FACULTY

Instructional and Administrative

HANDBOOK

Revised August 2015

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FACULTY INSTRUCTIONAL AND ADMINISTRATIVE HANDBOOK

PURPOSE

The purpose of this handbook is to provide you with the information necessary to manage your teaching duties. Our goal is to provide basic information and a helping hand so that you will have a satisfying teaching experience. What follows are recommendations that may help improve your teaching effectiveness.

You should contact your department chair or program director/coordinator regarding specific departmental policies on lead time for preparation of course materials and examinations, textbook orders, grading policies, and similar items. Each department has specific requirements you should follow.

Academic procedures are set forth in the EWU's graduate and undergraduate catalogs. You can obtain copies from your department chair or by going online to the e-Handbook for Faculty located at http://www.ewu.edu/academics/catalog. Faculty rights and responsibilities are contained in the College of Business and Public Administration Policies and Procedures manual (http://www.ewu.edu/cbpa/faculty-resources), and the Collective Bargaining Agreement (CBA) (a copy of each is in the Dean's office or with your department chair or online at http://access.ewu.edu/hrrr/labor-relations/contracts. Another web site that is very help for faculty is the e-Handbook for Faculty located at http://access.ewu.edu/undergraduate-studies/faculty-support/facultys-most-frequently-requested-link. This site has excellent references for faculty concerning EWU.

State laws governing higher education are contained in the Revised Code of Washington, Section 28B. All on-campus regulations must comply with these statues. All agreements, including those of the Board of Trustees, are subject to state law where applicable. Nothing in this handbook supersedes state law or provisions of the most recent Provost-approved College Policies and Procedures.

College of Business & Public Administration

Mission Statement

The College of Business & Public Administration (CBPA) is a unit of Eastern Washington University (EWU), a regional comprehensive public university located in Cheney and Spokane, Washington, with programs offered throughout the state and online. **CBPA exists to develop students who think critically, act ethically, and contribute to evolving public and private sector environments.**

This mission is accomplished by:

- Guiding diverse students in their quest to create meaningful roles in their professions and communities through education.
- Supporting research to maintain an involved and intellectually current faculty dedicated to teaching.
- Offering inclusive intellectual and community engagement to enrich students and society through lifelong learning.

Our motto is: "Focusing on the region – open to the world."

Vision

The College's vision is to have its programs in business, economics, public administration and planning recognized for their excellence and to be the college of first choice in the region educating public, private and non-profit leaders.

Developed June 1, 2012 (by the faculty)
Rephrased June 6, 2012 (by the College Council)
Finalized August 24, 2012 (based on feedback from the faculty)

COLLEGE ADMINISTRATION & CONTACT NUMBERS

R = Riverpoint (Spokane) B = Bellevue P = Patterson C = Cheney L = Longview

Dr. Martine Duchatelet, Dean	R	828-1224

Department Chairs

Accounting and Information Systems Department, Dr. Duanning Zhou	R	828-1203
Economics Department, Dr. Dave Bunting	P	359-7947
Management Department, Dr. Dean Kiefer	R	828-1206
Planning and Public Administration, Dr. Dick Winchell	R	828-1205

Program Directors

Bellevue Programs, Dr. Goitom Tsegay	B	425-564-5102
Longview Programs, Dr. Heidi Connole	L	359-3377
MBA Program, Ms Roberta Brooke	R	828-1248
MPA Program, Dr. Ning Li	R	828-1264
Business Education Program, Ms. Taryn Fletcher	R	828-1251
Undergraduate Program Office, Ms. Jodi Strote	R	828-1249
Ms. Karen Morley	P	359-6277
Technical Resources, Ms. Lisa Weirich	R	828-1428
Internship Coordinators:		
Economics – Mr. Nate Greene	P	359-6514
MIS - Dr. Vance Cooney	R	828-1254
Accounting and Finance – Mr. Dave Gorton	R	828-1259
Marketing and Management – Mr. Larry Davis	R	828-1265
Planning – Mr. Gregg Dorhn	R	828-1212

Department Secretaries

Dean's Office, Ms. Debbie Jennings	R	828-1223
Accounting and Information Systems, Ms. Tonya Dubonnet	R	828-1220
Economics, Ms. Carolyn McDonell	P	359-4748
Management, Ms. Cathy Green	R	828-1260
MBA Program, Ms. Lorene Winters	R	828-1232
Planning and Public Administration, Ms. Tawnia Littell	R	828-1218
Patterson Office, Ms. Chris Babcock	P	359-4245

FAX Numbers

Economics	P	359-6983
Business/Cheney	P	359-4656
Riverpoint/Spokane	R	828-1275

University Numbers

Cashier's Office (faculty help desk in Student Financial Services)	C	359-6372
Payroll Office	C	359-2325
Registrar's Office	C	359-2321

FULL-TIME FACULTY RESPONSIBILITIES

1. Sign and send acceptance of employment offer letter to Dean's Office:
2. _____ Letter of Agreement Form
3. _____ W-4 Form
4. _____ Check Dispersal Form (choose one of two)
5. _____ I-9 Form
6. _____ Retirement Information Form
7. _____ Background Check Consent Forms
8. _____ Provide a resume and proof of highest degree to the Dean's Office. (Basic resume data will be placed on SEDONA, the CBPA faculty data base system. You will be responsible to assist in the process, correct any errors and maintain the currency of your records in Sedona, inputting any subsequent activity. Sedona URL - https:sedonaweb.com.
9. Secure appropriate topical outline(s) or syllabi or other information on course(s) you will be teaching.
10. Order textbooks if necessary. Contact the department secretary for assistance. The official Washington Administrative Code (WAC 172-132-030(4)) states ... *"course materials information must be disclosed at least four weeks before the start of the class and any request after that time must be approved by the chief academic officer. This allows a student to plan and budget for the quarter as well as go to alternative sites to find the best price on the books."*
11. Follow departmental guidelines for obtaining support services.
12. Submit grades – See instructions below. Follow up on incomplete grades. If you give an incomplete grade, only you can change that grade!
13. Supply to the Dean's Office hard copies of all intellectual contributions, e.g. papers presented to conferences or meetings, and/or published.

14. Participate in annual review process either as part of evaluation for retention, tenure and/or promotion, or as part of annual review of tenured faculty not seeking promotion (See CBA 5.3).
15. Senior lecturers and tenure-track, and tenured faculty will be expected to participate in the development of Faculty Activity Plan (FAP) and annual workload plan. (See CBA 7.4)

QUARTERLY FACULTY (Adjunct) RESPONSIBILITIES

1. Sign and send acceptance of employment offer letter to Dean's Office:
   _____ Letter of Agreement Form
   _____ W-4 Form
   _____ Check Dispersal Form (choose one of two)
   _____ I-9 Form
   _____ Retirement Information Form (Quarterly Faculty only)
   _____ Background Check Forms
   (The employment offer letter will include the workload associated with that offer.)
2. Provide a resume and proof of highest degree to the Dean's Office. (Basic resume data will be placed on SEDONA, the CBPA faculty data base system. Please notify the Associate Dean of any substantial change in your resume.)
3. Secure appropriate topical outline(s) or syllabi or other information on course(s) you will be teaching.
4. Order textbooks if necessary. Contact the department secretary for assistance. The official Washington Administrative Code (WAC 172-132-030(4)) states ... "*course materials information must be disclosed at least four weeks before the start of the class and any request after that time must be approved by the chief academic officer. This allows a student to plan and budget for the quarter as well as go to alternative sites to find the best price on the books.*"
5. Follow departmental guidelines for obtaining support services.
6. Submit grades – See instructions below. Follow up on incomplete grades. If you give an incomplete grade, only you can change that grade!

UNIVERSITY SUPPORT FACILITIES

PAYROLL INFORMATION

Employees are paid on the 10^{th} and 25^{th} of each month. Checks will be sent to either your home, deposited directly to your bank account by electronic funds transfer, or you may pick them up in the Cashier's Office in Sutton Hall. Select one of the forms sent to you and include it with the other forms that must be returned with your contract.

PARKING

Cheney

There are parking lots near major facilities on campus for students, faculty, and staff. Parking permits are sold for the lots. Reserved parking may be secured by payment of an additional fee. Short-term parking meters are provided for guests in most parking lots on campus. Parking permits may be purchased at the Campus Safety office at the Tawanka, Room 131 (on the Cheney campus). Quarterly fees range from $45 to $100. A permit does not include parking at a meter or in a handicapped space. See the Parking Office website for the most current information: http://www.ewu/edu/parking/permits.

Holders of an annual WSU Spokane parking pass may park on the Cheney campus in Lot #11 and #17. Note, this must be an annual permit, not a quarter permit.

Citations are issued for vehicles violating parking regulations.

Spokane

See www.parking.spokane.wsu.edu for parking regulations at the Riverpoint campus.

Holders of an EWU Cheney parking pass may only park at metered spaces on the Spokane Campus or purchase a separate pass.

LIBRARY HOURS AND FACILITIES

John F. Kennedy Memorial Library on the Cheney campus maintains the following hours when school is in session:

	Fall/Wtr/Spr	Summer
Monday-Thursday	7:30 a.m. – 10 p.m.	7:30 a.m. – 8 p.m.
Friday	7:30 a.m. – 6 p.m.	7:30 a.m. – 6 p.m.
Saturday	12 p.m. – 5 p.m.	CLOSED
Sunday	1 p.m. – 9 p.m.	1 p.m. – 8 p.m.

Final examination, holiday, inter-seasonal and summer schedules are posted in the lobby of the library and are included in campus news media. The main libraryphone number, Circulation Desk, is 359-7888.

Hours of service may be adjusted at any time, depending on public demand, availability of staff, and budgetary requirements. For the most current information regarding library operations access the library website at http://www.ewu.edu/library.

Additional library facilities are maintained at the Riverpoint campus in the Academic Center building, second floor. For information, call 358-7930. Hours of operation when school is in session:

Monday-Thursday	8 a.m. – 9 p.m.
Friday	8 a.m. – 5 p.m.
Saturday	9 a.m. – 5 p.m.
Sunday	10 a.m. – 6 p.m.

UNIVERSITY BOOKSTORE

The University Bookstore, located on the Cheney campus, is open Monday through Friday from 7:30 a.m. to 4:30 p.m. All textbooks and supplies are available at this location in the Pence Union Building (PUB). Orders for textbooks are placed through your department secretary. For questions regarding your textbooks, call 359-4728. For the most current information regarding bookstore operations access the bookstore website at www.ewu.edu/bookstore.

Textbooks for classes at the Spokane campus are NOT available on the Spokane Campus. See your department secretary to find out how students get books for classes in Spokane, Bellevue and Longview, Washington.

The official Washington Administrative Code (WAC) (WAC 172-132-030(4)) states ... "*course materials information must be disclosed at least four weeks before the start of the class and any request after that time must be approved by the chief academic officer. This allows a student to plan and budget for the quarter as well as go to alternative sites to find the best price on the books.*"

COLLEGE SUPPORT FACILITIES

MAIL SERVICES

Mailboxes are available for your use at the Spokane and Patterson locations. Check with the department secretary for location of your assigned box. Intercampus mail is available and should be distributed in intercampus envelopes in the mailroom. Department mail stops for the Cheney campus use 345 PAT (business) and 311 PAT (economics) as applicable. All CBPA mail stops for Spokane use 3 RPT. The department secretary will give you the address, phone, and fax numbers for your location.

OFFICE SPACE AND TELEPHONES

Quarterly Faculty are assigned "concierge space" in shared offices. Check with the department secretary to get a key authorization card. Each office has a phone and computer for your use.

See the department secretary for questions about phone use. Please be considerate that these offices are shared spaces.

CLASSROOM MATERIALS (COPY SERVICE)

The department secretaries provide some limited support services for Quarterly Faculty members if needed. Contact your department for guidelines.

A copy machine is available at both Riverpoint and Patterson. See the department secretary for your authorization code. One of the support staff is designated to handle copy machine difficulties.

MAKEUP TESTS AND EXAMS

1. Exams or make-up exams may not be proctored by staff members except in highly unusual circumstances.
2. Faculty members may request the staff to administer an occasional make-up exam when there is no way that the faculty member can administer her/his own make-up exam.
3. Proper written instructions for the exam proctor will be required by use of a form which will list the student's name; the faculty member's name; the course and section; the title of the exam including its number; and the materials, if any, that will be allowed to be used by the student during the exam. The form is to be filled out in its entirety, initialed by the faculty member and by the staff member, and attached to the exam. Incomplete forms may result in denial of exam administration.
4. The faculty member will be responsible for exam pre-arrangements with both the student and the staff member as to date and time. Times of administration will be generally between the hours of 8:15am and 12noon, and 1:30pm until 5:45pm. Exams are not to begin or end during the staff member's lunch period, not to begin before 8:15am, and not to finish after 5:45pm For classes in Economics, please work with your department chair, if necessary.
5. The staff member will be responsible for exam location based on room availability at that time.
6. Exams with forms are to be kept in the locked drawer in the mailroom for which all staff members have keys. Any staff member may, in the absence of the designated staff member, administer the exam.
7. A student who misses a make up must take up the matter with her/his faculty member; the staff will not reschedule a make-up exam.
8. Completed exams are to be sealed in an envelope and placed in the faculty member's mailbox.

9. Quarterly Faculty will be given more help due to the fact that they spend limited time on campus.

COMPUTER FACILITIES

Computer facilities are available in Kingston 331 and Senior Hall 225 in Cheney and in Spokane at Riverpoint (SCLS 207 and 209). There are other computer labs in Cheney that are compatible with what faculty generally need. Check with the lab manager for hours of operation the first of every quarter. Kingston 331 and Riverpoint 209 are computer classrooms and are scheduled for classes needing the lab for the course.

If you wish to take your class into a computer classroom for a class session, at Riverpoint contact a lab technician (828-1261) for available computer classroom hours. For Kingston, call Barbara Rissman at 359-6590 during the first two weeks of the quarter and Event Planning (359-4249) during the remainder of the quarter. You can also call Chris Babcock, our College secretary in Patterson Hall (359-4245), if you would prefer she make the arrangements.

INSTRUCTIONAL MEDIA/AV EQUIPMENT

If your class is in Cheney, order instructional media such as projectors, videotape equipment, etc., through Chris Babcock, 359-4245 (Business) or Carolyn McDonell, 359-4748 (Economics) in Patterson. At Riverpoint, contact a lab technician at the front desk in the computer lab 207 to reserve projectors, videotape equipment, etc. Your department secretary is also able to provide some selected equipment. All classrooms in the Phase 1 Building (Riverpoint) are equipped with a computer, projector, and document camera. Most classrooms in the other buildings at Riverpoint are similarly equipped.

Acquisition of software (films, slides, and videotapes) is done through Media Services in JFK Library (Lower level) on the **Cheney campus**. Contact 359-2267 for information. Tape recorders are also available. Software is subject to availability and must be reserved as early as possible. For other classroom media equipment call 359-7095. Contact Information Technology to help you develop a course on Canvas. Click on the Canvas button on the EWU home page at http://access.ewu.edu.

COLLEGE POLICIES AND TEACHING AIDS

CBPA GUIDANCE ON GRADING POLICY

In exercising their grading prerogative, professors are encouraged to use the following Grading Policy. Graduate level courses present academic material at higher degrees of comprehension.

Therefore, graduate students are expected to achieve higher levels of course accomplishment than undergraduate students. Since average performance expectations are higher for graduate courses, the graduate students must exhibit greater comprehension than an undergraduate to earn an average grade. Suggested grade meanings for individual courses (not GPA) are as follows:

Graduate Students

3.5 – 4.0	Excellent, well above average performance
3.0 – 3.4	Good to very good for graduate students
2.0 – 2.9	Below graduate standard*

*Minimum acceptable course grade in the MBA program is 2.5.

Undergraduate Students

3.5 – 4.0	Excellent, well above average performance
2.6 – 3.5	Good to very good
2.0 – 2.6	Satisfactory*
0.7 – 1.9	Poor

*Minimum acceptable course grade in a business major is 2.0; in other University courses, minimum acceptable is 0.7.

EWU NUMERICAL GRADE POLICY:

"EWU Catalog p 413 (2013-14). Most courses at Eastern are graded numerically to the nearest tenth. A guide for equivalents :

4.0	A
3.9	
3.8	
3.7	A-
3.6	
3.5	
3.4	
3.3	B+
3.2	
3.1	
3.0	B
2.9	
2.8	
2.7	B-
2.6	
2.5	
2.4	
2.3	C+
2.2	
2.1	
2.0	C
1.9	
1.8	
1.7	C-
1.6	
1.5	
1.4	
1.3	D+
1.2	
1.1	
1.0	D
0.9	
0.8	
0.7	D-
0.0	F

GRADE STANDARDS FOR GRADUATES AND UNDERGRADUATES

Undergraduate

Economics and Urban and Regional Planning programs should refer to the current EWU Catalog for policies regarding grade requirements.

Undergraduate Business Program

1. A minimum grade point average of 2.75 with a minimum grade of 2.0 in each course shall be required for admission to the major: ENGL 201, MATH 200, ACCT 251, ACCT 261, DSCI 245, ECON 200, and 3 of the following: ACCT 252, DSCI 346, ECON 201, MISC 311, MGMT 326 or MKTG 310, OPSM 330 or FINC 335.
2. A minimum grade point average of 2.50 and a minimum grade of 2.0 in each course shall be required for all Upper Division Business Administration Core courses as well as required and elective courses taken to fulfill requirements for the major area. This minimum shall apply to:
    a. Required Business Administration Core (Upper Division portion);
    b. Required Courses; and
    c. Electives.
3. The minimum course grade of 2.0 shall also apply to grades achieved in required major courses transferred in from other institutions.

4. If a student receives an incomplete grade (X), he or she must complete the course requirements within the time limit indicated by the instructor or the grade reverts to a 0.0 or whatever grade the instructor designed as the default grade. Instructors are required to record the student's conditions for completion at the Registrar's Office on an Incomplete Form at the end of the course, and the requirements will be sent to the student.

5. Students may not continue past the date for withdrawal and then request an NC grade because they are doing work below a passing grade. Withdrawal from a course (with a "W" grade) must be accomplished through the Registrar's Office no later than the 7th week of the quarter. (This week may vary by quarter.)

6. Effective Fall Quarter, 2004, the Undergraduate Business Program is enforcing a course repeat policy. This policy limits students to three attempts for each requirement for their business major or minor, including all requirements listed on the business administration core and business classes required for the major or minor. If a requirement for the major or minor has to be taken three times and is not successfully completed with a 2.0 grade by the third attempt, the student will be dropped from the program.

<u>Graduate</u>

1. Students are expected to successfully complete courses for which they register.

2. Courses taken for an undergraduate degree may not be also counted toward the MBA degree. In general, courses taken for an undergraduate major may not be taken for Pass/No Credit (P/NC), and NC grades for such classes are not acceptable.

3. Graduate courses may not be taken for pass/no credit unless the course has been officially designated to be graded pass/no credit.

4. If a student receives an incomplete grade (X), he or she must complete the course requirements within one year or the grade reverts to a 0.0. X signifies an incomplete. You determine the grade the student will receive if work is completed within the prescribed time. A 0.0 signifies the conversion grade the student will receive if work is NOT completed within the specified time. NOTE, you can select the grade you wish the student to receive (Example: 0.7, 1.0, 1.5, 2.0, 2.5, 3.0, etc.). You also signify the number of quarters allowed for the student to complete the course – you may choose 1 – 4 quarters.

5. Students may not continue past the date for withdrawal and then request an NC grade because they are doing work below a passing grade. Withdrawal from a course (with a "W" grade) must be accomplished through the Registrar's Office no later than the 7th week of the quarter. (This week may vary by quarter.)

PROCEDURES FOR SUBMITTING GRADES

Student grades are submitted through an on-line process. The faculty member, not a staff member, must submit the grades. The process is as follows:

Grades are submitted on-line in EagleNET. For instructions on how to enter grades, see the attached Appendices, "EagleNET Faculty User's Guide. Grades can be submitted beginning the first day of finals week and must be entered by Tuesday, 11 am, the week following finals. You should have your grades determined prior to entering them on-line. Once you begin entering grades on-line, you should frequently click "Submit" to save. If data is not saved, it can be lost due to a 20-minute time limit which logs out the user. You

may return to finish entering grades or to make changes until the end of the grading period.

Incompletes – X Signifies an Incomplete. You determine the grade the student will receive if work is completed within the prescribed time. 0.0 signifies the conversion grade the student will receive if work is NOT completed within the specified time. NOTE, you can select the grade you wish the student to receive (Example: 0.7, 1.0, 1.5, 2.0, 2.5, 3.0, etc.). You also signify the number of quarters allowed for the student to complete the course – you may choose 1-4 quarters.

What if grades are submitted late? If grades are not submitted in time, you will be required to complete and submit individual grade change forms for each student (to Records and registration), with appropriate signatures from the chair and the dean.

It is critical that all grades are submitted on time in order for end of term processing for degree check out, satisfactory academic progress for financial aid, and transcript processing.

Once grades are entered, can they be modified? Grades may be modified anytime from the time the final grade option is made available for faculty through EagleNET, until the grading is closed. Once grading is closed, grades may be changed by submitting a Grade Change Form signed by the instructor, department chair, and dean.

More information can be found in the Appendices titled, "EagleNET Faculty User's Guide."

PROCEDURES FOR SCHEDULING STUDENT EVALUATIONS

All faculty, **<u>including Quarterly Faculty</u>**, must administer evaluations every quarter of teaching for every course section to which they are assigned. See your department secretary for a copy of the evaluation form.

Students are given the opportunity to evaluate their instructor during the last full week of the quarter. A week or so prior to the end of the quarter, you will receive an envelope containing enough forms for your students and distribution instructions. You must ask a student in class to be responsible for collecting the completed forms, placing them in the envelope, signing the completion form, and placing the sealed envelope in the designated box. You should leave the room while evaluations are being administered.

Instructors and their department chair will receive a summary of the comments and scores from the evaluations after grades have been distributed, about the middle of the following quarter.

STUDENT ABSENCE POLICY

Each faculty member is responsible for determining his/her own policy on student absences and for informing the students of the details of the policy at the beginning of each quarter. However, a student who fails to attend the first day of class may be dropped from that class. A student is never excused from making up work missed in a class except by the instructor in that class. The instructor should warn any student who misses an inordinate amount of class time that such absences might jeopardize overall class performance, including performance on examinations. The instructor must judge whether or not absences have materially affected the student's grasp of material covered in class.

Courses conducted in the evenings (6 – 9:40 pm) consist of 10-11 sessions per quarter (8 sessions in Summer quarter). Students in these courses should be reminded that missing one evening session is equivalent to missing four (4) one-hour day sessions on campus. The instructor must judge what constitutes excessive absence resulting in unsatisfactory performance in the course.

Class rosters are available on-line through EagleNET. Your department secretary will assist you in getting access.

EXPECTATIONS OF STUDENTS

Faculty expectations of students should relate to the credits associated with the course. University policy is as follows (EWU 2014-15 Catalog pp 407)

> "Credits: One quarter hour of credit is assigned in the following ratio of hours per week devoted to the course of study:
>
> - Lecture/discussion: one hour in the classroom per week for each credit hour (two hours outside preparation expected).
> - Studio (art classes): minimum two hours in the classroom per week for each credit hour (one hour of outside preparation expected per credit hour).
> - Laboratory: minimum two hours in lab per week for each credit hour (one hour of outside preparation expected per credit hour). Ensemble (music classes): minimum two hours per week for each credit hour (one hour of outside preparation expected per credit hour).
> - Independent study: minimum three hours of hour per week for each credit hour."
>
> The proportion of time in each course assigned to lecture, studio, laboratory, independent study or ensemble is recommended by faculty of the department offering the course.
>
> The term "quarter hour" corresponds with "credit," "hour" or "credit hour."

TEACHING MBA COURSES

Most of our students have a solid background in oral, written, and analytical skills. They are accustomed to high participation, group discussion-type classes rather than the traditional lecture approach. About 75 percent of our students are working full- or part-time so that they bring a high level of experience in organizations to the classroom.

In general, each MBA level class should include:

1. Some form of oral presentation;
2. Some case or problem analysis; and
3. Some written work, usually a term paper on a topic assigned or approved by the professor; and
4. Some form of individual work.

OFFICE HOURS POLICY

All full-time faculty are required to maintain a minimum of five hours in their office per week for student use. Quarterly faculty are typically expected to be available to students one hour each day of teaching. Availability by email is sometimes appropriate for responding to student concerns. Give your office hours, or times when you will be available to students, to your department secretary early during the first week of classes. If you so request, she will post these hours to your office door. You should also include these times in your course syllabus. Normally faculty hold some portion of their office hours at each location where they teach.

SYLLABUS EXPECTATIONS

Faculty are expected to prepare a course syllabus for each course taught. That syllabus should include at least the elements noted below. A sample syllabus is included in this document under the "Teaching Resources" heading.

1. Basic course information (prefix, course number and title)
2. Contact information for the faculty member (business office, phone number, email address if appropriate, access information for Canvas or other internet/instructional sites if appropriate)
3. Brief course description
4. Learning outcomes (These must be consistent with the approved topical outlines where applicable and consistent with the learning outcomes objectives of the program and with the EWU catalog description of the course.) Consult your department head and the business assessment coordinator, if appropriate.
5. Grading policy
6. Course schedule, e.g. planned test dates

Undergraduate Business core course syllabi - Courses in the undergraduate business core are defined in "topical outlines." These topical outlines include required student learning goals for each core course. Faculty teaching a course in the undergraduate business core are to include those learning goals in their core course syllabus. Faculty who have not taught a core course in the past should discuss expectations for the course with their department chair and obtain a copy of the appropriate topical outline.

CLASS ROSTERS

As the recorded instructor for a course, students and staff are depending on you to make sure the students attending are registered in your course(s), that students who are not attending your course have been dropped (and freeing up financial aid for students who are attending), and to make grading a smoother process at the end of the quarter. Checking your class roster goes a long way to help!

How do I find out who is in my class (my class roster)?

Your current class roster is located in EagleNET (Banner Self-Service). There are instructions for looking up those rosters on EagleNET in the Appendices titled, "EagleNET Faculty User's Guide." If you need further assistance, contact Records and Registration at 509-359-6594.

You should access EagleNET to check your class roster several times during the quarter, so that you have accurate knowledge of who has enrolled and paid for the class. Do NOT use the class roster you printed at the beginning of the quarter, as it is very likely that some students on the initial roster have dropped the class or have been withdrawn. At a minimum, check the roster during the first two weeks of class (to be as accurate as possible for 10th day reporting), after the last date to withdraw with a tuition refund, after the last date to withdraw without grade penalty, and during the last week of class. Quarterly dates and deadlines can be found at http://access.ewu.edu/records-and-registration/dates-and-deadlines/registration-calendar.

What if there's a student in my class that is not on my class roster?

It is EXTREMELY important to check your roster and determine if the students who are attending your class are listed on your official roster on EagleNET. If a student is attending your class and is NOT on the roster in EagleNET, please have the student contact Records and Registration to resolve this issue (201 Sutton Hall, Cheney; 509-359-2321 or in Spokane at the Student Support Center, Phase 1 Building, room 101, 509-828-1395). By the second week of the quarter students need to have your permission to register into your course, so a signed In-Person Registration form or other type of authorization from you will also be needed. ***Remember, if the student is not on your roster, they will not be able to receive a grade for your course. Therefore, it is very important to catch this early.***

Please note: most undergraduate business courses require a prerequisite course. To add additional students to your course, please use the "Memo Regarding Adding Students" provided in your mail box at the beginning of the quarter. Our undergraduate academic advisors will check the students' prerequisites to determine if they qualify and enroll them in the class. Feel free to contact 509-359-6277 or 509-828-1249 with any questions regarding this process.

What if my class is full but there are students on the waitlist?

The maximum enrollment for an individual course has been pre-determined by the department. If your class is at its capacity, you are under no obligation to enroll additional students unless your denial would delay the student's graduation date. If you choose to allow additional students to enroll, please provide your permission by signing an In-Person Registration form. For undergraduate business courses, please use the "Memo Regarding Adding Students" provided in your mailbox.

If you decide not to allow additional students in the course, please notify students at the beginning of the first day of class. This will provide them with an opportunity to find another course to register.

What if there are students on my class rosters who have never attended my class?

For some reason there are students that add or enroll in courses and never manage to attend the class. For those students, you will be asked in the first week or two of class to request to have the students dropped for non-attendance. (Additional information see Resources for Faculty and Staff – Records and Registration.) EWU is required by U.S. financial aid regulations to report all "never-attended" or "ceasing to attend" students. If you are teaching a web-based section, report any student who has neither logged into the course nor participated in any class activity (assignments, discussion board, etc.) the same way.

I have more students on my roster in Canvas (and in the grade book) than I do in EagleNET on my class roster? Which one is correct?

The roster in EagleNET is always the correct and up-to-date roster of students enrolled in your class.

Online Grading

The majority of courses are open for online grading by 5:00 p.m. on Friday, the last day of instruction.

Courses offered in Bellevue, Longview, or on a semester schedule, as a distance learning course and others may have a different online grading schedule. Faculty for these courses will be notified separately of the opening and closing dates and times for these courses.

Other Questions?

Please contact Records and Registration at 509-359-6586 or 509-359-2321.

OVERVIEW OF CBPA DEGREE PROGRAMS

Undergraduate programs:

- Bachelor of Arts in Business Administration with the following specialized concentrations (Majors) available in:
  - Professional Accounting
  - Finance
  - International Business
  - Management: General Management Option
  - Management: Human Resource Management Option
  - Management: Operations Management Option
  - Management Information Systems
  - Marketing
- Bachelor of Science in Health Informatics Technology and Management
- Bachelor of Arts in Urban and Regional Planning (see the General Catalog for minors)
- Bachelor of Arts in Education with a major in Business and Marketing Education
- Bachelor of Arts in Economics (see the General Catalog for minors)
- Bachelor of Science in Economics

Graduate Programs*

- Masters in Business Administration (MBA)
- Masters in Urban & Regional Planning (MURP)
- Masters in Public Administration (MPA)

*See the Graduate Catalog for dual degree options.

Degree options or requirements, along with course descriptions and prerequisites for each of the above programs, are spelled out in the EWU Undergraduate and Graduate Catalog.

PROGRAM LEARNING GOALS

Business Programs

Undergraduate business program student learning outcomes – students will:

1. develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities;
2. develop an awareness and understanding of the cultural issues that impact business operations in a global society;
3. understand and use team building and collaborative behaviors to accomplish group tasks;
4. understand and utilize financial tools and analytic techniques (e.g. financial statements analysis, budgeting, and valuation) to make and justify important financial decisions;
5. identify and perform appropriate quantitative analyses when given a particular business problem.

Professional Accounting – students will:

1. identify ethical issues and apply personal values and professional codes of conduct to resolve ethical issues, including social responsibility and environmental reporting issues;
2. develop awareness of diverse perspectives and cultures and their impact on the communication of accounting information in the international arena;
3. generate, interpret and communicate accounting information for use in decision making.

Business and Marketing Education – students will:

1. apply and integrate the state's Common Core Competencies and 21st century skills in program implementation and assessment and, in addition, be able to identify the diverse needs of students and implement programs and strategies that promote student competency and success;
2. create and sustain safe learning environments that prepare diverse students for the workplace, advanced training, and continued education;
3. model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, community, business,, industry, and families that maximize resources and promote student self-sufficiency;
4. demonstrate workplace competencies in keyboarding and digital input; information technology clusters; information systems management; information processing applications, technical communications; principles of entrepreneurship, marketing

essentials, business management, accounting and computation; economics and finance; international business; and business law;
5. demonstrate teaching competence in all areas listed in the fourt Learning Goal above, including career development, work-based coordination, integration of leadership development into the curriculum and management of student leadership organization activities.

Finance – students will:

1. understand and be able to apply the time value of money;
2. be able to conduct long-term financial analysis in real-world domestic and international applications;
3. be able to integrate the cost of capital (derived from risk, capital structure, and market factors) into financial analyses;
4. be able to conduct short-term financial analysis including cash-flow projections;
5. understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.

Management

General Business Option – students will:
1. know the vocabulary of the business disciplines;
2. know the purpose and responsibilities of each business function: accounting, finance, human resource management, operations, and marketing;
3. explain key business concepts in each of the business functions, such as the 4 P's of marketing, motivation theories, time-value of money, and financial statements;
4. gather, prepare, and analyze information necessary to make rational business decisions;
5. demonstrate judgment, communication skill, and quantitative techniques necessary to solve typical business problems.

Human Resources Management Option – students will:
1. be able to understand and deal with the influence of the major environmental factors that affect HRM activities;
2. possess the knowledge and skills needed to effectively manage the staffing function;
3. possess the knowledge and skills needed to effectively manage the compensation function;
4. possess the knowledge and skills needed to conduct effective training and development activities;
5. possess the knowledge and skills needed to effectively manage labor relations and employee safety and health.

Operations Management Option – students will:

1. know the vocabulary of the operations management discipline;
2. explain key operations management concepts such as operations strategy, planning, scheduling, processes and their relationships;
3. Apply operations management concepts to solve operations management problems such as related to planning, scheduling, the supply chain and quality management;
4. calculate resource allocations using operations management tools and techniques and analyze performance using appropriate quantitative methods;
5. assess a company's resource needs based on weekly shifts in simulated operations performance.

Management Information Systems – students will:

1. acquire MIS technical skills, including programming principles, database principles, networking and data communications;
2. demonstrate problem-solving abilities by applying MIS technical skills, including business application program design, business database design;
3. demonstrate MIS project development skills through system analysis and design, and demonstrate MIS/IT project management skills and team skills.

Marketing – students will:

1. analyze the impact of marketing environments on marketing strategy and performance;
2. explain and apply consumer behavior principles and their implications for marketing strategy and practice;
3. collect, analyze, interpret and report market data;
4. apply marketing principles to segment consumer groups and develop appropriate positioning strategies;
5. explain and apply the principles of managing the marketing mix as they relate to marketing planning and integrate these into a marketing plan.

Masters of Business Administration (MBA) – students will:

1. use relevant theories, concepts, perspectives and facts to analyze business and economic issues and solve related problems;
2. apply appropriate technical and quantitative skills related to business;
3. to demonstrate competency in both written and oral business communication skills;
4. provide leadership and facilitate positive interpersonal business relationships;
5. incorporate ethical and global considerations into business activities.

Public Programs

Economics – students will:

1. use supply and demand modeling to predict and/or explain some economic event;
2. use quantitative skills to analyze economic data;
3. understand the use of fiscal and monetary policies in addressing contemporary macroeconomic issues;
4. understand and apply the Cost/Benefit Princicple to a current socio-economic issue.

Masters of Public Administration (MPA) – students will:

1. demonstrate an ability to develop professionally through reflective analysis of employment and educational experiences;
2. articulate and apply a philosophy of public service administration practice;
3. lead and manage in public governance;
4. participate in and contribute to the public policy process;
5. analyze, synthesize, think critically, solve problems and make decisions;
6. communicate effectively and interact productively with a diverse and changing workforce and citizenry.

Urban Planning (Undergraduate) – students will

1. possess the skills needed to practice planning in a variety of venues in ways consistent with the planning ethics;
2. understands human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
3. understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
4. understand the different values and ethical standards affecting the practice of planning.

Masters of Urban and Rural Planning – students will

1. understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
2. understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
3. demonstrate the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning;
4. understand the different values and ethical standards affecting the practice of planning.

TEACHING RESOURCES

SAMPLE SYLLABI

Outline Format

(Includes "boilerplate" EWU language on Equal Opportunity, Affirmative Action, ADA Statement and Academic Integrity.)

HEADING
1. EWU logo (**optional**)
2. Name of course
3. Course #, quarter, year
4. Course meeting times and place

DEMOGRAPHIC INFORMATION

1. Instructor name, e-mail address, phone
2. Office #
3. Office hours

COURSE DESCRIPTION
1. As it appears in course catalog
2. Additional information including prerequisites

COURSE TEXTS AND REQUIRED RESOURCES
1. *How 13: A Handbook for Office Professionals* by Clark and Clark, South-Western Cengage Learning, ISBN-13: 978-1-111-82086-2

STUDENT LEARNING OBJECTIVES
Upon completion of this course, the student should be able to
1.
2.
3.
etc.

ASSIGNMENTS AND ACTIVITIES (for achieving objectives – could have one or more per objective)
1.
2.
3.
Writing is an essential skill used to communicate your knowledge, plans, needs, and understanding. Writing effectively will ensure that the reader understands and correctly

interprets your communication. Although this is not a writing-specific course, your ability to write well is expected and valued and will be evaluated. Therefore, you are expected to proofread and edit all your written assignments and communications, no matter how small (including e-mail messages). In addition, you are expected to purchase and use ***HOW 13*** as a writing-improvement reference and enroll in the **Canvas site *CBPA Writing*.** This site includes instructions and tips to help you become a better writer. Among the resources on this site, you'll learn how to change the defaults in Microsoft Word so the software helps you edit your writing. You'll also find a tool (PREP model) to help you avoid writer's block, avoid disorganized and incomplete writing, and ensure reader-focused content.

EVALUATION CRITERIA

(Grading system used for exams and assignments)
(Could note for a specific assignment when a rubric is available)

TENTATIVE OUTLINE

("tentative" allows for changes)
(includes final exam day/time)

EQUAL OPPORTUNITY STATEMENT

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

AFFIRMATIVE ACTION STATEMENT

Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

ADA STATEMENT

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager DSS or call 509-359-6871.

ACADEMIC INTEGRITY

Any question of Academic Integrity will be handled as stated in the EWU Academic Integrity Policy. This policy is on the EWU Web site at http://access.ewu.edu/undergraduate-studies/curriculum-and-policies/academic-integrity. Violations will be dealt with and eventually may lead to being expelled from the course or the university.

Full Text Format

MGMT 326 – ORGANIZATION THEORY AND MANAGEMENT

Fall Quarter, 2014
Eastern Washington University
Class meets 6:00 – 9:40 pm
Monday

John Q. Professor, Instructor
Office: Rm. 340 Riverpoint
Telephone: 828-1222
Office Hours: 4:00 – 6:00 Monday

COURSE INFORMATION

COURSE DESCRIPTION: This is an introductory course in organizational theory and behavior. It provides students with management concepts and techniques necessary for the management of organizations in the 21st century. Topics include: strategic management, problem solving, motivation, communication, leadership, power and politics, conflict management, team management, organizational culture and change, and building human assets. Additional topics discussed include: diversity management, ethics, stress management, and managing careers.

The course focuses on skill development through skill assessment, awareness, attainment, and application. Individual and team format will be used.

PREREQUISITES: Junior standing.

REQUIRED TEXT: *Management*, 11th edition, by Griffin, Cengage, 2012

REQUIRED MATERIALS: 4 SCANTRON forms

COURSE LEARNING OUTCOMES: Students successfully completing this course should be able to:

1. explain the knowledge and skills required in diverse organizations including personality, culture, perceptions, and attitudes.
2. illustrate the importance of vision and strategy for decision-making.
3. describe management under conditions of change.
4. summarize major research in motivation, learning, and goal-setting and demonstrate their practical application.
5. discuss the importance of communication and interpersonal skills in today's business world.
6. illustrate the role of ethics in managerial decision-making.
7. explain a range of leadership practices and issues.

CLASS ACTIVITIES:

Tests will be multiple choice in nature. The final exam is not comprehensive. The tests will focus heavily on text content and application. If you miss a test, you need to notify me of your circumstances.

Company Reports: Each team will submit a typed report that profiles a company and its leadership. Teams should also expect to relate their findings to the class. Refer to the class handout for more specific information.

Team Assignment: Each team will undertake one set of experiential exercises and present their findings to the class. These exercises will relate to chapter readings and will provide students with an opportunity to apply or research a management topic.

Class Activities will consist of problem-solving exercises and case analyses. The focus of these team-based activities will be on applications of the concepts discussed in the assigned readings. Individual and team format will be used. Students should come to class prepared to discuss the topics, cases, and to participate in the events scheduled.

Your attendance alone is not sufficient to receive full credit in this category.

If you miss a class period, you are responsible for finding out what you missed from a classmate.

CLASS ENVIRONMENT: Classroom professionalism is to be maintained at all times. (As in any academic environment, questions are welcome, but informal chatter becomes a distraction for all those in attendance.) Cellular phones should be "turned off" during class.

Students found cheating may receive a failing grade in the class.

GRADING:

Tests (4 x 75)	300 points
Team Company Report	100 points
Team Assignment	50 points
Class Activities	100 points
	550 points

Grading Scale (general guidelines)

90 – 100%	3.7 – 4.0
80 – 89%	2.7 – 3.6
70 – 79%	1.7 – 2.6
60 – 70%	0.7 – 1.6
<60%	0

TENTATIVE SCHEDULE*

- (This schedule is tentative and may be revised in order to accommodate special circumstances that may arise in class.)

Week 1	Introduction Team formation Ch 1 The Management Challenge: Critical Skills for the New Workplace
Week 2	Part 1 Individual Ch. 2 Understanding and Valuing Differences
Week 3	Ch. 3 Problem-solving Ch. 5 Managing Stress
Week 4	**Test 1** Ch. 4 Motivation Part 2 Interpersonal Ch. 6 Fostering Ethical Behavior
Week 5	Ch. 7 Communicating Effectively Ch. 8 Leading Effectively
Week 6	**Test 2** Ch. 9 Managing Power, Social Influence, and Politics Ch. 10 Managing Conflict
Week 7	Part 3 Managing Groups Appendix A
Week 8	**Test 3** Ch. 11 Managing Teams Ch. 12 Building Human Assets
Week 9	Ch. 12 continued Ch. 13 Organizational Culture
Week 10	**Company Reports Due** Ch. 14 Organizational Change
Week 11	**Test 4**

10 Things I Wish Someone Had Told Me About College Teaching

by

Lee F. Seidel, Director
UNH Teaching Excellence Program and Professor of
Health Management and Policy

There are over 700 faculty at the University of New Hampshire. This is not meant to represent their views and experiences. It is meant to convey one faculty member's perspective to those beginning their career as a member of our full or part-time faculty. For those beginning their career as a faculty member at UNH, it may relieve some of the anxiety associated with your new role and provide direction. To those experienced faculty about to join the faculty at UNH, it may convey a sense of our culture. It is restricted to issues involving teaching. Resources are listed at the end which may be helpful to faculty as they concentrate on their craft as a teacher.

Virtually every rule of scientific inquiry has been violated in constructing this perspective. Even though colleagues have offered advice, I alone take responsibility. The following are points you may already know, but I wish someone had told me 18 years ago when I arrived at UNH as an Assistant Professor with no previous teaching experience. Looking backwards, many appear obvious. Being obvious, however, does not diminish their importance.

1. Use your course syllabus to reduce ambiguity.

The syllabus provides students your policies. Obviously "your" policies and procedures must be within the parameters established by the university. In many instances, university policy is such that you as a faculty member must decide your particular position and then convey it to students.

Describing your expectations and policies in the course syllabus minimizes the ambiguity in your relationship with students. For example, it is generally appropriate to include on your syllabus:

- Your Grading Scale
- Your policy on class attendance, late work, and missed examinations
- Your policy concerning plagiarism in any course that involves writing
- Your office hours and how a student can contact you outside of class
- Your method of assessing student performance including class participation if used in formulating a term grade.

A detailed course syllabus provides the basis to begin a course. It states the academic intent of the course, provides a strong overview of the course, and indicates all expectations. I insure student understanding of the course by reviewing the syllabus in detail on the first day of class and asking for questions and comments. Throughout the semester students can be referred to the syllabus for direction and policy. Students also can be required to furnish a rationale based on the syllabus when they ask for an exception to an explicit policy.

A detailed syllabus establishes student and faculty responsibilities. Consider having students write the names, addresses and telephone numbers of at least two other students on their syllabus and to use these fellow students to seek information concerning classes they miss. Hold students responsible for any classes they miss. I will not meet with a student until he or she gets the notes (and any handouts) from another student and then I will only answer specific questions. When confronted with the question: "Did you do anything important in last Tuesday's class?", I always say, "You decide after you get the notes from another student. See me if you have specific questions." This all starts with the substance and tone you establish in your syllabus.

2. Course design is very Important…and it takes time.

Few have the ability to design and teach a course perfectly the first time. Effective course design takes time and experience. As a general rule, I need three times with a new course before I feel comfortable with it and have a good sense of what works and what does not work. If I am still investing heavily in course design after three times, something is wrong or there has been a fundamental change, such as a change in the body of knowledge or the role and function of the course in the overall curriculum. Give yourself the opportunity to succeed by looking at a new course as something that will evolve.

New faculty need to experiment with a course, especially if the course is new to them or a new course in the university. No one gets it perfect the first time. Try different ways to present ideas and concepts. Try different ways to establish certain proficiencies. Hold yourself to the expectation that each time you teach the course you will make some purposeful modifications. The modification you make after three times should, however, be minor compared to the changes you might make after the first or second time.

All of us had it at one time or another in our faculty careers. It is called new Ph.D. disease. New Ph.D. disease is characterized by believing that your students must read virtually everything you had to read for your qualifying examinations. As such, you do not need to have a Ph.D. in hand to be susceptible to the disease. Often, the best place to diagnose new Ph.D. disease is in the bookstore by the number of books a new Ph.D. requires in his or her classes. This should not be construed to mean that any faculty should not require what they believe is important in order to meet the objectives of the course. What it means is be aware that there is a difference between what is taught, what is read, and what is learned. As faculty, we are ultimately responsible for what is learned.

3. <u>Make sure that your student evaluations are not a surprise.</u>

Examine the form used by the students to evaluate faculty at the end of the semester. It is not unreasonable. It provides the students the opportunity to express their views concerning the course you have designed and taught. Students are not looking for free rides and good times. At the same time, they generally respond poorly when a course is not well organized, is characterized by changing expectations that they have difficulty understanding, or is presented in a manner to cure insomnia. Generally, students respect courses (and their professors) that provide them with a sense for what they have learned and why they learned it. No one ever bats 1000%.

Over the course of the semester, check out the students. Some faculty do a formal mid-course evaluation. Others merely ask students to complete the following sentence (anonymously) and turn it in at the end of a class.

During this course, I wish that…

Such formal practices provide a glimpse of student attitudes and preferences. Doing a mid-course evaluation provides you the ability to adjust within the parameters you have established for the course. It makes sense, especially as you continue to develop your sensitivities for what students are actually learning in your courses. Such practices help make teaching and learning an interactive process.

Most students come from secondary schools that have relatively small classes and "individualized' instruction. As secondary school students they are comfortable working with peers in cooperative learning situations. Most have never attended a large lecture before, let alone been exposed to the implicit learning expectations associated with the large lecture. Large lectures are new to most students. If you teach a large lecture, be explicit as possible. Provide students outlines. Tell them when something is REALLY important. Make the lecture as interactive as possible. Give them study questions to do after the lecture and then cover the answers in the following lecture. Periodically, ask students in groups of two or three to devote a few minutes to consider and solve a problem related to the lecture and then report their findings to the class. Students find the passive learning environment created by the large lecture too comfortable and need the help of faculty to become exactly what they want and need to be, active learners.

4. <u>Keep your department chair informed about your courses.</u>

Department chairs are very special people. Some say they have the need to feel the constant vise-like forces of "their faculty" and "the administration" and that they enjoy being in the middle. Others use other epithets and phrases to describe the role. Keeping the department chair informed about your teaching is good (and courteous) practice. Department chairs need to know about successes as well as problems related to teaching. They need to know where resources could be used and the value they could expect from these resources. Keep the chair informed using a memo or through general discussion. Make your department chair hear your problems and successes. Create dialogue with your department chair and colleagues about teaching just as you will create dialogue concerning your scholarly interests. Share failures, we have all had them.

5. <u>A serious student problem = the department chair.</u>

You will encounter student tragedy. You will encounter students with complex problems based upon circumstance as well as their own actions. Hopefully, these encounters will be few and far between. They will happen, however. There is a difference between being a faculty member and a student counselor. Our university employs trained counselors to work with students in need of such interventions. Crossing the line between faculty and counselor can highlight exactly how unskilled you are as a counselor.

Get advice before you decide to do anything. Department Chairs are THE problem-solvers at UNH. They know the regulations and precedents. They know what works and how to access university resources to address complex problems. When department chairs do not know the answer, they know to consult Associate Deans and Deans.

Above all, do not make important decisions in the hallway or just before or after a class. Make an appointment with the student to discuss the problem in your office, and then use this time to learn about the problem and issue. I also use this time to tell the student the parameters that need to be honored in any solution and then ask the student what he or she thinks would be a reasonable solution. My rule is to help students solve their own problems and issues. But this all starts with the discipline to not try to solve problems in the hallway or just before or after class.

6. <u>Be scrupulously fair with all students.</u>

Continuously welcome all students into our community of scholars. Treat them as scholars even if they do not want to be. Treating them like scholars and role modeling for them how scholars approach learning is as important as the substance of your teaching.

Being scrupulously fair with students also means establishing the classroom as a scholarly environment. Students and faculty have diverse backgrounds, values and preferences. Scholars do not use sexual, or ethnic slurs or innuendo in their writings or scholarly works. Neither should such be allowed in the scholarly classroom by faculty or students. The climate of your classroom is your responsibility to establish, monitor, and maintain.

How an act or statement is perceived is often more important than the intent of the statement or act. I have no tolerance for colleagues who fail to maintain the scholarly nature of the classroom or their relationship with students. Academic freedom is not the freedom to violate our scholarly culture, it is the freedom to be scholarly.

7. Create and close (learning) loops.

If you think your class appears large and impersonal, think how a specific student feels. To diminish the impersonal nature of large classes, ask students to do something and then have them tell you the results. Make them active learners by giving them important things to do and then weave their results into subsequent classes. If your class has laboratories, decide whether you will use class to set up the laboratory or to debrief students involving the laboratory learning. Create the appropriate learning loop and then close it.

Consider using formal devices to create and close learning loops. The one-minute paper may be appropriate. At the beginning of class tell every student that at the end of the class they must write, in one minute, the primary intent of the class, or the primary concept covered and their reaction, or something that reflects the essence of that specific class. Have them turn it in. Select a few to read as a preface to the following class and move on. Return their one-minute papers marked. Read them quickly giving a mark of plus (very good), minus (deficient understanding), or check (adequate understanding).

Another way to close a loop is to insure a correspondence between what you teach and how it is evaluated. Requiring students to read to acquire factual knowledge is probably best examined suing a multiple-choice type of examination. Requiring students to develop proficiency to solve specific problems is best examined using a problem-oriented examination. If you want students to develop critical understanding, an essay examination probably works best. If you want students to know specific concepts, multiple choice or identification questions probably work best. Tailor your evaluation approach to the intent of your teaching, it will create a closed loop for the student.

8. Time management is an issue.

New faculty ALWAYS underestimate the time associated with teaching. No reasonable person can grade 125 essay exams or term papers in one sitting without losing the ability to be reasonable and rational. Designing "good" examination questions is an art. Practice helps. Too often my students have answered my essay questions with poor answers because I wrote a poor question. I have also found that the time it takes to write a good multiple-choice examination is approximately equal to the time it takes me to grade an essay examination. Each requires approximately the same amount of time. It took me years to learn this.

Faculty also underestimate how long it will take a student to accomplish an assignment. Just because you can read the chapter in 45 minutes does not mean that a student can. Make sure that you are having students read the best, not necessarily the most. If you want them to read it all, have them do a research paper. Students have time management problems too. Schedule your examinations appropriately around mid-semester, not at mid-semester.

This issue also involves the balance between investing in your teaching and investing in your scholarly activities and service activities. Time is your critical currency. First, be very careful of anyone who tells you "teaching doesn't count" in promotion and tenure considerations. At least from my perspective, these individuals have not served on a departmental or school or college promotion and tenure committee very recently or if they did, they did not really know what was happening. Second, however, be careful about over investing in your teaching. At first glance, these two points might appear as contradictory, they are not. See: Robert Boice (1992) The New Faculty Member: Supporting and Fostering Professional Development. Jossey-Bass. Boice found that faculty who failed to earn tenure under-invested in their scholarship and over-invested in their teaching. I strongly recommend you consider Boice and his findings. Balance, quality and outcomes are the critical issues that seem to spell the difference between those faculty who are offered the opportunity to devote a career to UNH and those faculty who are required to leave.

9. Attitude counts

Your attitude about your course will be magnified by your students, even in "killer calculus." Sometimes it is important to share with students that you know exactly how hard something is to learn for the first time. Tell them it is hard and then show them how to learn it. A classroom provides the opportunity to show an enthusiasm for learning. You set the tone. Coach, cajole and demand perfection. Use humor to relieve their tension. Remember how you felt the first time you had to learn it, they probably feel the same way. If you tell them that you expect 1/3 of the class to fail, they probably will. If you tell them you want them to challenge you to give all students A's, they just might do it. Attitude counts.

10. No one has all the answers – even faculty

Sometimes the question just cannot be answered or is not worth answering. Other times the (very good) question deserves an answer that needs to be found. Tell students how to find the answer and that you also want to know the answer. Telling a student to "go to the library" to research the answer usually assumes that the student has the same ability you have to research questions in your field. Baccalaureate students are not good library researchers. If you tell them to go research the answer, tell them where to look and come back to you regardless of their research success or failure. Again, create a learning loop and then close it.

Thank you for considering one perspective. At least 699 other perspectives also exist.

The Adjunct Professor's Guide to Success: Surviving and Thriving in the College Classroom

By
Richard E. Lyons, Marcella L. Kysilka, & George E. Pawlas

This excellent paperback is **on reserve** in the department offices in Patterson Hall and at Riverpoint as well as the Dean's Office at Riverpoint. Check out the book from the department secretary.

Academic Calendar through Summer 2016

ACADEMIC YEAR		09/10	10/11	11/12	12/13	13/14	14/15	15/16
	Day(s)							
FALL QUARTER *Days of Instruction **(49)**		**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Labor Day - Holiday	Monday	Sept. 7	Sept. 6	Sept. 5	Sept. 3	Sept. 2	Sept. 1	Sept. 7
Instruction Begins	Wednesday	Sept. 23	Sept. 22	Sept. 21	Sept. 26	Sept. 25	Sept. 24	Sept. 23
Veterans' Day - Holiday		Nov. 11 (Wed)	Nov. 11 (Thurs)	Nov. 11 (Fri)	Nov. 12 (Mon)	Nov. 11 (Mon)	Nov. 11 (Tues)	Nov. 11 (Wed)
No Classes - Wednesday Before Thanksgiving		Nov. 25	Nov. 24	Nov. 23	Nov. 21	Nov. 27	Nov. 26	Nov. 25
Thanksgiving - Holiday	Thurs-Fri	Nov. 26-27	Nov. 25-26	Nov. 24-25	Nov. 22-23	Nov. 28-29	Nov. 27-28	Nov. 26-27
Last Class Day of Instruction	Friday	Dec. 4	Dec. 3	Dec. 2	Dec. 7	Dec. 6	Dec. 5	Dec. 4
Final Exams Week	Mon-Thurs	Dec. 7-10	Dec. 6-9	Dec. 5-8	Dec. 10-13	Dec. 9-12	Dec. 8-11	Dec. 7-10
Last Day of Quarter	Friday	Dec. 11	Dec. 10	Dec. 9	Dec. 14	Dec. 13	Dec. 12	Dec. 11
Christmas - Holiday		Dec. 25 (Fri.)	Dec. 24 (Fri)	Dec. 26 (Mon)	Dec. 25 (Tues)	Dec. 25 (Wed)	Dec. 25 (Thur)	Dec. 25 (Fri)
WINTER QUARTER *Days of Instruction **(49)**		**Winter 2010**	**Winter 2011**	**Winter 2012**	**Winter 2013**	**Winter 2014**	**Winter 2015**	**Winter 2016**
New Year's Day - Holiday		Jan. 1 (Fri)	Dec 31 (Fri)	Jan. 2 (Mon)	Jan. 1 (Tues)	Jan. 1 (Wed)	Jan. 1 (Thurs)	Jan. 1 (Fri)
Instruction Begins	Monday	Jan. 4	Jan. 3	Jan. 9	Jan. 7	Jan. 6	Jan. 5	Jan. 4
M. L. King, Jr. Day - Holiday	Monday	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 20	Jan. 19	Jan. 18
Presidents' Day - Holiday	Monday	Feb. 15	Feb. 21	Feb. 20	Feb. 18	Feb. 17	Feb. 16	Feb. 15
Last Class Day of Instruction	Monday	Mar. 15	Mar. 14	Mar. 19	Mar. 18	Mar. 17	Mar. 16	Mar. 14
Final Exams Week	Tues-Fri.	Mar. 16-19	Mar. 15-18	Mar. 20-23	Mar. 19-22	Mar. 18-21	Mar. 17-20	Mar. 15-18
Last Day of Quarter	Friday	Mar. 19	Mar. 18	Mar. 23	Mar. 22	Mar. 21	Mar. 20	Mar. 18
SPRING QUARTER *Days of Instruction **(49)**		**Spring 2010**	**Spring 2011**	**Spring 2012**	**Spring 2013**	**Spring 2014**	**Spring 2015**	**Spring 2016**
Instruction Begins	Monday	Mar. 29	Mar. 28	Apr. 2	Apr. 1	Mar. 31	Mar. 30	Mar. 28
Memorial Day - Holiday	Monday	May 31	May 30	May 28	May 27	May 26	May 25	May 30
Last Class Day of Instruction	Friday	June 4	June 3	June 8	June 7	June 6	June 5	June 3
Final Exams Week	Mon-Thurs	June 7-10	June 6-9	June 11-14	June 10-13	June 9-12	June 8-11	June 6-9
Last Day of Quarter	Friday	June 11	June 10	June 15	June 14	June 13	June 12	June 10
Commencement	**Friday**	**June 11**	**June 10**	**June 15**	**June 14**	**June 13**	**June 12**	**June 10**
SUMMER QUARTER *Days of Instruction **(37)**		**Summer 2010**	**Summer 2011**	**Summer 2012**	**Summer 2013**	**Summer 2014**	**Summer 2015**	**Summer 2016**
Instruction Begins	Monday	June 21	June 20	June 25	June 24	June 23	June 22	June 20
Independence Day - Holiday		July 5 (Mon)	July 4 (Mon)	July 4 (Wed)	July 4 (Thurs)	July 4 (Fri)	July 3 (Fri)	July 4 (Mon)
Last Class Day of Instruction	Wednesday	Aug. 11	Aug. 10	Aug. 15	Aug. 14	Aug. 13	Aug. 12	Aug. 10
Final Exams Week	Thurs-Fri	Aug. 12-13	Aug. 11-12	Aug. 16-17	Aug. 15-16	Aug. 14-15	Aug. 13-14	Aug. 11-12
Last Day of Quarter	Friday	Aug. 13	Aug. 12	Aug. 17	Aug. 16	Aug. 15	Aug. 14	Aug. 12
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