies

Each employee can print, make photocopies, and scan by using CardSwipe at various machines across the campus.

Policy Manual

The Southwestern College Policy Manual defines the operational policies and procedures for the College. It is available at <https://www.sckans.edu/other/policy-manual/>.

PowerCampus Self-Service

PowerCampus is the college's Student Information System, which tracks/records all academic records for students and courses. Self-Service is the web interface to PowerCampus. Students use Self-Service to enroll in classes, review progress towards their degree completion through the Academic Plan, view grades and an unofficial transcript, and view their account balance and make payments.

All faculty members are given access to Self-Service, which provides faculty access to their course schedule, class rosters of assigned courses, grade entry for assigned courses, and academic records of assigned advisees. Faculty access Self-Service by clicking on the following link: <https://web03.sckans.edu/SelfService/Home.aspx>. To begin using Self-Service, a faculty member

must first request an account by clicking on the “Request Account” link on the left side below the Login section. Your user name is your ID number. Faculty members who have any issues with Self-Service access or operation should contact the helpdesk at sc.helpdesk@sckans.edu (620) 229-6444.

Classroom Changes

SC has a limited number of classrooms available. Every effort is made to assign faculty members to a room appropriate to their course, and room changes are often made in the days leading up to the start of a semester to accommodate course enrollment. Faculty members should check Self-Service for the class location. If the classroom assigned is inadequate, the faculty member should contact the Registrar’s Office. Under no circumstances should a faculty member change classrooms without consulting the Registrar’s Office.

Student Success Center

The mission of the Student Success Center is to provide a comprehensive and high-quality array of support services to students who want to enhance their educational experience and optimize their academic success. All services are provided at no cost to the students. Contact Dawn Pleas at dawn.pleas@sckans.edu or Steve Kramer at steve.kramer@sckans.edu.

Safety and Security

24-hour phone: 620-229-0012 or from a campus phone 9-229-0012. The Office of Safety and Security is located on the top floor of Sutton in the Student Affairs Office. Open 24 hours a day, the staff responds to lock outs, requests for assistance, potential criminal incidents, suspicious activity, and emergency situations.

Textbooks

SC does not have a brick and mortar bookstore but has partnered with MBS Direct for textbook purchases. Students are encouraged to purchase books through MBS, and students who qualify will receive a voucher that allows them to charge their books to their SC student account. Faculty members wishing to receive review copies of textbooks must contact the publisher directly. Paula Phelps is your point person for using Zoom inside of Blackboard and the IT Helpdesk can help with any other issues you might be having with Zoom.

Campus Community Policies

Volume 2 of the College Policy Manual describes many policies that new faculty members should make themselves aware of. These policies outline the College's commitment to nondiscrimination and the prohibition of sexual harassment and bullying.

Complaint Procedure

Persons who have complaints against the school should first contact the appropriate department head, i.e., for academic related concerns, the Vice President for Academic Affairs; for financial related concerns, the Associate Vice President of Business Affairs; for student life issues, the Dean of Students.

Persons who have complaints that are broader in scope and relate to possible accreditation issues should contact The Higher Learning Commission. The instructions for filing a complaint are found on the Higher Learning Commission Complaint Process.

Additional information is available in the SC Policy Manual.

FERPA Compliance

It is important for faculty to be familiar with the Family Educational Rights and Privacy Act (FERPA). FERPA is a Federal law that all employees must follow regarding the rights of students and their education records. Faculty and staff play a key role in the protection and integrity of student records. An education record is information that is directly related to a student and is maintained by SC.

Directory information is information about a student that would not generally be considered an invasion of privacy if disclosed. SC defines the following as directory information:

- student name,
- local and other addresses,
- local and other telephone numbers,
- e-mail address,
- enrollment status,
- dates of attendance,
- previous educational institution(s) attended,
- degrees conferred and dates of conferral,
- awards and honors received,
- major and minor fields of study,
- date of birth,
- class type (Main Campus, Professional Studies, online),
- academic class level,
- participation in college-sponsored organizations and sports,
- height and weight of members of athletic teams,
- photograph, and video.

Guidelines for faculty:

- Directory information can be released without a student's written consent (unless the student has placed a nondisclosure block on their account). The College is not obligated to release directory information. **Please refer requests for directory information from a third-party outside the College to the registrar's office.**
- Requests for information from the educational record of a student should be referred to the registrar.
- Private notes of a faculty member concerning a student and intended for a faculty member's own use are not part of a student's educational record, provided they are kept separate from the education record maintained by the registrar's office. Only those records that are necessary to fulfill professional responsibilities should be kept.
- You can only access education records for a student when there is a legitimate educational interest. You may not access education records for personal interests or for reasons that fall outside your professional responsibilities as a school official.
- Do not post any type of list containing student names or ids or any other personal identifier with accompanying grades or scores.
- All papers or lab reports containing student names and grades should be secured. Students should not have access to scores and grades of other students. If such items cannot be returned personally and individually to a student, an alternative is to leave the graded papers with the faculty assistant for pick up by the student.
- Information from a student's education record is not to be shared, including grades and grade point averages, should not be shared by phone or correspondence with parents or other parties outside of the college, without written permission from the student. Consult with the registrar or vice president for academic affairs before speaking with a parent to ensure that the student has provided a release.
- Students can provide access to parents or other individuals to view their record in Self-Service by selecting the "Shared Access" feature.
- If requested to write a letter of recommendation, and if that letter includes information from the education record (GPA or other non-directory information), then you need written consent for the student. The consent should specify what can be disclosed, the purpose of the disclosure, and identify the party to whom the disclosure may be made.
- Do not provide performance feedback in Blackboard discussion boards.
- Do not share printed class lists or rosters that include student names and ID numbers. The SC ID is not directory information.
- Never leave your computer unattended without locking the screen.
- Use blind copy (BCC) when sending email to multiple students, and don't put personally identifiable information in the subject line, email message, or social media posts.
- Never leave reports, forms, grades, exams, papers in plain view in your workspace.
- Err on the side of caution. If you are unsure, don't do it!

Consensual Relations

Amorous relationships between college employees and students are inappropriate. College employees exercise power over students, whether in giving them praise or criticism, evaluating them by making recommendations for their further studies or future employment, providing grades in class, approving the meeting of requirements to complete a degree, or conferring any other benefits on them.

Given the fundamentally asymmetrical nature of an employee-student relationship, voluntary consent by the student in an amorous relationship is suspect. In addition to the possible sexual

exploitation of the student involved, other students and employees may be affected by such unprofessional behavior. Therefore, the college may view it as unethical if an employee engages in amorous relations with any student enrolled (except enrolled spouses who are exempted from this policy) at the college.

Copyright Rules

Almost all forms of original expression that are fixed in a tangible medium are subject to copyright protection, even if no formal copyright notice is attached. Written text (including e-mail messages and news posts), recorded sound, digital images, and computer software are some examples of works that can be copyrighted. Unless otherwise specified by contract, the employer generally holds the copyright for work done by an employee in the course of employment.

Copyright holders have many rights, including the right to reproduce, adapt, distribute, display, and perform their work. Reproducing, displaying or distributing copyrighted material without permission infringes on the copyright holder's rights. However, "fair use" applies in some cases. If a small amount of the work is used in a non-commercial situation and does not economically impact the copyright holder it may be considered fair use. For example, quoting some passages from a book in a report for a class assignment would be considered fair use. Linking to another web page from your web page is not usually considered infringement. However, copying some of the contents of another web page into yours or use of video clips without permission would likely be infringement

Drugs and Alcohol Policy

Southwestern College affirms its long-standing support of abstinence from both alcohol and illegal drugs. The possession, use, or distribution of alcoholic beverages or illicit drugs by students or employees is strictly prohibited on the property of the college, even if that activity does not involve students or employees. No college funds will be expended for the purchase of alcoholic beverages or illicit drugs at any group activity taking place on or off college property (e.g. alumni event, campaign reception, etc.) The college's Drug and Alcohol Awareness Program is described in detail on the web at <https://www.sckans.edu/other/consumer-information>. A description of the college's policy on alcohol and drugs is available on the same web page.

Inclement Weather and Emergency Guidelines

The decision to cancel classes during inclement weather will be made by the president and/or his designee. It is recommended that you sign up for [Builder Alerts](#) to receive important safety notifications by text or email. The following locations have been designated as shelters for the academic buildings on campus:

- Beech – Mossman basement
- Christy – basement hallway leading to Little Theatre
- Darbeth – lower level
- Deets Library – basement
- Mossman – basement
- Tomari Center -If time allows, proceed to White PE men's locker room, or take shelter in the smallest room (bathroom, office, or closet) near the middle of the building
- Stewart – lower level or White P.E. men's locker room
- White P.E. – men's locker room
- Wroten – Darbeth lower level

Information Security

All employees of the college are issued laptop computers and are expected to follow the policies and guidelines as outlined on <https://www.sckans.edu/student-services/information-technology/policies--guidelines/>. Please follow these guidelines:

- Do not share your logon information with anyone.
- Do not leave your laptop unattended without locking the screen.
- If you use a device such as a flash drive or an external hard drive, do not keep any student record data (such as grades) on that device.
- If you use a device such as a flash drive or an external hard drive, make sure that it undergoes a virus check by leaving it connected to the laptop during your weekly virus scan.
- Skype for Business and Zoom are the college sanctioned methods for communicating with your colleagues. Do not use Skype.
- Do not send grades

Tobacco Policy

The use of any tobacco product is not allowed in any building on campus.

Academic Policies

The academic catalog is available at <https://www.sckans.edu/student-services/registrar-office/course-catalogs/> and outlines academic policies, degree requirements, and course descriptions. The following policies are of vital importance to faculty.

Academic Integrity

Southwestern College assumes the academic integrity of its learners. In cases where academic integrity is in question, the academic integrity definitions are as follows:

- Academic dishonesty is any act of cheating, fabrication, and plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage, and any act of aiding and abetting academic dishonesty.
- Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," using unauthorized electronic devices, etc.
- Fabrication is the falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
- Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications to phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
- Dissimulation is the disguising or altering of one's own actions as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), etc.

- Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material, which is necessary for academic work. Examples: hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, etc.
- Forgery of an academic document is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc.
- Sabotage is the damaging or impeding of the academic work of another student. Examples: ruining another student's lab work, destroying another student's term paper, etc.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above. Examples of academic integrity violations also include completion of an application for any Southwestern academic program which omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the vice president for academic affairs to the academic affairs committee. On the first offense, violations of the academic integrity policy will result with:

1. A reprimand (written or verbal) for unintentional violations.
 2. A zero for the assignment (paper, exam or project) for intentional or flagrant violations.
- Unintentional infractions may be reported to the vice president for academic affairs at the discretion of the faculty member. All infractions deemed by the faculty member to be intentional or flagrant must be reported in writing to the vice president for academic affairs; the student will also be notified verbally or in writing. The vice president for academic affairs shall keep a record of reported infractions and sanctions.

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension and requires a conference with the vice president for academic affairs to determine the outcome. Any student so suspended has a right to appeal. If a student wishes to appeal, the request should be made in writing and must be received in the vice president for academic affair's office within thirty days of the suspension announcement. The appeal will be heard by the academic affairs committee and the committee's decision shall be final.

(Adapted and used by permission from Tabor College.)

Academic Standing

Academic Probation

When the semester grade point average falls below 2.0, or the cumulative grade point average falls below 2.0, a student is placed on academic probation and will receive notification from the office of the academic vice president. The vice president for student success will work with any student placed on probation and their academic advisor to devise a contractual plan of improvement. This plan will include monitoring by the vice president for student success and may include restriction to 13 credit hours and/or enrollment in Academic Mentoring (ESKL 080). Any student placed on academic probation is subject to the conditions prescribed by the academic affairs committee.

Academic Suspension

Students whose semester grade point average is below 2.0 for two consecutive semesters regardless of whether both were in residence at Southwestern College and whose cumulative grade point average is below 2.0 are regarded as not making adequate progress toward the degree and therefore will be suspended from the college. Additionally, students who complete a semester with an “F” average will be suspended. Any student who is suspended under this policy has a right to an appeal for readmission following at least one full semester’s absence (fall, spring, or summer) from enrollment at Southwestern College.

Add/Drop Policy

Prior to the add/drop deadline, students may add a class with advisor approval, either online or by submitting the appropriate form to the registrar’s office. Once the semester begins, an instructor may elect to close a class barring any further enrollment. Students wishing to drop a class at any time during the registration period must get written or online permission from their advisor and submit it to the registrar’s office. After the last day of the add/drop period, students wanting to drop a class must go through the official withdrawal process.

Attendance Policy

Students are expected to attend all classes as scheduled. Students who are absent are accountable for missed material and are responsible for arranging make-up work. Absences exceeding three times the number of class meetings per week are considered unacceptable. Tardies may be counted as absences. The college supports attendance policies that are more restrictive, if such policies have been stated in the course syllabus.

Full-time Course Load

A normal full-time load for students is 12-16 credit hours. Students taking 19 or more hours must have the approval of the vice president for academic affairs.

Grade Appeal

Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the fall or spring semester following the semester in which the grade is given. If a student believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the student may then seek resolution with the program director/department chair in which the course is taught. The final step would be to submit a written request for an appeal of a grade to the vice president for academic affairs. After receiving the written request, the dean will meet with the student to verify an attempt at resolution of the issue through the negotiation process and/or in mediation with the student and faculty. If it is determined that resolution has not occurred, the dean will request written documentation with rationale from both the student and the instructor regarding the grade assigned. The dean will also schedule a hearing with the appeals committee. The appeals committee will be made up of the vice president for academic affairs, dean of students (or assistant dean of students), and the chair of the academic affairs committee. The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of the issue. This committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the dean’s office. This process is followed in appealing sanctions placed on a student as a result of the academic integrity policy as well.

Grading System

The college grading system defines the following marks as graded hours and assigns the grade points shown per credit hour:

A= Superior work (A+ or A, 4 points; A-, 3.67)

B= Above average work (B+, 3.33; B, 3; B-, 2.67)

C= Average work (C+, 2.33; C, 2; C-, 1.67)

D= Minimally acceptable work for receiving credit (D+, 1.33; D, 1; D-, 0.67)

F= Failure (0 points)

WF= Withdrawal Failure (0 points) – see below

These additional marks are also used but do not designate graded hours and do not impact calculations of a GPA:

WD= Withdrawal from a course

AW= Administrative withdrawal from a course

I= Incomplete work

S= Satisfactory work (equivalent to a C- or better)

U= Unsatisfactory work

For the purpose of grade point average calculation, transfer grades which are given with a “+” or “-” will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

Grade of WF - Failure to Meet Course Requirements

If a student exceeds the permitted number of class absences or otherwise fails to do the work of a course making normal evaluation of academic performance impossible, an instructor can inform that student in writing that it will be impossible for the student to pass the course and a “WF” will be the result when grades are turned in. The instructor may wish to suggest to the student that further attendance or completion of class work will not change this outcome.

If this notice comes prior to the official last day to withdraw from a course, the student may withdraw and receive a grade of “WD.” After that date the grade will be “WF.” A copy of the notification letter will be sent to the vice president for academic affairs. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor’s.

Incompletes

A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory, but for reasons beyond the student’s control it has not been possible to complete certain assignments made by the instructor. If the instructor agrees to the student’s request, the student and teacher must jointly complete and file with the registrar a form describing the work remaining in the course and a plan for its completion.

If an incomplete is given, the deadline for finishing the course is 30 days after the beginning of the semester (fall, spring, summer) following the semester in which the incomplete is given, or an earlier deadline as agreed to by the student and teacher. A grade of “F” will automatically be entered as a final grade if the remaining work is not finished by the deadline.

Extension of the deadline may be allowed by special permission of the vice president for academic affairs in cases of illness or other conditions beyond the student’s control. Requests for extensions of deadlines must be initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

An instructor may not give an incomplete unless the student has requested it. If the signed incomplete form is not submitted to the registrar’s office by the end of the grading period for that semester, a grade of “F” will be recorded.

Withdrawal from College

Any student wishing to withdraw entirely from the college during a semester should give official notice at the registrar's office by the deadline to withdraw from a course. Withdrawal protects the academic record in that the designation of "WD" is recorded for any course in progress at the time of the student's departure from the college. Students who leave without completing the withdrawal process risk receiving "Fs" for courses in progress and jeopardize any partial refunds of tuition and board.

Withdrawal from Courses

Any student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week and receive a grade of "WD," which does not influence the grade point average. During a summer semester, each day of class counts as equivalent to a week in a regular semester. Withdrawals are done at the registrar's office. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not fulfill course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.

SC Contact List

| For Assistance/Information | Refer to: |
|---|---|
| Absences (student) due to medical issues | Dan Falk, Vice President for Student Affairs Dan.falk@sckans.edu ext. 6267 |
| Academic Advising (General) | Amanda McKimson, Registrar Amanda.McKimson@sckans.edu Ext. 6175 |
| Academic Dean | Ross Peterson-Veatch, Vice President for Academic Affairs Ross.peterson-veatch@sckans.edu or SC.AcademicDean@sckans.edu Ext. 6090 |
| Academic Operations | Linda Weippert, Associate Vice President for Academic Admin. Operations Linda.weippert@sckans.edu or SC.AcademicDean@sckans.edu Ext. 6092 |
| Academic Integrity | Ross Peterson-Veatch, Vice President for Academic Affairs Ross.peterson-veatch@sckans.edu ext. 6090 |
| Admissions | Adam Jenkins, Vice President for Enrollment Management Adam.jenkins@sckans.edu ext. 6091 |
| Athletic Eligibility Questions | Ed Loeb, Faculty Athletic Representative Ed.loeb@sckans.edu Ext. 6373 |
| Baseball | Kevin Frady, Head Coach Kevin.fradys@sckans.edu Ext. 6247 |
| Basketball Coach (Men) | Matt O'Brien, Head Coach Matt.obrien@sckans.edu Ext. 6103 |
| Basketball Coach (Women) | Whitney Corley, Head Coach Whitney.corley@sckans.edu Ext. 6064 |
| Blackboard User Support | Paula Phelps, Blackboard Analyst Paula.phelps@sckans.edu Ext. 6186 |
| Career exploration | Alex Munoz Alex.munoz@sckans.edu Ext. 6007 |
| Communication, Computer Science, and English Division | Michelle Boucher, Division Chair Michelle.boucher@sckans.edu Ext. 6332 |
| Cross Country (Men's) | Garrett Young Garrett.Young@sckans.edu Ext. 6071 |

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| Course changes (adds, drops) | Registrar's Office, Ext. 6268 registrar@sckans.edu |
| Disability accommodations | Steve Kramer Steve.Kramer@sckans.edu Ext. 6307 |
| Disciplinary action (academic) | Ross Peterson-Veatch, VP for Academic Affairs Ross.peterson-veatch@sckans.edu Ext. 6090 |
| Disciplinary action (social) | Dan Falk, Vice President for Student Affairs mailto:dan.falk@sckans.edu ext. 6267 |
| Early alert technical issues | Zak Larson, Director of Administrative Computing Zak.Larson@sckans.edu Ext. 6347 |
| Education Division | J.K. Campbell, Division Chair, Education Jk.campbell@sckans.edu Ext. 6115 |
| ESL instructions | Nathan Clements, Coordinator of ESL Program nathan.clements@sckans.edu Ext. 6072 |
| Final exam schedule | Registrar's Office Registrar@sckans.edu Ext. 6268 |
| Financial aid | Brenda Hicks, Director of Financial Aid Brenda.hicks@sckans.edu Ext. 6387 |
| Football | Brad Griffin, Head Coach Brad.griffin@sckans.edu Ext. 6222 |
| Golf | Tim Jasper, Head Coach Tim.jasper@sckans.edu Ext. 6161 |
| Grade changes and Incompletes | Amanda McKimson, Registrar Amanda.mckimson@sckans.edu Ext. 6175 |
| Graduation requirements | Amanda McKimson, Registrar Amanda.mckimson@sckans.edu Ext. 6175 |
| International students | Elyse Achenbach Elyse.Achenbach@sckans.edu Ext. 6398 |
| Library | Marjorie Snyder, Library Director Marjorie.snyder@sckans.edu Ext. 6312 |
| Quantitative Learning Center | Ed Loeb Ed.Loeb@sckans.edu Ext. 6373 |

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| Resident Life issues | Sarah Hallinan, Director of Residence Life sarah.hallinan@sckans.edu Ext. 6392 |
| Self-Service User Support | Amanda McKimson, Registrar Amanda.mckimson@sckans.edu Ext. 6175 |
| Sexual assault | Dan Falk, VP for Student Affairs Dan.falk@sckans.edu Ext. 6267 |
| Sexual harassment | Lonnie Boyd, Director of Human Resources Lonnie.Boyd@sckans.edu Ext. 6136 |
| Soccer (men) | Kyle Pond, Head Coach Kyle.pond@sckans.edu Ext. 6383 |
| Soccer (women) | Joe Wood, Head Coach Joe.wood@sckans.edu Ext. 6157 |
| Softball | Amber Good, Head Coach Amber.good@sckans.edu 405-255-0417 |
| Student Activities | Anjaih Clemons, Director of Campus Life Anjaih.clemons@sckans.edu Ext. 6168 |
| Tennis | Jason Speegle, Head Coach Jason.speegle@sckans.edu Ext. 6311 |
| Track & Field (Men & Women) | Edward Ortiz, Head Coach Edward.ortiz@sckans.edu Ext. 6359 |
| Transcripts & Credit Evaluation | Registrar's Office, Ext. 6268 Registrar@sckans.edu |
| Tuition & fees payment | Terah York, Student Accounts Coordinator Terah.york@sckans.edu Ext. 6251 |
| Tutoring | Steve Kramer Steve.Kramer@sckans.edu Ext. 6307 |
| Volleyball | Jake Conrad, Head Coach jake.conrad@sckans.edu Ext. 6170 |
| Withdrawal | Registrar's Office, Ext. 6268 Registrar@sckans.edu |