FACULTY RESOURCE GUIDE

Minnesota State University, Mankato
2007-2008

Prepared by
The Center for Excellence in Teaching and Learning

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PART I

UNDERSTANDING THE UNIVERSITY

HISTORY AND HERITAGE OF MINNESOTA STATE UNIVERSITY, MANKATO

History
When the Mankato Normal School opened its doors in 1868, the institution’s primary goal was to educate teachers for rural schools. In 1921, the Normal School became Mankato State Teacher’s College. The school expanded its enrollment and class offerings throughout the 1920s and 1930s and its mission evolved to include both liberal arts and professional studies. Master’s degree programs were instituted in the 1950s and this shift in emphasis resulted in the institution becoming Mankato State College in 1953. In the 1950s, work on the Highland Campus began and for two decades both the Valley and Highland Campuses were in operation. In 1975, Mankato State College was granted university status and became Mankato State University. In 1979, the University consolidated all operations onto the Highland Campus. Mankato State University celebrated its 125th anniversary during the 1992-1993 academic year. In 1998, Mankato State University became Minnesota State University, Mankato in recognition of expanded service to Minnesota and the nation.

The University currently offers undergraduate majors, pre-professional programs, graduate majors, and extensive general education opportunities. Current activities directed at meeting the changing educational needs of students and society include the new Taylor Center, Bresnan Arena, Andreas Theatre, the remodeling of Carkoski Commons, and the expansion of the Centennial Student Union.

MSU Mission Statement and Goals
Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

- The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.
- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.
The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.

The University will invest in the professional development of all members of the University Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

The University, as a whole and in all of its parts, will establish priorities through planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.

**Minnesota State Colleges and Universities (MnSCU)**—This organization consists of all public universities and colleges in the state of Minnesota. The Chancellor is located in St. Paul where MnSCU is headquartered. The organization includes three different unions and three different types of higher education institutions. The MnSCU system consists of Bemidji State University, Metropolitan State University, MSU Mankato, MSU Moorhead, Southwest Minnesota State University, and Winona State University.

**MSU School Colors**
Purple (PMS 269)
Gold (PMS 109)

**MSU School Mascot**
“Stomper” (MSU is known as the “Mavericks”)

**MSU School Song “Minnesota State Rouser”**
Hail to our colors
The Purple and the Gold.
Rally for vict’ry.
We’re back of you
Sol fight, fight, fight
You’ll conquer our foes
All you Mavericks brave and bold.
So fight on Minnesota State
Come on! Let’s Go?
M-A-V-E-R-I-C-K-S! MAV’RICKS! MAV’RICKS!
GO STATE!

**Minnesota State Hymn**
Minnesota State, we hail; Hail the purple and the gold.
All alumni, Old and new, Take you with them when they go.
From the hilltop, from the Prairie, Where the river bends to lead them
We are walking proud and strong, Minnesota State on and on.
Racha Macha, MSU now and always we’ll be true
In the classroom, on the mall, By the fountain, spring and fall
In the cities in their towers, in the nations far from home.
Minnesota State we hail to you. Purple and gold we’re ever true.

**Campus Buildings**

**Alumni & Foundation Center (AF)**—Completed in the summer of 1989, this building houses the division of University Advancement that includes Alumni Relations, Marketing and Communications, Annual and Planned Giving Offices, Media Relations, Development, and KMSU radio. In addition, the College of Graduate Studies and Research, the Center for Continuous Learning, Extended Campus Office, Center for Rural Policy and Development, and the Cultural Diversity Program are all located in the building. The facility was constructed by the Minnesota State University Foundation for lease to Minnesota State University, Mankato.

**Andreas & Standeford Observatories**—The Andreas Observatory, completed in 1990, was made possible through the $230,000 gift of Lowell and Nadine Andreas of Mankato. It houses a 20-inch telescope from a National Science Foundation grant. The Standeford Observatory, completed in 1982, is the smaller of the two campus observatories. It is home to a variety of telescopes. These instruments are used primarily for visual observations of the sky by MSU students and other observatory visitors. Standeford Observatory is staffed by undergraduate student observing assistants under the supervision of Dr. James Pierce. The observatory was named in honor of Dr. Leo V. Standeford, a professor of astronomy at MSU from 1968 to 1981.

**Armstrong Hall (AH)**—Armstrong Hall was constructed in 1964, and is named in honor of Dr. Grace Armstrong who taught professional education at the institution for 36 years, 1927-1963. The building currently houses the Office of Affirmative Action and various classrooms and offices of the College of Arts and Humanities, Education, and Social and Behavioral Sciences.

**Blakeslee Stadium**—Built in 1963, the stadium is named after C. P. Blakeslee who was a professor in Health and Physical Education and a coach at Minnesota State for 37 years, 1924-1961. Blakeslee was responsible for the expansion of Minnesota State’s Intercollegiate Athletics program from two to nine sports and he initiated the intramural program.

**Carkoski Commons (CC)**—Carkoski Commons was built adjoining Crawford and McElroy Halls, and named for Chester Carkoski who was the Assistant Dean of Students and Director of Housing, 1960-1973.

**Crawford Center (CR)**—This residence hall is the oldest building on campus and was built in stages. Buildings A and B were the first to open for use in 1959, with Halls C and D opening in 1967. The Crawford Center honors Minnesota State’s seventh president, Clarence Crawford, 1946-1965.
**Centennial Student Union (CSU)**—The Centennial Student Union, constructed and operated by student funding through activity fees, opened in September 1967. A second stage was added in 1972, and in 1999 the third phase was completed and named the Student Activities Center. The three-level building is the social and activity center of the University. It contains conference and meeting rooms, dining facilities, a recreation center, bookstore, art gallery, and many offices. The Offices of Student Leadership Development and Service-Learning, the International Student Association, the Intercultural Center, the Minnesota State Student Association/Student Center, the *Minnesota River Review*, and the Reporter (school newspaper) are all housed in the Student Activities Center.

**Effie Conkling Gallery**—Effie Conkling taught at MSU for 32 years. The Gallery in her name is located in the connecting link between Nelson Hall and Armstrong Hall along with art studios and offices.

**Gage Center (GC)**—Built in 1965-66, Gage Center is named in memory of the principal of the Normal School, George M. Gage. The A tower to the east was completed in 1965 and at one time housed only male students. The B tower, now called Maverick Hall, was completed in 1966 and at one time housed only female students. Currently both towers are co-ed with Maverick Hall a part of First Year Experience, a program aimed at enhancing first-year student success at the University.

**Highland Center (HC)**—Constructed in 2002, the new Highland Center replaces much of the old center. The new building houses several different areas: classrooms, Human Performance and Athletic Training labs; offices for Human Performance, Athletics, and Campus Recreation; Athletic locker rooms; Athletic equipment; and a student atrium/gathering area that includes food/vending. The gymnasium (Otto Arena), which is also part of the building, is named in honor of James Robert “Bob” Otto who was a faculty member for 30 years, the MSU football coach for 17 years, and the Athletic Director for 13 years.

**Highland North**—Constructed in 1979, Highland North includes Schellberg Gymnasium, racquetball courts, an aerobics/dance studio, locker rooms, and offices for Human Performance, Health Science, and Recreation, Parks and Leisure Services. Schellberg Gym was named in honor of Ruth Schellberg who was a faculty member for 25 years and chairperson of the Women’s Physical Education Department for 22 years.

**McElroy Center (MC)**—Built in 1961, McElroy Center is named for MSU’s sixth president, Frank D. McElroy, 1930-1946. It was the second residence hall on the upper campus. Halls E, F, and G were opened in 1961 as all-male residence halls. By 1964, Halls H and I housed only women. All residence halls on campus are now coeducational.

**Memorial Library (ML)**—The Memorial Library was built in 1969. It is named in honor of those faculty and community members who made significant contributions to
the growth of the institution, and those graduates who gave their lives in service to their
country in several wars. Remodeling was completed in January of 1992.

**Morris Hall (MH)**—Morris Hall was constructed in 1968 and at that time was called
Classroom Building Number 47. The building, and a later addition, currently bear the
name of Albert B. Morris who was a professor of history, serving MSU for 36 years,
1919-1955. Morris Hall currently houses the College of Business, the Urban and
Regional Studies Institute, the Center for Excellence in Teaching and Learning, the
Departments of Political Science and Law Enforcement, Women’s Studies, and Dental
Hygiene. In 1979 hallway links were added from Morris Hall to the Administration
Building, Armstrong Hall, and Highland North.

**Myers Field House (MF)**—Constructed in 2001, Myers Field House replaces the old
field house and features an eight lane 200 meter indoor track with four courts on the
infield accommodating basketball, volleyball, tennis, badminton, baseball, softball and
other sports. Named after Bud Myers, track and field and cross country coach and
Health and Physical Education instructor from 1948-1979, the field house is home to
MSU Athletics, Campus Recreation, and Human Performance. It also houses offices
for Athletic Administration, Campus Recreation, and the Dean of the College of Allied
Health and Nursing.

**Nelson Hall (NH)**—Nelson Hall was constructed in 1962 and was first known as the
Industrial Arts Building. It was later named in honor of Maurice J. Nelson, professor of
Industrial Arts who served MSU for 41 years, 1918-1959. The building currently
houses Technology Education, Mass Communications, and the Art Department.

**Pennington Hall (PH)**—Pennington Hall is a small building in the middle of the
campus dedicated to classroom use.

**Performing Arts Center (PA)**—The MSU Performing Arts Center was completed in
1967. Formerly called the Music-Speech Building, the Center contains the Ted Paul
Theatre, named in honor of Ted Paul, Jr. who was a director of theatre at MSU from
1950-1980, and the Elias J. Halling Recital Hall that is named in honor of music
professor Elias J. Halling who came to MSU in 1936 and retired in 1974. The building
houses scene and costume shops, band and choir rooms, a music technology room, a
music library, and various studios, classrooms, practice rooms, and related offices. The
new Andreas Theatre was funded by gifts from Lowell and Nadine Andreas, together
with alumni, friends, businesses, and the MSU Foundation. The theatre complex
contains the state-of-the-art 100 flexible-seat black-box Theatre, green room, dressing
rooms, dance studios, a design lab, costume and scenic storage, a paint booth, and light
maintenance facilities.

**Taylor Center (TC)**—The Taylor Center, named in honor of alumnus Glen Taylor
(‘62), is MSU’s new gateway to the campus. The 4,800-seat Bresnan Arena, named for
Bill Bresnan, is the new home for MSU basketball, volleyball, and wrestling. The
Brock-Otto Hall of Champions, named for long-time athletic directors Georgene Brock
and Bob Otto, showcases MSU’s history of academic and athletic achievements. Admissions facilities, a welcome center, and academic space create a new center of activity for students, faculty, visitors, and members of the community.

**Trafton Science Center (TR)**—Trafton was opened in 1972 and is named in honor of Gilbert H. Trafton who was a biology professor for 32 years, 1911-1943. The largest building on campus, Trafton houses the College of Science, Engineering and Technology and includes specialized laboratories and research areas. Due the size of the building, there are different abbreviations for various parts: TE=east, TN=north, and TS=south.

**Wiecking Center (WC)**—Formerly known as the Wilson Campus School, Wiecking was finished in 1959 and renamed for Anna Wiecking who was a teacher in Elementary Education, 1917-1956, and Emma Wiecking who was a librarian from 1922-1959. Wiecking Center houses the Department of Family Consumer Sciences, Facilities Management, University Printing Services, Auxiliary Services, Vehicle Office, MSU Postal Services, Receiving, TRIO Programs, University Stores, ROTC, Security, Children’s House, and Interior Design and Construction Management programs.

**Wigley Administration Center (WA)**—Earl J. Wigley was a history professor, coach, and administrator for 32 years, 1911-1943. The building was completed in 1980 and houses the Office of the President, Office of the Registrar, Office of Business Affairs, Academic Affairs, Career Development Center, Institutional Research, Human Resources, Office of Student Affairs, Veteran’s Services, “The Hub, and Office of Financial Aid.

**Wissink Hall (WH)**—At its completion in 1988, this building was named for Gerrit S. Wissink who was chair of the Department of Physics and former Dean who served for 37 years, 1935-1971. The building houses the Academic Computer Center, offices and classrooms of the Department of Computer Science and the Department of Mathematics and Statistics, and offices, laboratories, and demonstration/practice areas of the School of Allied Health and Nursing. The Leichsenring Nursing Center is named for Dr. Melba Leichsenring who was Dean of the School of Nursing from 1977 until her death in 1987.

**UNDERSTANDING STUDENT REQUIREMENTS, PROCEDURES AND ISSUES**

**Academic Advising**
One of the most often heard complaints of undergraduates at MSU is that of faculty who are poor advisors. Too often faculty don’t know how to help students with advising questions or where to send them if they don’t have the answers. Here is a quick list of advisors for a number of discipline areas at MSU:

*Arts and Humanities*—Sara Granberg-Rademacher AH 226B or call 389-1770.  
*Business*—Linda Meidl, MH 151 or call 389-2963.  
*Education*—Cheryl Kalakian, AH 118B or call 289-1215.
Nursing—Kelly Krumwiede, WH 319 or call 389-6810.
Allied Health & Nursing—Mark Schuck, MH 265A or call 389-5486.
Science, Engineering & Technology—Angie Bomier/Tracey Hammell, TR125 or call 389-1521.
Social and Behavioral Sciences—Clark Johnson, AH 114 or call 389-6306
Undecided Majors—Pre-Major Advising, Office of First Year Experience, Room 10 of Maverick Hall in Gage Center or call 389-5498.

Admission to a Major
The MSU Undergraduate Bulletin has a section on undergraduate academic policies. It is a good idea to check out basic requirements by reading this section. For example, a student needs 32 semester hours and a 2.0 cumulative grade point average in order to be accepted into a major (some majors require more). Keep these requirements in mind when advising students on such things as course loads, class attendance, or drop/add. Graduate students may transfer 10 graduate semester credits that have been taken within the last six years and have not applied to a previous degree.

Attendance
Class attendance is expected, unless other guidelines are announced by the instructor. The course syllabus is the place to detail requirements in this area for each class. If students are having trouble attending your class, suggest that they contact the Center for Academic Success in the library (389-1791), the Career Development Center (389-6061), the Counseling Center (389-1455) and/or have them talk to their advisor.

Auditing
Students interested in gaining knowledge in a particular course must register for the class. When you register for the course for “audit,” students do not get credit or a grade; however, they must still pay regular tuition costs. For additional information on auditing a course, check the Student Bulletin.

Change of Grade Policy
A change of grade will be accepted by the Office of the Registrar only if properly signed by the instructor and the department chair. Changes will be accepted for completed grades for up to two calendar years from the original semester of enrollment for that specific course. Changes will be accepted for IP (in progress), Z (grade unknown), and original grades that were calculated erroneously. Much time and effort can be saved by faculty if they are careful when figuring final grades and sending them to the Registrar. Filling out change of grade forms can be time consuming and upsetting to students when the original program was an error by the professor reporting the final grade.

Course Numbering System
The 001-499 courses listed in the course schedule are for undergraduates. The courses listed as 500-600 are for graduate students. Students must secure special permission to enroll in upper division (300-400) level classes.
Credit by Examination
Students who think they already know the information offered in a course are sometimes allowed to get credit without taking the class. Students can apply to a department chair or a college dean and pay $5 per credit-hour to “test out” of a class. Credit by examination may be a way to save time and money for students. Credit by examination is available for P/N grading only.

Drop/Add and Registration Changes
Students often change courses and/or grading method during the first week of classes each semester. If these changes are made before the fifth day of classes in a semester it costs them nothing.

Dropping a Class
Students often stop going to class without officially dropping the course. Faculty should remind students periodically that any course not officially dropped will be subject to University scholastic standards. To put simply, a students will receive a grade of “F” if they do not follow the regulations. To drop all classes, known as an "official withdrawal," students need to contact the Office of Business Affairs at 389-2261.

Extended Campus
MSU’s off-campus program is administered by the Center for Continuous Learning at AF 116. Undergraduate and graduate programs and classes are offered in the Twin Cities and Southern Minnesota locations. General education courses are offered in Fairmont, Faribault, and New Ulm. Classes are in the evenings and some weekends off campus, and Friday/Saturday classes are offered on campus through Extended Campus. Faculty interested in teaching classes through this program should talk to their chair. Most faculty teach Extended Campus courses as an overload although there are some departments that teach them as part of load. Faculty are allowed to teach 5 credits of overload per year as long as they have full loads each semester.

Grade Appeals Process
Students have the right to ask an instructor for an explanation of any grade received. Grade appeals are reviewed in instances where students perceive that a final grade is unfair, arbitrary, or capricious. Appeals must be filed within two weeks of University notification of a final grade. Students should be encouraged to talk to their instructors in an attempt to resolve the matter informally before beginning this process. The entire grade appeal process can be found on page 28 of the Basic Stuff student handbook.

Grade Posting
Faculty are encouraged to take care when posting class grades in public places on campus (such as the faculty member’s office door). Posting of grades may occur only if student privacy is protected in accordance with the Family Educational Rights & Privacy Act and the Minnesota Government Data Practices Act. The following are recommended grade posting practices for faculty:
1. Post grades according to numbers randomly assigned to students in an order that is not alphabetical by name.
2. Post grades in sequence according to the number printed on the test or essay booklet given to each student.
3. Post grades in numerical sequence according to a number randomly selected by each student or by a private pseudonym selected by each student.
4. Post grades according to partial social security numbers (no more than four digits) in an order that is not alphabetical by name. If the class is small, use another method explained in 1-3.
5. Post grades according to the last 2-3 digits of the student identification number listed on the grade roster in an order that is not alphabetical by name. If the class is small, use another method explained in 1-3.

The following grade posting practices are NOT allowed by law even with student written permission:

1. Posting by student names or initials.
2. Posting by full social security number or student identification number or tech identification number.

Students may be notified of grades by other means such as e-mail or Web posting as long as student identification information is protected.

Graded tests or papers may not be placed in open boxes or left in the open for students in an office or hallway. Faculty should advise students to pick up materials during the instructor’s office hours or have students leave a self-addressed, stamped envelope for return by mail.

**Grading System**
A student’s work in any course will be evaluated in accordance with the following system of letter grades: A, B, C, D, F, NC, and P. In general, the following list explains the meaning of these grades:

- A= work of definite superior quality
- B= better than average level of performance
- C= average level of performance
- D= below average performance
- F= unacceptable level of performance
- NC= unacceptable level of performance at undergraduate level for P/N courses
- P= passing performance for P/N graded courses; equivalent of a “C” grade for undergraduate courses; equivalent of a “B” for graduate courses
- IP= reserved for courses in which both the student and the faculty member know at the beginning of the course that work will not be completed by the end of the semester; this is typical of graduate thesis courses
- AU= represents audit; no grade is given
Incomplete Grades
The grade of incomplete should be reserved for special cases and mean that, because of extenuating circumstances, the student failed to meet a specific need and an important requirement of the course, but has in other respects done passing work for the semester. If you decided to give an incomplete grade to a student, the student will have one more semester to make up the work. It is best for faculty to draw up a contract which states what work is required and the length of time the student has to complete the work. Once the work is completed, the faculty member needs to fill out a change of grade form available from the chair of the department. Faculty are advised to be careful not to allow too many incompletes in a course, especially large courses. In most cases, an incomplete should only be allowed for illness or extreme circumstances beyond the control of the student. In any case, it is always the prerogative of the instructor as to whether an incomplete will be given to a student.

Notification of Grades
The faculty and administration are committed to providing students with private and timely notification of final grades. Faculty members often develop their own methods for notifying students of their grade in a course as soon as possible after the scheduled final examination. This is not required of faculty. There are set deadlines that final grades must be turned into the registrar each semester. Final grades can be accessed by students through the Registrar’s Website.

Special Permission to Take a Class
Some classes are designed by departments and faculty to require a student to have special permission in order to enroll. It also happens from time to time that a class is closed because it is filled to capacity. In either case, students often ask faculty of closed classes for special permission to take the class. Once faculty give students permission, students still must register for the class themselves. Instructors never register students themselves.

You have the power to make college more affordable for multitudes of students, and lessen the debt burdens that many students face after graduation. Please consider the following ideas...

$ Consider textbook prices when shopping for new texts to use.
$ Make sure that the textbook is absolutely essential for the class and will be used frequently.
$ Use editions for as long as possible.
$ Reject CDs and other bundled items if at all possible.
$ Use Desire 2 Learn online features to post readings and assignments.
$ Create a packet to be printed at a campus copy shop instead of using textbooks.
$ Post ISBN numbers of required texts on your website, syllabus, and/or in "notes" section of class information for students registering online.
$ Decide on textbooks early so that students have opportunities to purchase/use books in various ways.
$ Support any movement to negotiate with publishers for lower textbook prices.
$ Support departmental or student senate initiatives to seek alternatives to textbooks and lower textbook pricing.

**MSU Student Characteristics**

It will be helpful to know a little bit about some general characteristics of the student population at MSU. Knowing general information about students will give context for the individual students you will have in your class and will allow for a better understanding of who you will be teaching. Below are six tables of statistics compiled in the Fall of 2003 regarding information on undergraduate and undergraduate students.

**Table 1**

**Enrollment by State of Origin**

**Fall 2007**

<table>
<thead>
<tr>
<th>State</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>10,805</td>
<td>787</td>
<td>11,592</td>
<td>80.1%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>544</td>
<td>26</td>
<td>570</td>
<td>3.9%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>364</td>
<td>12</td>
<td>376</td>
<td>2.6%</td>
</tr>
<tr>
<td>Iowa</td>
<td>273</td>
<td>23</td>
<td>296</td>
<td>2.0%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>61</td>
<td>3</td>
<td>64</td>
<td>0.4%</td>
</tr>
<tr>
<td>Illinois</td>
<td>46</td>
<td>5</td>
<td>51</td>
<td>0.4%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>37</td>
<td>3</td>
<td>40</td>
<td>0.3%</td>
</tr>
<tr>
<td>California</td>
<td>22</td>
<td>4</td>
<td>26</td>
<td>0.2%</td>
</tr>
<tr>
<td>Michigan</td>
<td>14</td>
<td>3</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Texas</td>
<td>15</td>
<td>2</td>
<td>17</td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>160</td>
<td>613</td>
<td>773</td>
<td>5.3%</td>
</tr>
<tr>
<td>Other States</td>
<td>124</td>
<td>36</td>
<td>160</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other Countries</td>
<td>343</td>
<td>148</td>
<td>491</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**TOTAL** 12,808 1,665 14,473
### Table 2

**Popular Undergraduate Majors**  
**Fall 2007**

<table>
<thead>
<tr>
<th>Major</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>639</td>
</tr>
<tr>
<td>Nursing/Pre-Nursing</td>
<td>316</td>
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<tr>
<td>Management</td>
<td>541</td>
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<tr>
<td>Family Consumer Science</td>
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<tr>
<td>Marketing</td>
<td>350</td>
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<tr>
<td>Construction Management</td>
<td>325</td>
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<tr>
<td>Law Enforcement</td>
<td>422</td>
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<tr>
<td>Finance</td>
<td>349</td>
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<tr>
<td>Psychology</td>
<td>396</td>
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<tr>
<td>Biology</td>
<td>441</td>
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<tr>
<td>Accounting</td>
<td>342</td>
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<tr>
<td>Art</td>
<td>281</td>
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<td>Physical Education</td>
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<tr>
<td>Mass Communications</td>
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<tr>
<td>Dental Hygiene</td>
<td>279</td>
</tr>
<tr>
<td>Automotive Engineering Technology</td>
<td>254</td>
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<tr>
<td>Corrections</td>
<td>178</td>
</tr>
<tr>
<td>Recreation, Parks &amp; Leisure Services</td>
<td>131</td>
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</tbody>
</table>

### Table 3

**Enrollment by Age**

<table>
<thead>
<tr>
<th>AGE</th>
<th>Fall 2005</th>
<th>% of Total</th>
<th>Fall 2006</th>
<th>% of Total</th>
<th>Fall 2007</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>289</td>
<td>2.3%</td>
<td>128</td>
<td>1.0%</td>
<td>172</td>
<td>1.3%</td>
</tr>
<tr>
<td>&lt;18</td>
<td>1604</td>
<td>12.6%</td>
<td>1572</td>
<td>12.5%</td>
<td>1766</td>
<td>13.8%</td>
</tr>
<tr>
<td>19-20</td>
<td>4099</td>
<td>32.3%</td>
<td>4051</td>
<td>32.3%</td>
<td>4172</td>
<td>32.6%</td>
</tr>
<tr>
<td>21-22</td>
<td>3718</td>
<td>29.3%</td>
<td>3874</td>
<td>30.9%</td>
<td>3762</td>
<td>29.4%</td>
</tr>
<tr>
<td>AGE</td>
<td>Fall 2005</td>
<td>% of Total</td>
<td>Fall 2006</td>
<td>% of Total</td>
<td>Fall 2007</td>
<td>% of Total</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Unknown</td>
<td>89</td>
<td>5.4%</td>
<td>60</td>
<td>3.7%</td>
<td>81</td>
<td>4.8%</td>
</tr>
<tr>
<td>21-22</td>
<td>67</td>
<td>4.1%</td>
<td>61</td>
<td>3.8%</td>
<td>61</td>
<td>3.6%</td>
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<tr>
<td>23-24</td>
<td>285</td>
<td>17.3%</td>
<td>301</td>
<td>18.6%</td>
<td>297</td>
<td>17.7%</td>
</tr>
<tr>
<td>(&lt; 25 )</td>
<td>352</td>
<td>21.4%</td>
<td>362</td>
<td>22.4%</td>
<td>358</td>
<td>21.3%</td>
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<tr>
<td>25-30</td>
<td>536</td>
<td>32.6%</td>
<td>552</td>
<td>34.2%</td>
<td>596</td>
<td>35.5%</td>
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<tr>
<td>31-35</td>
<td>211</td>
<td>12.8%</td>
<td>199</td>
<td>12.3%</td>
<td>214</td>
<td>12.7%</td>
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<tr>
<td>36-40</td>
<td>133</td>
<td>8.1%</td>
<td>143</td>
<td>8.9%</td>
<td>129</td>
<td>7.7%</td>
</tr>
<tr>
<td>41-50</td>
<td>213</td>
<td>13.0%</td>
<td>212</td>
<td>13.1%</td>
<td>203</td>
<td>12.1%</td>
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<tr>
<td>51-60</td>
<td>92</td>
<td>5.6%</td>
<td>77</td>
<td>4.8%</td>
<td>84</td>
<td>5.0%</td>
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<tr>
<td>&gt; 60</td>
<td>17</td>
<td>1.0%</td>
<td>9</td>
<td>0.6%</td>
<td>14</td>
<td>0.8%</td>
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<tr>
<td>(&gt; 24 )</td>
<td>1,202</td>
<td>73.2%</td>
<td>1,192</td>
<td>73.9%</td>
<td>1,240</td>
<td>73.9%</td>
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<tr>
<td>TOTAL</td>
<td>1,643</td>
<td></td>
<td>1,614</td>
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<td>1,679</td>
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<tr>
<td>Average Age</td>
<td>32.5</td>
<td></td>
<td>31.9</td>
<td></td>
<td>31.9</td>
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<tr>
<td></td>
<td>Number</td>
<td>Average</td>
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<td>--------</td>
<td>---------</td>
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<td></td>
<td></td>
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<tr>
<td>Overall</td>
<td>10,306</td>
<td>2.98</td>
<td>2.99</td>
<td></td>
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<tr>
<td><strong>Local Residence</strong></td>
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<tr>
<td>Off Campus</td>
<td>7,831</td>
<td>2.99</td>
<td>3.00</td>
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<tr>
<td>Residence Halls</td>
<td>2,475</td>
<td>2.91</td>
<td>2.95</td>
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<tr>
<td><strong>Classification</strong></td>
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<tr>
<td>Freshmen</td>
<td>1,051</td>
<td>2.29</td>
<td>2.38</td>
<td></td>
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<td></td>
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<tr>
<td>Sophomores</td>
<td>2,386</td>
<td>2.86</td>
<td>2.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>2,390</td>
<td>3.00</td>
<td>3.01</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>4,323</td>
<td>3.20</td>
<td>3.15</td>
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<tr>
<td>Special Undergrad</td>
<td>156</td>
<td>3.20</td>
<td>3.10</td>
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<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Male</td>
<td>5,043</td>
<td>2.82</td>
<td>2.85</td>
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</tr>
<tr>
<td>Female</td>
<td>5,272</td>
<td>3.13</td>
<td>3.13</td>
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<tr>
<td><strong>State of Residence</strong></td>
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<tr>
<td>Minnesota</td>
<td>8,536</td>
<td>2.97</td>
<td>2.98</td>
<td></td>
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<tr>
<td>Non Minnesota</td>
<td>1,770</td>
<td>3.03</td>
<td>3.06</td>
<td></td>
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</tr>
</tbody>
</table>

**Table 6**

**Enrollment & Persistence**

**Fall 2006**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th></th>
<th>Part-Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td><strong>Undergraduates</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Degree-Seeking, First-time Freshmen</td>
<td>1,001</td>
<td>1,136</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Other First Year, Degree-Seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Degree-Seeking</td>
<td>4,359</td>
<td>4,605</td>
<td>403</td>
<td>518</td>
</tr>
<tr>
<td>Total Degree-Seeking</td>
<td>5,360</td>
<td>5,741</td>
<td>418</td>
<td>529</td>
</tr>
<tr>
<td>All Other Undergraduates Enrolled in Credit</td>
<td>27</td>
<td>72</td>
<td>119</td>
<td>268</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Undergraduates</strong></td>
<td>5,387</td>
<td>5,813</td>
<td>537</td>
<td>797</td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-Seeking, First Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Degree-Seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Graduates Enrolled in Credit Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Graduates</td>
<td>226</td>
<td>317</td>
<td>414</td>
<td>657</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
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<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL INFORMATION**

**Art Galleries**
The Conkling Gallery, named after emeritus professor Effie R. Conkling and located in Nelson Hall 139, contributes to the cultural enrichment opportunities of the University and the Mankato area. All members of the University and community are invited to the gallery, which brings exhibitions by artists of both national and regional reputation. In addition to professional exhibitions, the Gallery also features works by graduating seniors and graduate students in the Department of Art. Exhibitions and opening receptions with refreshments are free of charge. For more information, call the Department of Art at 389-6412. The Student Union Gallery is scheduled to open in January 2005. There is also a permanent collection of artworks by MSU students in the meeting rooms, hallways throughout the building, and the student art rental gallery along the north corridor of the second floor.

**Automatic Teller Machine (ATM)**
ATM’s are located on the first floor of the Student Union next to the University Bookstore.

**Bookstore**
The Barnes & Noble Bookstore is located at Centennial Student Union 144. All required textbooks for classes are located here along with a leisure reading section and the Spirit Shop where various MSU merchandise items can be purchased. Barnes & Noble provides many services for students and faculty including special ordering at no additional charge, free text reservations for all students, book returns, and book buybacks. Faculty can access the bookstore Website for current hours and services online at [www.msus-mankato.bkstore.com](http://www.msus-mankato.bkstore.com). Months before the start of a semester, faculty receive forms to order textbooks for the courses they will be teaching. It is important for faculty to get their orders in on time so that texts arrive prior to the start of the semester and so the bookstore knows if a text will be used again (texts being used again earn students more money at buy back time).

**Campus Recreation**
The Office of Campus Recreation is located in 118 Myers Field House. The main office phone number is 389-6215. Campus Recreation is for everyone to participate in on a voluntary basis, regardless of skill level. Four separate program areas are offered through Campus Recreation. They include Intramural Sports, Open Recreation, Fitness Activities, and Sport Clubs. All members of the University community—faculty,
students, and staff—are eligible to participate in Campus Recreation. For more information go to the Website at: www2.mnsju.edu/camusrec.

**Dining Services**
MSU Campus Dining Services (Chartwell’s) offers a full range of dining choices. Gage Center and Carkoski Commons are the traditional student dining facilities but are also open to faculty and staff. Both offer daily all-you-care-to-eat menus. In Gage Towers you will also find The Rage Convenience Store. In Carkoski Commons you will find Chet’s Place (a grill, coffee bar and convenience store in one location). The Student Union offers a variety of food choices. During the 2004-2005 with renovation of the Student Union, dining choices are limited. By the end of the year, many new options will be available to faculty including a new faculty eating area. For faculty needing to cater meals for various conferences and functions, call 389-1529.

**Pets**
Pets, with the exception of service dogs trained to assist people with disabilities, are not allowed in residence halls or in University buildings, facilities, and recreational areas. Pets are allowed on outside grounds if watched and under the direct control of the owner, who is responsible for “cleaning up” after the pet. If you have a complaint or your pet has been impounded, contact the Law Enforcement Center, 710 South Front Street in Mankato.

**Radio Station**
The MSU radio station is KMSU 89.7 FM. It is a public radio station, located in the Alumni & Foundation Center, offering news, jazz, classical, folk and world music. Students can gain radio experience as reporters, board operators, announcers, and writers under professional guidance. For more information call 389-5678.

**Recycling**
MSU recycles all types of paper, as well as co-mingled recyclables such as plastic, glass, and various metals including aluminum. Hardcover books cannot be recycled unless the covers are removed. Soft-cover books may be recycled. Spiral-bound books should have the spiral binding removed prior to recycling. Faculty are asked to keep a special receptacle in their offices for recyclable paper along with the traditional waste basket. Faculty are also asked to dump their recyclable receptacles themselves, as necessary, into the recyclable bins found in each building on campus.

**Reporter**
The Reporter is the MSU student-run newspaper dedicated to providing the campus with news, sports, and entertainment coverage. The paper comes out every Tuesday and Thursday during the fall and spring semesters and Wednesdays during the summer. Papers are placed at various locations on campus, in the dorms, and around the community and are free of charge. The Reporter is located at 293 Centennial Student Union. Faculty who have an interesting story should contact the Reporter at 389-1776.

**Transportation**
Air—Currently there are no commercial flights out of the Mankato airport. However, Land to Air Express takes passengers from its downtown location to the Twin Cities airport. They have a number of vans that leave and return each day. The current cost is $25 for a one way trip and $48 for a round trip. To contact Land to Air Express call 625-3977.

Bus—The Greyhound Terminal in Mankato is at 111 West Lind Ct., 625-5071. For fare and schedule information call 1-800-231-2222.

Carpool/Rideboard—Post a card on the Rideboard if you need a ride or are willing to offer a ride to someone else. Rideboard is located outside the Office of Student Leadership Development & Service-Learning in Centennial Student Union 173, 389-6076.

Mankato Heartland Express—The company provides city bus service within the Mankato-North Mankato area, Monday through Saturday. For schedule/route and fare information, call 625-RIDE. Schedules are also available at the “Hub” in the Wigley Administration Center. Direct service between the campus, downtown, and River Hills Mall is now provided.

**UNIVERSITY OFFICES AND SERVICES**

**Academic Computer Center**
The Academic Computer Center (ACC) has over 400 computers and printers for student use. Computers are constantly being upgraded to keep current with technology. All computers have access to the Internet. Student workers are on duty at all times to maintain the lab, provide safety and security, and offer technical assistance. Free workshops for students are offered throughout the semester.

Surrounding the open lab are six classroom/labs for hands on, interactive instruction and classes. Faculty interested in using a classroom should contact the ACC as soon as the need is identified. In addition, a service area houses black and white and color laser printers.

A multimedia area provides access to the latest technology in digitizing art, flatbed and 35mm scanning, MIDO, video, and sound editing. Use of the services provided by the ACC requires a valid MavCard. Many satellite labs, with over 400 computers, are located around campus to provide specialized needs.

**Center for Academic Excellence**
The Center for Academic Excellence is located in the lower level of the library in room 0132. The Director of the Center is Gael Mericle. The Center is dedicated to helping MSU students who seek help from this office. Tutoring in most undergraduate classes is available, often done by trained upper class MSU students. Students having trouble
in class should be encouraged to visit the Center or at least supplied with information about this opportunity.

**Human Resources Office**
For issues related to the MSU Human Resources Office go to their website at [www.mnsu.edu/humanres](http://www.mnsu.edu/humanres).

**Office of Academic Success**
Faculty are encouraged to tell students in their classes about this service either as a group or individually. There is a tendency for better students to use this service to bring grades up from a C or B to a B or A. Many times students receiving failing grades need encouragement by faculty to contact the Center. Many students do not learn about the Center until being told by a friend or faculty member. For students needing more information can visit the Center for Academic Success website and logon at [www.mnsu.edu/learnc](http://www.mnsu.edu/learnc).

**Office of Affirmative Action**
The Office of Affirmative Action is responsible for monitoring the recruitment and employment process and for assisting faculty, staff, and students who believe they have been harassed or treated unfairly because of their race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, or any other basis prohibited by state or federal laws or Minnesota State Colleges and Universities policy. For additional information, contact the affirmative action officer, 112 Armstrong Hall, or call 389-2986.

**Child Care**
The Children’s House, in Wiecking Center, has licensed capacity of 90 children, ages six weeks to six years, on a year-round, regular basis. It does not provide drop-in care. Priority is given to MSU faculty, students, and staff. The cost is reasonable, but it is a busy place and always has a waiting list. For more information call 389-1645 regarding child care availability.

**Computer Store**
The MSU Computer Store is open to all faculty interested in purchasing a computer or related equipment. The Computer Store has special prices on Dell and Apple computers and can handle University purchase orders. Faculty are encouraged to check out prices at the Computer Store before making purchases at commercial establishments. Computers ordered through the Computer Store are sent to ITS where software desired by the faculty member is loaded free of charge. The Computer Store is located at 20 Centennial Student Union (lower level). Hours are M-F from 9-4 p.m. You can contact the Computer store by calling 389-1907 or e-mailing them at: computer.store@mnsu.edu.

**The Counseling Center**
The Counseling Center offers confidential help to assist students in resolving personal, social, and educational concerns that may be interfering with their ability to succeed at the University. Services include short-term counseling, educational programming, crisis intervention, consultation, testing, and referral to outside resources. Faculty are a valuable link to help students who would benefit from these services. However, faculty can only suggest students visit the Center and cannot require them to contact the Center.

The Counseling Center is open from 7:30 a.m. until 4:30 p.m., Monday through Friday during Fall and Spring semesters. Students needing to make an appointment should be told to stop by the Center (245 Centennial Student Union) to complete a short form. The professionals on the counseling staff are experienced in responding to a variety of personal and social issues typically encountered by university students, and include doctoral and master’s level psychologists, counselors, and some doctoral interns.

There are a number of hotlines that can be called for emergency situations. They are listed below:

- For pregnancy related testing and information—call 389-6276.
- For assault—call either the Blue Earth County Sexual Violence Resource Center at 389-8319 or the MSU Women’s Center at 389-6146.
- For domestic abuse or dating violence—call the Women’s Center at 389-6146 or CADA House at 625-SAFE.

**Dental Clinic**
The Dental Clinic is dedicated to the community and MSU students who actively learn by providing comprehensive dental hygiene services. Services provided include dental cleaning, periodontal maintenance care, periodontal therapy, fluoride treatments, fissure sealants, nutritional counseling, desensitization, antimicrobial therapy, alginate impressions for study models and mouth guards, radiographs, and tooth whitening for nominal fees. Most insurance plans are accepted. Faculty interested in using the Dental Clinic should make an appointment by calling 389-2147. The Dental Clinic is located in the lower level of Morris Hall on campus.

**Office of Disability Services**
You may reach this office by stopping by 132 Memorial Library, or calling 389-2825. Using e-mail contact dso@mnsu.edu or via the Internet go to: www.mnsu.edu/dept/dso/.

The Office of Disability Services facilitates accommodations for individuals with disabilities, which ensures equal access to programs, services, and activities offered by MSU. The office can also assist with advocacy, alternative format of printed materials, alternative testing services, assistive technology, early registration, note taking, sign language interpreters, and textbooks on tape.

Emergency assistance is available on a 24-hour basis through the University Security Office. Grievances, questions, or requests related to equal opportunity for individuals...
with disabilities should be presented to the Americans with Disabilities coordinator at 389-2986. Faculty should remember that students must first register with this office before special consideration can be made for them. As faculty become aware of students eligible for these services, they should inform students to contact the office as soon as possible.

**Office of Educational Opportunities**
For information on this office, please refer to the *Grants* section in Part III of this Guide.

**Emergency Phones**
There are emergency phones installed in multiple locations around the campus, including most parking lots. These phones are identified by blue lights and provide a direct line to Security. For a map of locations of the emergency phones, stop by “The Hub” or contact Security at 389-2111.

**Environmental Health & Safety Office**
This office can be reached at 389-5568 for any questions related to air quality, chemical safety, and workplace conditions. Environmental Health and Safety includes airborne contaminants, laboratory exhaust fume inspections and standards, hazardous waste disposal and management, Employee Right-to-Know, environmental monitoring, respiratory protection program, and University Safety Committee.

**Escort Service**
Security provides a walking escort service on campus of individuals upon request. The service is available 24 hours a day throughout the year by calling 389-2111. If you are near an emergency phone use it to access a direct line to Security. Faculty who are having to go to their cars late at night are encouraged to use this service.

**Faculty Association (FA)**
All universities and colleges in the MnSCU system are unionized. Minnesota State University, Mankato is part of the Inter Faculty Organization (IFO) which represents the entire state university faculty. The FA at MSU is an important part of decision-making and holds monthly "Meet and Confer" meetings with administration. The FA office on campus is located at Morris Hall, room 240, which also has a conference room for meetings. The Faculty Association has elected officers: president, vice-president, secretary and treasurer. There are a number of committees at MSU that are organized through FA. Members of the committee are approved by the executive committee of the FA. Although most faculty belong to IFO there are some faculty who opt to be “fair sharers,” those who pay slightly less dues but cannot serve on FA committees. Chairs of these committees along with the officers make-up the executive committee of the MSU, IFO. For more information contact the FA office at 389-2479 or visit the FA Website at [www.mnsufa.org](http://www.mnsufa.org)

**First Year Experience**
The Office of First Year Experience at MSU is a dynamic program with a core mission of first-year student success and retention. Through a variety of programs, the office is
poised to impact students at the time of entrance to the University, throughout the first year and beyond. The Office of First Year Experience was created in 1993. Since that time student retention rates have increased from 70% to 77%.

The First Year Seminar is a one-credit general education course specifically designed for first year students. This course attempts to develop student success skills, such as reading, writing, and speaking. It strives to help students gain intellectual confidence, build in the expectation of academic success, and provide assistance for a successful transition to the University. The First Year Experience Office is always looking for faculty interested in teaching this class as either an overload or as part of load with permission of the department chair. If you are interested in inquiring about this opportunity contact the Office of First Year Experience at 10 Gage Center or call 389-5498. You can also visit their website at: www.mnsu.edu/FYE.

**Honors Program**
The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program are offered a variety of educational activities that build upon, but are different from, the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community-based activities, and other innovations. The Honors Program is designed for students who want to pursue active learning and is predicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests. Faculty interested in teaching a course for this program as either an overload or as part of load should contact their chair and/or Jasper Hunt, Director of the MSU Honors Program at 389-1314 or by e-mail: honors@mnsu.edu.

**The Hub**
The Campus Access Hub provides a wide variety of services throughout the day and beyond normal closing times. In addition to being the main information center for the campus, the Hub is the first point of contact for Student Financial Services Unit, which includes the Office of Financial Aid and the Office of Business Affairs. The Hub is a “one stop center.” The Hub can assist with just about any general campus information needed. It has a supply of forms and campus maps. You can purchase a parking permit, pay parking fines, purchase a bus pass or use the notary public for no charge.

The Hub is centrally located in the lobby of the Wigley Administration Center (room 143) or call 389-1866. You can access the Hub on the internet at www.mnsu.edu/thehub. The Hub is open Monday-Thursday 8:30 a.m. - 6:00 p.m. and Friday 8:30 a.m. - 5:00 p.m. For evening and weekend assistance, the Centennial Student Union Information Desk is open Monday-Friday 4:00 p.m. - 12:00 a.m., Saturday 10:00 a.m. - 12:00 a.m., and Sunday 12:00 p.m. - 12:00 a.m.

**Information and Technology Services Help Desk (ITS)**
For any assistance with university computers regarding hardware or software the help desk can be contacted via email at helpdesk@mnsu.edu or 389-6654.

**Intra-campus Mail**
The MSU intra-campus mail system is used by students, faculty and staff by dropping off mail at department offices, the Centennial Student Union Information Desk, residence hall lobby desks, or at the Hub. Faculty should keep a supply of intra-campus envelopes (large and small) for use during the academic year. The name of the person you are sending the mail to along with the building code and numbers are required. You can find addresses in the campus telephone book or by accessing the MSU website where all faculty and staff are listed with building code, room number, and e-mail addresses.

**Parking at MSU**
For information on parking at the university, visit the parking website page at [www.mnsu.edu/parking](http://www.mnsu.edu/parking)

**Office of Research & Sponsored Programs**
For information on this office, please refer to the *Grants* section in Part III of this guide.

**Security**
Security is an integral part of the campus community—a positive presence on our campus. All members of the department strive to be sensitive to the needs of all, while protecting the rights and property of the University community.

The Patrol Division provides 24-hour vehicle and foot patrol, visitor and new student assistance, investigation into campus crimes, and serves as a liaison with the Mankato Department of Public Safety and Gold Cross Ambulance Service.

EMTs (Emergency Medical Technicians) are available to respond to medical emergencies and are in direct radio contact with Gold Cross Ambulance Service.

The On-Campus Escort Service is designed to make the MSU campus a safer place for those who feel they need this service. When you are on campus for any purpose, a student escort will gladly walk with you to any destination on campus and surrounding buildings or apartments. You can reach the Campus Area Escort Service by calling Security at 389-2111 or 2111 on any on-campus telephone. A student escort will come to meet you at your location and escort you to your campus area destination 24 hours a day.

**University Printing Services**
University Printing Services, 309 Wiecking Center, provides graphic, printing, and bindery services for faculty who wish to produce academically related work such as posters, brochures, papers, programs, tickets, newsletters, etc. They also have the only
full-color photocopies available on campus to produce copies or transparencies. Call 389-1181 for more information.

**University Travel Requirements and Information**
All forms, guidelines, and brochures regarding university travel can be found on the website [www.mnsu.edu/busoff/travel/index.html](http://www.mnsu.edu/busoff/travel/index.html)

**Vehicle Office**
The Vehicle Office at MSU is located in Wiecking Center. MSU owns a large fleet of cars, vans and trucks that are available to faculty and staff for work related business. To reserve a vehicle, go to the Website to fill in and send the electronic form. Within a short amount of time, you can find the status of your request at the Website as to whether your request has been accepted or not. You can also keep track of previous vehicle requests through the site, as well. After traveling, the site will also show you how much the vehicle cost (set amount plus mileage). All faculty can charge the cost of vehicle use to a department or organization number. Faculty are encouraged to send vehicle requests as soon as the need is known. For more info visit the website at [www.mnsu.edu/vehicles](http://www.mnsu.edu/vehicles)

If your personal car (or campus vehicle) will not start or you have locked your keys in your car or need a battery jump contact 389-2111 for help. Although Security is not required to provide these services, in most cases they will come to your aid after a waiver releasing the University from liability is signed.

**Weather/School Closings**
Teaching at MSU during the winter months can be an interesting challenge in terms of weather. Listen to or watch local radio and television stations to find out if the weather has caused a cancellation of MSU classes. The following stations normally carry this information: AM radio: KYSM 1230, KTOE 1420; FM radio: KMSU 89.7, KXLP 93.3, KDOG 96.7, KEEZ 99.1, KYSM 103.5; television: WCCO ch. 4, KEYC ch. 10 on cable, KARE ch. 11, KSTP ch. 5 and KMSP ch. 9. You can also call MSU information at 389-2463. Please do not call the Security emergency number (389-2111) for weather related information. A Website has been created with current weather information that can be accessed at: [www.mnsu/-weather](http://www.mnsu/-weather). You can also call 800-542-0220 or 345-8900 for information on Minnesota road conditions. Once the administration cancels classes or closes the campus all faculty are notified via e-mail.

Tornado/Severe Weather Warning Procedures have been designated for each building. A tornado shelter location for each campus building can be found listed in each building. For severe thunderstorms a public warning signal of radio and TV will sound. No sirens will sound unless there is a tornado in the area. Tune in radio to local commercial broadcast stations.

**Women’s Center**
The mission of the Women’s Center is to foster a healthy, safe and engaging campus community by enabling the full and active participation of women students in both their
personal and educational pursuits at MSU. The Women’s Center provides programs, connections, advocacy services, and leadership opportunities for all MSU students. It is located at 218 Centennial Student Union and can be reached at 389-6146. The websites are: www.mnsu.edu/wcenter or www.2.mnsu.edu/assault.

**UNIVERSITY POLICIES**

**Academic Honesty**
In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation, and personal responsibility must be maintained. As members of the University community, faculty assume the responsibility of helping to fulfill these academic obligations in a fair and honest manner. This responsibility includes discouraging inappropriate activities such as plagiarism, cheating, or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, and even expulsion).

It is the intent of MSU to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give faculty a better understanding of behaviors that may constitute academic dishonesty by students, the following definitions are provided. This information is also printed in *The Basic Stuff*, the student handbook available to all MSU students.

**Plagiarism**—Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student. The following examples are all acts of plagiarism:
- submitting the work of others as your own
- submitting others’ work as your own with only minor changes
- submitting others’ work as your own without adequate footnotes, quotations, and other reference forms
- multiple submission of the same work, written or oral, for more than one course without both instructors’ permission, or making minor revisions on work which has received credit and submitting it again as new work

**Cheating**—Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from other students, etc.
Collusion—Assistance to another student or among students in committing the act of cheating or plagiarism outlined above.

Although faculty understand what constitutes plagiarism and cheating and expect students to not do these things, the fact remains that this is a huge problem at all universities. Therefore, it is suggested that faculty add a section in the classroom syllabus concerning this issue as it affects each class taught. It is further suggested that faculty discuss plagiarism and cheating in one of the first classes of the semester so that students hear from many faculty the possible punishments for such acts and what constitutes cheating at MSU. As difficult as it is for faculty to believe, many students, especially freshmen, do not fully understand what plagiarism entails and the problems it can cause for them if caught cheating.

Academic dishonesty addressed by a faculty member entitles students to the following due process considerations:
● oral or written notice of the allegation
● an explanation of the evidence against them
● an opportunity to present their side of the story
● an opportunity to appeal the sanction(s)

Disciplinary actions initiated by a Hearing Officer within the Office of Student Affairs entitle students to the following due process considerations:
● written notification of the allegation(s) and the responsibility which allegedly has been violated
● an opportunity to hear the evidence against them and to question it
● a timely hearing before an impartial person(s)
● an opportunity to present a defense and witnesses (all witnesses in a hearing have the right to be accompanied by one advisor not involved in the same incident). The advisor may not participate in questioning or presentation of information. Witnesses shall be excluded from those parts of the hearing in which they do not testify, in either an open or closed hearing, with the exception of alleged sexual misconduct cases.
● the right of an accused student to be accompanied by one advisor not involved in the same incident. The advisor may not participate in questioning or presentation of information.
● a written notice of the decision and any applicable sanctions
● an appeal to the president of Minnesota State University, Mankato, or his/her designee, following a formal hearing when there are sufficient grounds or as a matter of right in case of suspension or expulsion.

Faculty are reminded that accusations of cheating and plagiarism against students is a serious charge. Therefore, faculty should read carefully the above information and keep careful records of their actions throughout the process.

Accessibility for Students with Disabilities
Students with disabilities unable to attend class due to emergencies or malfunctions of mechanical equipment (such as inoperable elevators) will be able to meet with the class instructors. The following guidelines have been established to meet these emergencies:

Reports regarding a physical barrier should be made to the Office of Disability Services. Upon notification, the Office of Disability Services will report the emergency to the Physical Plant and seek or suggest alternative routes to permit the student to attend the scheduled class. If the above procedures are unsatisfactory and time permits, the instructor or department chair will relocate the class. If relocation is not possible, the instructor will meet with the students in an accessible location at a mutually agreeable time.

**AIDS Policy**

Acquired Immunodeficiency Syndrome (AIDS) is the result of infection by the Human Immunodeficiency Virus (HIV). Minnesota State University, Mankato has developed a policy of HIV/AIDS which is based upon recommendations from the United States Public Health Service, the Centers for Disease Control, and the American College Health Association. HIV is transmitted by intimate sexual contact and by exposure to contaminated blood. Current knowledge indicates that people infected with HIV do not present a risk to others through casual contact in academic or work settings. Therefore, students and employees infected with HIV will be permitted full access to the University as long as they are physically and mentally able to function in their roles. In addition, MSU will attempt to provide appropriate counseling, administrative support, and other support to students or employees infected with HIV. For more information about HIV/AIDS, contact the Student Health Service at 389-6276.

**Alcohol and Drug Policy**

MSU seeks to create a campus environment that promotes healthy and responsible living, affirms civility, supports the well-being of each of its members, and is respectful of state and federal law and institutional regulations governing behavior. Respect for campus and community standards and regulations is expected. Alcohol abuse and illicit drug use will minimize an individual’s ability to develop his/her academic and social relationships and is contrary to the educational process and goals of higher education, whether student, faculty, or staff member.

MSU recognizes that students, faculty, and staff are responsible for their own conduct and for the consequences of their behavior as well. The use, possession, distribution, manufacture, or sale of any alcoholic beverage, controlled substances, or illegal drugs including, but not limited to, hallucinogens, amphetamines, barbiturates, narcotics, and marijuana is prohibited on the campus. This prohibition includes residence halls, athletic facilities, and athletic events, and applies to any person on University grounds, whether he or she is a member of the university community or not.

A copy of the complete Policy on Alcohol and Other Drug Use by State Employees is available in the Office of Human Resources. All employees are responsible for reading this policy and being aware of its provisions. Violators of the policy are subject to
referral for University sanctions and/or criminal action. Involvement with legal authorities and criminal action may also occur for violations of city, state, or federal laws.

Employees who violate the “Policy on Alcoholic Beverages and Other Drugs” are subject to disciplinary action, up to and including expulsion or termination of employment. Employees with alcohol or other drug use problems may be referred to the Employee Assistance Program or elsewhere for assessment and/or counseling.

The University encourages any member of our community who may be experiencing difficulties with alcohol or drugs, or who is concerned about another person, to seek information, support, and/or counseling through the following MSU and Mankato community resources:

- Alcohol/Drug Education Office—100 Carkoski Commons, 389-5689
- Counseling Center—245 Centennial Student Union, 389-1455
- Student Health Services—21 Carkoski Commons, 389-6276
- Alcoholics Anonymous (AA) and Alanon Family Group—1430 5th Avenue, 387-2772
- Immanuel St. Joseph’s-Mayo Health System, Behavioral Health Center—385-2983

Other considerations especially interesting to MSU faculty are listed below:

- one-time use of alcoholic beverages for a specific event or activity when authorized by the President of the University is possible. For more information to exceptions, contact the Office of the President at 389-1111.
- Alcoholic beverages must not be provided as free awards to individual students or campus organizations. Gift certificates providing a choice of non-alcoholic or alcoholic beverages are permitted.

**Bicycle and Motorized Scooter Policy**

Bicycles and motorized scooters/mopeds under 125cc shall be parked in bicycle racks in designated areas on campus. No bicycles can be left parked or stored in any University building.

Scooters with tires too large to fit into a rack may be parked in space adjacent to the rack. Vehicles found chained to a lamp post, tree, building component, etc. the chain/lock will be cut off and the vehicle will be impounded with a $5 service charge imposed. Bicycles with kryptonite locks will be charged a $25 service fee. Cost of the chain, lock, etc. shall not be reimbursed or replaced by the University.

An owner may take possession of his/her impounded means of transportation by identifying it at “The Shop,” 358 Wiecking Center, 389-6931, and paying the service and storage charges. The University is not responsible for any damages.

**Building Access Policy**

Faculty are important to the security of individuals working after hours in University buildings and in the protection of the equipment and materials housed within University
buildings. Anything unusual should be reported immediately by calling Security Services at 389-2111. Faculty should remember that security officers will request a University ID from all persons encountered in locked buildings or those found in department offices outside of University business hours. Faculty who do not provide a University ID will be escorted from the building.

No doors shall be blocked open in any building once the doors are locked. Keys issued to authorized personnel are not to be given to others for any reason. Building evacuations are mandatory for all fire alarms, whether you think it is an emergency or not.

**Campus Demonstration Policy**
Any individual or group wishing to hold a demonstration or rally of any kind on University property must submit an Application for Use of University Facilities—Public Discourse Area form—to the University Scheduling & Conference Services Office. Call 389-2223 to obtain the form. If the demonstration interferes with normal University activities, Security personnel or an MSU official will ask the participants to disperse.

**Electronic Mail Transmission Policy**
The electronic mailing privilege is provided to members of the University community to enhance their ability to quickly and conveniently send and receive written communications and documents for the purpose of conducting University business. Use of the privileges for personal gain and for non-University related business is prohibited.

**Grilling**
Open flame cooking devices such as barbecue/roasting grills, pits, and campfires, are prohibited on University property, unless used in conjunction with an approved and sanctioned University event. Those planning to grill outdoors on the university campus must file a Facility Use Form and receive approval prior to the event.

**Parental Access to Information**
Under University policy, parents are not permitted to access their son's or daughter's education record at the postsecondary level. This includes minors and high school students enrolled in the Postsecondary Enrollment Options Program. However, with written permission from the student, the University can release information to the student’s parents, guardian, or other individual acting in a parental role in the absence of a parent or guardian. Faculty are reminded to exercise care when meeting parents due to this policy.

**Parking Citation Appeals**
Unfortunately, parking citations occur each day at MSU and include faculty. The policy that guides parking appeals is rather long and involved. Faculty who are interested in reading the entire policy should visit the Hub or the Cashier's window in the Administration Building or go to the Website at [www.mnsu.edu/parking](http://www.mnsu.edu/parking).
**Posting Policy**
All materials posted or displayed in the Centennial Student Union or academic buildings must be stamped in the Student Union Office, 220 Centennial Student Union. The Student Union staff will post your materials for you in the Union. All material displayed or posted in the Residence Halls must be approved by the Department of Residential Life, 111 Carkoski Commons. Posters can only be hung on the “General Use” bulletin boards in academic buildings.

**Private Vehicle Hazard**
Any vehicle located on the MSU campus that is causing a safety hazard to the property or persons located on the campus may be removed from campus to an off-campus impound lot. A safety hazard refers to a vehicle leaking a hazardous substance (i.e. gas, oil, transmission fluid, etc.), or a vehicle where the horn or intruder alarm is sounding so as to disturb others. Any fines or costs related to the relocating or removing of the vehicle shall be the responsibility of the vehicle owner/operator.

**Smoking Policy**
MSU is committed to providing its employees, students, and guests with a healthy environment in which to work and study. To achieve this objective, and in compliance with the Minnesota Clean Indoor Air Act, smoking is prohibited in all university buildings. Smoking is not permitted in classrooms, lounges, tunnels, mechanical rooms, equipment vaults, hallways, offices, public or private restrooms, conference rooms, or any other areas within University buildings, unless posted as smoking permitted. In addition, smoking is not permitted in state vehicles.

**University Vehicles**
Only an authorized driver having a valid driver’s license and proof of insurance is permitted to drive a state vehicle. Authorized drivers shall only use state vehicles for University business and related activities. All faculty are considered authorized to drive vehicles as long as they have reserved a vehicle and have an account that the cost can be charged to. For more detailed information refer to the Vehicle Office’s procedures brochure about general travel or contact Vehicle Operations, 389-5649, 358 Wigley Administration Center. You can also check the Vehicle Operations Website for information and to request a vehicle: [www.mnsu.edu/dept/vehicles](http://www.mnsu.edu/dept/vehicles).

**Weapons Policy**
Possession of any weapon on the University campus is prohibited, except when carried by law enforcement personnel, or when being used in conjunction with a firearms training/safety class. Prior notification and written permission must be obtained from Security, 389-2111, if a weapon is to be used in a classroom or brought onto University property. For further clarification, contact Security at 389-2111.
101 Things You Can Do the First Three Weeks of Class

By Joyce T. Povlacs
Teaching and Learning Center, University of Nebraska-Lincoln
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Introduction
Beginnings are important. Whether the class is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early - some say the first day of class - whether they will like the course, its contents, the teacher, and their fellow students.

The following list of "101 Things You Can Do..." is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for a fresh way of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from UNL professors and from college teachers elsewhere. The rationale for these methods is based on the following needs: 1) to help students make the transition from high school and summer or holiday activities to learning in college; 2) to direct students' attention to the immediate situation for learning - the hour in the classroom; 3) to spark intellectual curiosity - to challenge students; 4) to support beginners and neophytes in the process of learning in the discipline; 5) to encourage the students' active involvement in learning; and 6) to build a sense of community in the classroom.

Ideas for the First Three Weeks
Here, then, are some ideas for college teachers for use in their courses as they begin a new semester.

**Helping Students Make Transitions**
1. Hit the ground running on the first day of class with substantial content.
2. Take attendance: roll call, clipboard, sign in, seating chart.
3. Introduce teaching assistants by slide, short presentation, or self-introduction.
4. Hand out an informative, artistic, and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
8. Administer a learning style inventory to help students find out about themselves.
9. Direct students to the Learning Skills Center for help on basic skills.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
12. Explain how to study for kind of tests you give.
13. Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
17. Give sample test question answers.
18. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about him or her.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students' jobs; if they are working, how many hours a week, and what kinds of jobs they hold.

**Directing Students' Attention**
22. Greet students at the door when they enter the classroom.
23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
25. Give a pre-test on the day's topic.
26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.
27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day's lecture will be.
29. Ask the person who is reading the student newspaper what is in the news today.
**Challenging Students**

30. Have students write out their expectations for the course and their own goals for learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate with students moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school rural vs. urban consumer preferences...
39. Tell about your current research interests and how you got there from your own beginnings in the discipline.
40. Conduct a role-play to make a point or to lay out issues.
41. Let your students assume the role of a professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, engineer.
42. Conduct idea-generating or brainstorming sessions to expand horizons.
43. Give students two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they've read recently.
46. Ask what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan "scholar-gypsy" lesson or unit which shows students the excitement of discovery in your discipline.

**Providing Support**

50. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students' prerequisites learning by questionnaire or pre-test and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
56. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, exercises in class, oral feedback.
57. Reward behavior you want: praise, stars, honor roll, personal note.
58. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.
59. Organize. Give visible structure by posting the day's "menu" on chalkboard or overhead.
60. Use multiple media: overhead, slides, film, videotape, audio tape, models, sample material.
61. Use multiple examples, in multiple media, to illustrate key points and important concepts.
62. Make appointments with all students (individually or in small groups).
63. Hand out wallet-sized telephone cards with all important telephone numbers listed: office department, resource centers, teaching assistant, lab.
64. Print all important course dates on a card that can be handed out and taped to a mirror.
65. Eavesdrop on students before or after class and join their conversation about course topics.
66. Maintain an open lab grade book, with grades kept current, during lab time so that students can check their progress.
67. Check to see if any students are having problems with any academic or campus matters and direct those who are to appropriate offices or resources.
68. Tell students what they need to do to receive an "A" in your course.
69. Stop the work to find out what your students are thinking feeling and doing in their everyday lives.

Encouraging Active Learning
70. Have students write something.
71. Have students keep three-week-three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
72. Invite students to critique each other's essays or short answer on tests for readability or content.
73. Invite students to ask questions and wait for the response.
74. Probe student responses to questions and wait for the response.
75. Put students into pairs or "learning cells" to quiz each other over material for the day.
76. Give students an opportunity to voice opinions about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (made of poster board) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
82. Do oral show of-hands multiple choice tests for summary review and instant feedback.
83. Use task groups to accomplish specific objectives.
84. Grade quizzes and exercises in class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.
87. Have students write questions on index cards to be collected and answered the next class period.
88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the days lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Building Community
92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and coursework.
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mug shots) and post in classroom, office, or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups for getting acquainted; mix and form new groups several times.
98. Assign a team project early in the semester and provide time to assemble the team.
99. Help students form study groups to operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching
101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.

Active Learning
By L. Dee Fink
Reprinted with permission November 2004.

Many college teachers today want to move past passive learning to active learning, to find better ways of engaging students in the learning process. But many teachers feel a need for help in imagining what to do, in or out of class, that would constitute a meaningful set of active learning activities.
The model below offers a way of conceptualizing the learning process in a way that may assist teachers in identifying meaningful forms of active learning.

**A Model of Active Learning**

![Diagram of A Model of Active Learning]

**Explanation of the Components**

This model suggests that all learning activities involve some kind of experience or some kind of dialogue. The two main kinds of dialogue are "Dialogue with Self" and "Dialogue with Others." The two main kinds of experience are "Observing" and "Doing."

**Dialogue with Self:**

This is what happens when a learner thinks reflectively about a topic, i.e., they ask themselves what they think or should think, what they feel about the topic, etc. This is "thinking about my own thinking," but it addresses a broader array of questions than just cognitive concerns. A teacher can ask students, on a small scale, to keep a journal for a course, or, on a larger scale, to develop a learning portfolio. In either case, students could write about what they are learning, how they are learning, what role this knowledge or learning plays in their own life, how this makes them feel, etc.

**Dialogue with Others:**

This can and does come in many forms. In traditional teaching, when students read a textbook or listen to a lecture, they are "listening to" another person (teacher, book author). This can perhaps be viewed as "partial dialogue" but it is limited because there is no back-and-forth exchange. A much more dynamic and active form of dialogue occurs when a teacher creates an intense small group discussion on a topic. Sometimes
teachers can also find creative ways to involve students in dialogue situations with people other than students (e.g., practitioners, experts), either in class or outside of class. Whoever the dialogue is with, it might be done live, in writing, or by email.

**Observing:**
This occurs whenever a learner watches or listens to someone else "Doing" something that is related to what they are learning about. This might be such things as observing one's teacher do something (e.g., "This is how I critique a novel."). listening to other professionals perform (e.g., musicians), or observing the phenomena being studied (natural, social, or cultural). The act of observing may be "direct" or "vicarious." A direct observation means the learner is observing the real action, directly; a vicarious observation is observing a simulation of the real action. For example, a direct observation of poverty might be for the learner to actually go to where low income people are living and working, and spend some time observing life there. A vicarious or indirect observation of the same topic might be to watch a movie involving poor people or to read stories written by or about them.

**Doing:**
This refers to any learning activity where the learner actually does something: design a reservoir dam (engineering), conduct a high school band (music education), design and/or conduct an experiment (natural and social sciences), critique an argument or piece of writing (the humanities), investigate local historical resources(history), make an oral presentation (communication), etc.

Again, "Doing" may be direct or vicarious. Case studies, role-playing and simulation activities offer ways of vicariously engaging students in the "Doing" process. To take one example mentioned above, if one is trying to learn how to conduct a high school band, direct "Doing" would be to actually go to a high school and direct the students there. A vicarious "Doing" for the same purpose would be to simulate this by having the student conduct a band composed of fellow college students who were acting like (i.e., role playing) high school students. Or, in business courses, doing case studies is, in essence, a simulation of the decision making process that many courses are aimed at teaching.

**Implementing This Model of Active Learning**

So, what can a teacher do who wants to use this model to incorporate more active learning into his/her teaching? I would recommend the following three suggestions, each of which involves a more advanced use of active learning.

1. **Expand the Kinds of Learning Experiences You Create.**
   The most traditional teaching consists of little more than having students read a text and listen to a lecture, a very limited and limiting form of Dialogue with Others. Consider using more dynamic forms of Dialogue with Others and the other three modes of learning. For example:
o Create small groups of students and have them make a decision or answer a focused question periodically,
o Find ways for students to engage in authentic dialogue with people other than fellow classmates who know something about the subject (on the web, by email, or live),
o Have students keep a journal or build a "learning portfolio" about their own thoughts, learning, feelings, etc.,
o Find ways of helping students observe (directly or vicariously) the subject or action they are trying to learn, and/or
o Find ways to allow students to actually do (directly, or vicariously with case studies, simulation or role play) that which they need to learn to do.

2. **Take Advantage of the "Power of Interaction."**
Each of the four modes of learning has its own value, and just using more of them should add variety and thereby be more interesting for the learner. However, when properly connected, the various learning activities can have an impact that is more than additive or cumulative; they can be *interactive* and thereby multiply the educational impact.

For example, if students write their own thoughts on a topic (Dialogue with Self) before they engage in small group discussion (Dialogue with Others), the group discussion should be richer and more engaging. If they can do both of these and then observe the phenomena or action (Observation), the observation should be richer and again more engaging. Then, if this is followed by having the students engage in the action itself (Doing), they will have a better sense of what they need to do and what they need to learn during doing. Finally if, after Doing, the learners process this experience by writing about it (Dialogue with Self) and/or discussing it with others (Dialogue with Others), this will add further insight. Such a sequence of learning activities will give the teacher and learners the advantage of the Power of Interaction.

Alternatively, advocates of Problem-Based Learning would suggest that a teacher start with "Doing" by posing a real problem for students to work on, and then having students consult with each other (Dialogue with Others) on how best to proceed in order to find a solution to the problem. The learners will likely use a variety of learning options, including Dialogue with Self and Observing.

3. **Create a Dialectic Between Experience and Dialogue.**
One refinement of the Interaction Principle described above is simply to create a dialectic between the two principle components of this Model of Active Learning: Experience and Dialogue. New experiences (whether of Doing or Observing) have the potential to give learners a new perspective on what is true (beliefs) and/or what is good (values) in the world. Dialogue (whether with Self or with Others) has the potential to help learners construct the many possible meanings of experience and the insights that come from them. A teacher who can creatively set up a dialectic of learning activities in which students move back and forth between having rich new
experiences and engaging in deep, meaningful dialogue, can maximize the likelihood that the learners will experience significant and meaningful learning.

ANSWERING AND ASKING QUESTIONS

By William E. Cashin, Kansas State University

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Introduction

This paper is concerned with the answering and asking of questions in college-level courses. It makes suggestions regarding questioning techniques that are appropriate for lecture classes as well as for discussion groups.

We have adapted the approach used by Hyman (1974) because it has been found by many instructors to be a useful way to understand what goes on in class. Therefore, throughout the paper we will use the terms "question," "answer" (response), and "reaction" as follows:

- **Question (Q)** -- any eliciting of an answer (response) regardless of grammatical form
- **Answer (A)** -- any response that fulfills the expectation of the question
- **Reaction (R)** -- any response that modifies (clarifies, expands) or rates (positively or negatively) a previous statement (question, answer, or another reaction)

EXAMPLE:
"Who is president of the United States?" (Q)
"That's too easy." (R to Q)
"No it isn't" (R to R)
"George Washington." (A to Q)

In general, when considering changing an approach to your teaching, ask yourself: What exactly goes on in class? What do I do? What do the students do? For example, imagine yourself in class when one of the students asks you a question. What do you usually do? It is quite possible that you simply answer it. If your goal is to increase the students' knowledge, this is quite appropriate. However, if your goal is to develop the students' thinking skills, you may wish to begin a dialogue or use another technique to help the students discover their own answers.
It may be that when you try to recall how you act in class, you cannot remember clearly. Video or audiotaping your class can provide a wealth of detail, and in a format where you can replay portions or can play it for one or more of your colleagues.

I. Students Asking Questions

What are some things that you can do when asked a question other than directly answering it?

1. **Repeat the question, paraphrasing it.** This serves two purposes: it insures that the entire class hears the question. More importantly, it lets the questioner check your understanding of his or her question. When you have *not* completely understood, often the student will rephrase or elaborate upon the question. In doing so the student is often "thinking out loud" and may come to his or her own conclusions without further help. This process also gives the other students time to think about the question and possible answers to it.

   **EXAMPLE (Introductory Psychology):**
   Student: "You've said that learning is defined as changes in behavior that result from past experience, but can't people learn without any change being apparent?" (Q1)
   Instructor: "You're questioning whether learning *has to be* tied to observable change (R to Q1), right Ann?" (Q2)
   Student: "Right. (A to Q2) Although given our definition of psychology, I guess it would have to be perceivable in some way." (R to Q2 and A to Q1)

2. **Redirect the question.** You might ask another student (one who might know the answer) to respond. Or you might redirect the question to the class in general, asking for an answer or comment, or an elaboration upon the issue. This procedure not only encourages more student participation, but it also implies that peers are a resource for learning.

   **EXAMPLE (Seminar on Urban Problems):**
   Student 1: "If people know about all of these harmful effects that pollute the environment, why doesn't the government stop the polluters?" (Q1)
   Instructor: "Bill is asking, why don't our political leaders do something about those things that we know hurt the environment." (R to Q1, paraphrasing it.) "What are some reasons the rest of you can think of that might explain this apparently illogical behavior?" (Q2, redirecting Q1 to the entire class.)
   Student 2: "Well, many of the things people do that cause pollution also have a lot of benefits: factories produce goods we want, provide jobs, etc." (A to Q1 and Q2)

3. **Ask probing questions.** You might respond to the student's question by directing her (or his) attention to a particular aspect of the issue she has raised, or drawing her attention to some previously learned course material that is relevant to answering the question or by going beyond what the student has said in some way. The intent
of probing questions is to draw the student's attention to things that may be only implied in her answer, and so help her answer her own question.

EXAMPLE (American History):
Student: "I think you can argue that the American Revolution wasn't justified. The colonists were better off than most Europeans." (Q1)
Instructor: "That's a good point, Cindy." (R to Q1, praising student) "It might help if we considered how the British government treated the colonists compared with their treatment of people living in England. (Q2)
DD>Student: "Well, it was true that the colonists thought that they were not given the rights of British citizens." (A to Q2)

COMMENT: The instructor's question (Q2) focuses upon comparing the colonists with Englishmen rather than with other Europeans. The instructor implies that this is a more appropriate comparison (because the colonists thought of themselves as deserving the rights of Englishmen).

4. **Promote a discussion among the students.** The three previous suggestions usually involve communication between two people, typically the instructor and one student, with the rest of the class simply listening. It may be that you will want to involve the majority of students in trying to answer some questions, for example, where there is considerable difference of opinion about the answer.

EXAMPLE (Human Sexuality):
Student 1: It really seems to me that abortion has to be considered murder, no matter what "justification" people give for it.
Student 2: I disagree, that is just repeating some abstract principle without considering the other side of the argument, for example, a woman who has been raped.

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Student 2: "I disagree, that is just repeating some abstract principle without considering the other side of the argument, for example, a woman who has been raped."
Instructor: "These two comments, together with other things members of the class have said, suggest to me that there are strong disagreements about abortion. I think it might help if we spent some time discussing it. I'd like you to get into buzz groups of three or four people each (see McKeachie, 1993, for a description of buzz groups) and spend about ten minutes coming up with as many arguments for and against abortion as you can. When you've finished we'll discuss them."
One reaction we generally do not recommend when a student asks a question is to assign that student the task of looking up the answer. Frequently all this practice accomplishes is to teach the class not to ask questions.

### II. Answering Questions

Because Part I concentrated upon ways to help students answer their own questions, the suggestions dealt with reactions to student questions rather than answers. The remaining parts of this guide discuss various aspects of questioning behavior that are not necessarily directed towards helping students answer their own questions.

1. **Directly answer the question.** One obvious option an instructor has when a student asks a question is to answer it. In general, we do not recommend answering a student's question directly if you wish to foster thinking or problem-solving skills. However, when the questions ask for information that other students in the class are not likely to have (or questions asking for the instructor's opinion), directly answering the question is appropriate. Directly answering questions takes less time than attempting to have a student or the class come up with answers. If you choose to answer directly, make your answer brief and to the point. After responding you may want to check to see if you have really answered the question by saying something like: "Does that answer your question?" or "Was that what you were asking?" etc.

Sometimes an instructor would like to use a student's question as an opportunity to bring in a related topic that the instructor wishes to cover, reasoning that students learn better when they see the material as relevant to their own interests. This should be done with care or it may only confuse everyone. Answer the student's questions first, then be explicit that you are covering something else that is on your agenda.

**EXAMPLE (Introduction to Literature):**

Student: "Who wrote the first novel in English?" (Q1)

Instructor: "Most experts consider Samuel Richardson to be the first modern English novelist." (A to Q1) "He wrote *Pamela* in 1740." (R to A, elaborating on answer) "While we are on the topic of the novel, I'd like to ...." (Instructor clues the class that she is going beyond the student's question.)

**COMMENT:** It is not unusual when the instructor herself is handling a discussion or recitation section of a course for which she gives the lectures, to use the occasion of students' asking questions about material previously covered to add new material that could not be included in the lectures because of lack of time. We recommend against this because it may serve only to confuse the students and make them feel less positive about the course when compared with recitation sections handled by GTA's who primarily answer questions to clarify those parts of the lecture that some students did not understand.
2. **Postpone answering the question.** Students are more likely to learn and remember if the instructor answers their questions when they ask them. Nevertheless, on certain occasions you may decide to put off answering a question, for instance: when you are very short of time, especially if the answer is complex, or when the material will be covered in an upcoming class, or when the answer is of interest to only a few students. When the material is covered later, call it to the student's attention: "Here is the answer to the question you asked before, Frank ...." If the answer will *not* be covered during the course, we recommend that you offer to answer it after class or make an appointment to get together with the student sometime. By doing this you very clearly communicate to all of the students your willingness to try to answer their questions. Generally, you should answer more questions than you postpone or you are likely to find the students asking fewer and fewer questions.

**EXAMPLE (Physiology):**
Student: "Doctor, I still don't really understand the Kreb's cycle, could we review it, please?" *(Q1)*
Instructor: "Fred, we're running out of time." *(R to Q1)* "Can you see me after class and we'll arrange a time when we can get together for a half hour or so?" *(Q2)* "For now follow as best you can." *(Further reaction to Q1 letting student know that the instructor is aware of the learning problem.)*

3. **Discourage inappropriate questions.** Usually students ask questions because they wish to learn, but sometimes a student will ask a question to sidetrack the class, to get attention, or even to embarrass the instructor. Handling such questions presents a dilemma. If you treat them like other questions you may encourage the student to ask more of the same, but if you turn that student down abruptly you may discourage not only that student but the rest of the class from asking any kind of question. In reacting, it is probably best to tactfully indicate what about the question is inappropriate.

**EXAMPLE (Physics 1):**
Instructor: "Any questions about the material we covered last class?" *(Q1)*
Student: "I don't have a question about that" *(A1 to Q1)*, "but I was reading about a physicist who has a theory about racial inferiority and I don't see what right a physicist has to teach something like that outside of his field." *(Q2)*
Instructor: "That's a legitimate question, Gail, since this is an introductory physics course," *(R to Q2*, supporting student) "but it takes us pretty far afield from vectors and forces." *(Further reaction, raising issue of appropriateness)* "How many students would like to spend some class time talking about Gail's question?" *(Q3)*
Student: (Only five students raise their hands. Their action can be considered *A2 to Q3*)
Instructor: "Well, why don't you five see me after class and we can set up a time to get together to discuss it?" *(R to A2)*

**COMMENT:** If a majority of the class indicated an interest in discussing the topic, perhaps the instructor would want to spend some of the class' time, especially if one of
the important objectives of the course was for the students to gain a broader
understanding and appreciation of science. It seems to us that lecture outlines and
course syllabi are not railroad tracks that you must never leave, rather they are the main
road that you intend to travel, but with time for some interesting side trips. On the other
hand, if the primary objective of the course was for the students to learn skills needed in
their prospective professions, the instructor might suggest a meeting outside of class or
perhaps recommend one or two articles discussing the question that interested students
could then read.

New teachers especially are often uncertain about how to tell whether a student really
wants an answer or has some other purpose. This is probably best learned through
experience and new teachers will have to risk relying on their own judgment. One
criterion is how relevant the point of the question is to what the class is trying to learn.

4. **Admit when you do not know an answer.** If you do *not* know the answer to a
student's question, we recommend that you say so. Although one of the roles of a
college teacher is that of "expert" and "information source," admitting that you do
not know the answer to a question will probably not damage the students' confidence in you. In fact, giving the students clues about how certain you are of your answers is likely to increase their confidence in you, for example: "The experts agree that...," "as I recall they found....," "I'll have to look that up.....," etc. On the other hand, if you try to fake it, there is a good chance the students will find you out and your credibility will be seriously damaged. Unless the question is tangential to the objectives of the course, we recommend that you assume responsibility for finding the answer to questions you do not know and report back to the entire class.

**EXAMPLE (Food Management):**
Student: "What effect does the use of the preservative BHT have on the mount of
breakage in cookies?" *(Q1)*
Instructor: "That's a good question, Howard" *(R to Q1)*, "unfortunately I don't have a
good answer; I don't know." *(A1 to Q1)* "I'll have to find out and let you know." *(Further reaction to Q1)*
Instructor: (Next class) "Regarding Howard's question last class about the effect of BHT
on the breakage of cookies, what they have found is ...." *(A2 to Q1)*

**III. Asking Questions**

1. **Ask open-ended, not just close-ended questions.** A close-ended question structures the response for the student and can be answered by one word, often "yes" or "no", or by a very brief phrase. An open-ended question leaves the form of the answer up to the person answering and so elicits much more thinking or information.

**EXAMPLE (Counseling):**
Instructor A: "If one of your counselees told you that she had plagiarized most of her doctoral dissertation, would you report it to her major professor?" (Closed-ended question. Can be answered by a "yes" or "no.")

Instructor B: "If one of your counselees told you that he had plagiarized most of his doctoral dissertation, would you report it directly to his major professor, inform the major professor anonymously, or say nothing?" (This is also a closed-ended question, the instructor has given the student three choices.)

Instructor C: "If one of your counselees told you that she had plagiarized most of her doctoral dissertation, what action would you take concerning informing her major professor?" (Open-ended, probing question leaves choices of answer up to the student.)

Closed-ended questions are most appropriate when the instructor wants to check whether the students have learned or remembered specific information, or to get or keep their attention. If an instructor wishes to encourage student involvement, open-ended questions are preferable because they require a more complex student response. Instructors sometimes complain that students never enter into a discussion, that they answer only in monosyllables. This may be because that is the only kind of answers our questions permit.

2. **Ask divergent as well as convergent questions.** The distinction between convergent and divergent questions is whether there is a single or accepted "correct" answer (to a convergent question) or are there a number of possible answers, many of which may be acceptable (to divergent questions). Convergent questions may expect the student to repeat some conventional wisdom. Divergent questions often require new, creative insights.

**EXAMPLE (Sociology):**
Instructor: "According to our textbook, in what ways does the present welfare system solve the problems of poverty?" (Convergent question, the range of acceptable answers is determined by the textbook.)

Instructor: "What are some ways in which the country might solve the problems of poverty?" (Divergent question, a wide range of acceptable answers are possible.)

**COMMENT:** Notice that question 1 is an open-ended question even though a convergent one. Convergent questions are often closed-ended; divergent questions must always be open-ended.

Some answers to divergent questions may be more acceptable than others in terms of logical consistency, synthesis of relevant data, solutions of major aspects of the problem, etc. The major advantage in asking divergent questions is that the task they set for the students is to think about an issue or problem, not to discover the "correct" answer or the answer the teacher is looking for. Usually students are more willing to attempt answering divergent questions because they run less of a risk of giving a "wrong" answer. Also divergent questions require a "higher" level of thinking (cf.
Gronlund, 1985). They cannot be answered from just memory (unless the student has already been exposed to answers to the question in a lecture, reading, etc.).

We have emphasized divergent questions because they are employed less frequently, even in college-level instruction. We do not mean to imply that instructors should not ask convergent questions. In so far as what is taught at the college-level deals with correct answers, convergent questions are obviously appropriate. What we do wish to caution against is using mainly convergent questions, especially when trying to teach divergent thinking!

### IV. Pauses and Silence

One difficulty found by both novice and veteran instructors is deciding how to handle pauses and silence after asking a question. We will argue that pauses and silence can play a useful role in both lecture and discussion classes.

1. **Wait, pauses and silence are not inappropriate class behaviors.** The discomfort many, if not most, instructors feel when a pause leads to an extended silence probably stems from a cultural norm for social conversation where the silence is taken to mean that there is some inadequacy in the communication. This discomfort often is especially acute for new teachers or teachers who lack self-confidence. If such an instructor were to tape record his class, he might find that these pauses actually last only a few seconds, very often less than five, not the "eternity" it seemed during the wait. In the classroom, constant talking is neither required nor desirable.

2. **Wait, give the students time to think.** The basic reason for pausing after asking a question is to give the students time to think about possible answers. If the question is worthwhile (and more than rhetorical), even at the memory level, it deserves a wait. Questions at higher levels require considerable time-minutes-for students to think before they can adequately answer.

   After an appropriate wait (listening to tape recordings of one's class is a useful means of checking whether the length of the pause was appropriate), you may want to simply acknowledge the pause by saying something like: "It's a difficult question and takes some time to think about." This clues the students that you are willing to wait for their responses. Or you may want to rephrase the question or ask a probing question which would draw the students' attention to relevant information.

   If you really want the students to answer the question, you must give them enough time. You might want to try one or more of the active learning techniques (cf. Bonwell & Eison, 1991). Give the students a few minutes to write out an answer. Have the students work in groups of two or three to solve the problem, or propose
possible solutions. Such techniques require that all of the students are actively working on the answer, not just the smarter or faster students.

**Wait, or you will establish an undesirable norm.** Classes, like any group, fairly quickly establish norms, that is, standards of what will be considered acceptable behavior in that group. If, in the first week or two of class, the instructor waits only a few seconds before answering her (or his) own questions, the class will quickly learn that when the instructor asks a question she does not expect an answer; wait a few seconds and she will answer it herself. Students are often more than willing to let the instructor answer all of the questions. If you want your students to answer the questions you ask, you must be careful to cultivate that expectation by waiting after you ask a question.

**V. Creating an Accepting Atmosphere**

If encouraging students to ask questions is desirable behavior in most college classrooms, then it is also desirable that the instructor create an atmosphere where students are not afraid to ask questions for fear of embarrassment, etc.

1. **Ask for questions.** If you want the students to ask questions, give them opportunities to do so. Pause after making an important point or explaining a topic, or say "Any questions?" or "Are you with me?" or "Do you want me to say more?" However, such statements must be more than rhetorical or used as a technique for you to get your thoughts together before going to the next point. Give the students time to formulate their questions before you move on. Also, look at the students to make sure you do not miss someone with his or her hand up.

   We think pausing and asking for questions is an effective teaching device to use routinely; but if you are aware that some students are confused, it becomes a must. When some students are frowning or shaking their heads saying something like, "Some of you seem puzzled, what don't you understand?" should solicit questions that will help you clear up the misunderstanding. Some college professors feel that they have done their duty by professing the material to the students. We believe that unless instructors help their students to learn, they are not teaching.

2. **Answer questions.** If you want your students to ask questions, then you should reinforce them when they do by answering their questions. Therefore we suggest that you rarely postpone answering a question or ignore student questions, which is what we do if you do not call upon a student who has his hand up.

   It is not unusual in a class of any size to have one or more students who tend to monopolize class time. One approach with such students is to give preference to those who have not yet said anything. This can be done explicitly by saying, "Let's take comments from people we haven't heard from," or "Vincent, I've already answered several of your questions, let's hear from some of the others first." Very often other students will ask "Vincent's question" and so he will get his answers but
others will have a chance to participate. If he still has a question after everyone else's has been answered, you probably should let him ask it.

Also it is not uncommon for a class to have at least one student who appears to be antagonistic toward the instructor or hostile to the subject matter and who asks questions that serve only to express the student's disagreements, which often have little generalizability to the rest of the class. Because such questions usually stem from emotional rather than intellectual concerns, answering only on a cognitive level serves little purpose. It is probably best to see that student outside of class and explain what seems to be going on from your point of view. Often such a talk is sufficient to enable the student at least to censor the questions he or she asks in class, although it may do little to solve the underlying problem.

3. **Answer students’ questions adequately.** It is not enough that you respond to the student's questions, but you must answer the question to the student's satisfaction as best as you can. Your answer should be concise and to the point, and you should ask the student if you have answered the question. This fosters both accurate communication of content and says to the student "Your question is important and I will take the time necessary to answer it if I can." If, after two or three attempts, you still have not answered satisfactorily, and other students cannot help answer it, then it is appropriate to suggest getting together after class.

4. **Listen to the question, or to any student comments.** The way you listen to a question or comment also communicates your attitude toward the students. In most U.S. cultures look at the students when they are talking; show that you are following by nodding, etc.; check whether you really understand what they are saying by rephrasing the question.

Sometimes little things that we do unknowingly communicate something to students that is very different from what we intend. For example, one instructor used to occasionally take a look at his watch when a student would ask a question. He found out in the end-of-course evaluation that one student interpreted this to mean that the instructor felt the questions were wasting time, rather than that the instructor simply wanted to know what time it was.

5. **Do not put down the students.** In general, you should avoid anything which would embarrass the student who asks the question. Here are a few instructor responses well-calculated to insure that the student asking the question will not ask any more questions. We have suggested possible alternatives.

**EXAMPLES**
Poor: You should know that we covered that in....
Better: What about ... that we covered ... weeks ago? How does that fit in?
Poor: You're completely wrong.
Better: How would you reconcile what you're saying with ...(something previously covered)?
Poor: I entirely disagree.
Better: I'm not sure I agree, (or I think I disagree) because ...

Rather than responding with a value judgment to a student's question or comment, ask a probing question. You may help the student arrive at the correct answer, or an acceptable answer; in which case, rather than proving the student "wrong, you have helped him or her to be "right."

Post Script

We hope that the distinctions and suggestions made in this paper will enable you to gain a clearer view of your classroom questioning behavior and so will help you to improve by increasing the number of alternatives available to you when considering how to handle questions in your classes. We would like to repeat our conviction that there is no one, correct approach -- several roads lead to Rome. The approach you finally decide upon will depend upon you, your students, your course objectives, and other unique considerations.

References and Further Readings


Break the Ice

The first day of class is usually spent in part by getting acquainted and establishing goals. Icebreakers are techniques used at the first session to reduce tension and anxiety, and also to immediately involve the class in the course. Use an icebreaker because you want to, not as a time filler or because teaching guides say one should be used. Listed below are several examples of icebreakers.
INTRODUCE MYSELF. Participants introduce themselves and tell why they are there. Variations: Participants tell where they first heard about the class, how they became interested in the subject, their occupations, hometown, favorite television program, or the best book they have read in the last year.

INTRODUCE ANOTHER. Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..." After five minutes, the participants introduce the other person to the rest of the class.

CHARACTER DESCRIPTIONS. Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.

I'VE DONE SOMETHING YOU HAVEN'T DONE. Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the student must state something else until he/she finds something that no one else has done.

FIND SOMEONE. Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

FAMOUS PERSON. People write a famous name on a piece of paper and pin it on someone else's back. Person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: Use famous place instead of famous person.

MY NAME. People introduce themselves and tell what they know about why they have their name (their mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle or nickname.

HOW DO YOU FEEL? Ask the students to write down words or phrases that describe their feelings on the first day of class. List the responses on the blackboard. Then ask them to write down what they think you as the teacher are feeling this first day of class. List them on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.

These are just a few of the hundreds of icebreakers that are out there. Be creative and design your own variations. Don't be afraid to experiment and try different approaches, and above all, have fun and start that most important first day of class on the right foot!
In the 1990's, educational reformers are seeking answers to two fundamental questions: (1) How well are students learning? and, (2) How effectively are teachers teaching? Classroom Research and Classroom Assessment respond directly to concerns about better learning and more effective teaching. Classroom Research was developed to encourage college teachers to become more systematic and sensitive observers of learning as it takes place every day in their classrooms. Faculty have an exceptional opportunity to use their classrooms as laboratories for the study of learning and through such study to develop a better understanding of the learning process and the impact of their teaching upon it. Classroom Assessment, a major component of Classroom Research, involves student and teachers in the continuous monitoring of students' learning. It provides faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Most important, because Classroom Assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhances.

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning. Faculty can then use this information to refocus their teaching to help students make their learning more efficient and more effective. College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time faculty notice these gaps in knowledge or understanding, it is frequently too late to remedy the problems. To avoid such unhappy surprises, faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need a continuous flow of accurate information on student learning. For example, if a teacher's goal is to help students learn points "A" through "Z" during the course, then that teacher needs first to know whether all students are really starting at point "A" and, as the course proceeds, whether they have reached intermediate points "B," "G," "L," "R," "W," and so on. To ensure high-quality learning, it is not enough to test students when the syllabus has arrived at points "M" and "Z." Classroom Assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory.
Through practice in Classroom Assessment, faculty become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners. Simply put, the central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom.

Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach has the following characteristics:

- **Learner-Centered**
  Classroom Assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. Classroom Assessment can provide information to guide teachers and students in making adjustments to improve learning.

- **Teacher-Directed**
  Classroom Assessment respects the autonomy, academic freedom, and professional judgment of college faculty. The individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment. Also, the teacher is not obliged to share the result of Classroom Assessment with anyone outside the classroom.

- **Mutually Beneficial**
  Because it is focused on learning, Classroom Assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. Faculty also sharpen their teaching focus by continually asking themselves three questions: "What are the essential skills and knowledge I am trying to Teach?" "How can I find out whether students are learning them?" "How can I help students learn better?" As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

- **Formative**
  Classroom Assessment's purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. The assessment is almost never graded and are almost always anonymous.

- **Context-Specific**
  Classroom Assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. What works well in one class will not necessary work in another.

- **Ongoing**
Classroom Assessment is an ongoing process, best thought of as the creating and maintenance of a classroom "feedback loop." By using a number of simple Classroom Assessment Techniques that are quick and easy to use, teachers get feedback from students on their learning. Faculty then complete the loop by providing students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, faculty use Classroom Assessment again, continuing the "feedback loop." As the approach becomes integrated into everyday classroom activities, the communications loop connecting faculty and students— and teaching and learning— becomes more efficient and more effective.

- **Rooted in Good Teaching Practice**
  Classroom Assessment is an attempt to build on existing good practice by making feedback on students' learning more systematic, more flexible, and more effective. Teachers already ask questions, react to students' questions, monitor body language and facial expressions, read homework and tests, and so on. Classroom Assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

  As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic fashion. This "automatic" information gathering and impression formation is a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against the students' own impressions or ability to perform. In the course of teaching, college faculty assume a great deal about their students' learning, but most of their assumptions remain untested.

  Even when college teachers routinely gather potentially useful information on student learning through questions, quizzes, homework, and exams, it is often collected too late— at least from the students' perspective— to affect their learning. In practice, it is very difficult to "de-program" students who are used to thinking of anything they have been tested and graded on as being "over and done with." Consequently, the most effective times to assess and provide feedback are before the chapter tests or the midterm and final examinations. Classroom Assessment aims at providing that early feedback.

  Classroom Assessment is based on seven assumptions:
  1. The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.
  2. To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.
  3. To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.
4. The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.

5. Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and Classroom Assessment can provide such challenge.

6. Classroom Assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.

7. By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculty (and students) enhance learning and personal satisfaction.

To begin Classroom Assessment it is recommended that only one or two of the simplest Classroom Assessment Techniques are tried in only one class. In this way very little planning or preparation time and energy of the teacher and students is risked. In most cases, trying out a simple Classroom Assessment Technique will require only five to ten minutes of class time and less than an hour of time out of class. After trying one or two quick assessments, the decision as to whether this approach is worth further investments of time and energy can be made. This process of starting small involves three steps:

**Step 1: Planning**
Select one, and only one, of your classes in which to try out the Classroom Assessment. Decide on the class meeting and select a Classroom Assessment Technique. Choose a simple and quick one.

**Step 2: Implementing**
Make sure the students know what you are doing and that they clearly understand the procedure. Collect the responses and analyze them as soon as possible.

**Step 3: Responding**
To capitalize on time spent assessing, and to motivate students to become actively involved, "close the feedback loop" by letting them know what you learned from the assessments and what difference that information will make.

**Five suggestions for a successful start:**
1. If a Classroom Assessment Techniques does not appeal to your intuition and professional judgment as a teacher, don't use it.
2. Don't make Classroom Assessment into a self-inflicted chore or burden.
3. Don't ask your students to use any Classroom Assessment Technique you haven't previously tried on yourself.
4. Allow for more time than you think you will need to carry out and respond to the assessment.

Make sure to "close the loop." Let students know what you learn from their feedback and how you and they can use that information to improve learning.
CLASSROOM ASSESSMENT TECHNIQUE EXAMPLES

Background Knowledge Probe

Description:
At the first class meeting, many college teachers ask students for general information on their level of preparation, often requesting that students list courses they have already taken in the relevant field. This technique is designed to collect much more specific, and more useful, feedback on students' prior learning. Background Knowledge Probes are short, simple questionnaires prepared by instructors for use at the beginning of a course, at the start of a new unit or lesson, or prior to introducing an important new topic. A given Background Knowledge Probe may require students to write short answers, to circle the correct response to multiple-choice questions, or both.

Step-by-Step Procedure:
1. Before introducing an important new concept, subject, or topic in the course syllabus, consider what the students may already know about it. Recognizing that their knowledge may be partial, fragmentary, simplistic, or even incorrect, try to find at least one point that most students are likely to know, and use that point to lead into others, less familiar points.
2. Prepare two or three open-ended questions, a handful of short-answer questions, or ten to twenty multiple-choice questions that will probe the students' existing knowledge of that concept, subject, or topic. These questions need to be carefully phrased, since a vocabulary that may not be familiar to the students can obscure your assessment of how well they know the facts or concepts.
3. Write your open-ended questions on the chalkboard, or hand out short questionnaires. Direct student to answer open-ended questions succinctly, in two or three sentences if possible. Make a point of announcing that these Background Knowledge Probes are not tests or quizzes and will not be graded. Encourage students to give thoughtful answers that will help you make effective instructional decisions.

At the next class meeting, or as soon as possible, let students know the results, and tell them how that information will affect what you do as the teacher and how it should affect what they do as learners.

Minute Paper

Description:
No other technique has been used more often or by more college teachers than the Minute Paper. This technique -- also known as the One-Minute Paper and the Half-Sheet Response -- provides a quick and extremely simple way to collect written feedback on student learning. To use the Minute Paper, an instructor stops class two or three minutes early and asks students to respond briefly to some variation on the
following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students they write their responses on index cards or half-sheets of scrap paper and hand them in.

**Step-by-Step Procedure:**
1. Decide first what you want to focus on and, as a consequence, when to administer the *Minute Paper*. If you want to focus on students’ understanding of a lecture, the last few minutes of class may be the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate.
2. Using the two basic questions from the "Description" above as starting points, write *Minute Paper* prompts that fit your course and students. Try out your *Minute Paper* on a colleague or teaching assistant before using it in class.
3. Plan to set aside five to ten minutes of your next class to use the technique, as well as time later to discuss the results.
4. Before class, write one or, at the most, two *Minute Paper* questions on the chalkboard or prepare an overhead transparency.
5. At a convenient time, hand out index cards or half-sheets of scrap paper.
6. Unless there is a very good reason to know who wrote what, direct students to leave their names off the papers or cards.

Let the students know how much time they will have (two to five minutes per question is usually enough), what kinds of answers you want (words, phrases, or short sentences), and when they can expect your feedback

**Muddiest Point**

**Description:**
The *Muddiest Point* is just about the simplest technique one can use. It is also remarkably efficient, since it provides a high information return for a very low investment of time and energy. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in .......?" The focus of the *Muddiest Point* assessment might be a lecture, a discussion, a homework assignment, a play, or a film.

**Step-by-Step Procedure:**
1. Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a discussion, a presentation?
2. If you are using the technique in class, reserve a few minutes at the end of the class session. Leave enough time to ask the question, to allow students to respond, and to collect their responses by the usual ending time.
3. Let students know beforehand how much time they will have to respond and what use you will make of their responses.
4. Pass out slips of paper or index cards for students to write on.
5. Collect the responses as or before students leave. Stationing yourself at the door and collecting "muddy points" as students file out is one way; leaving a "muddy point" collection box by the exit is another.
Respond to the students' feedback during the next class meeting or as soon as possible afterward.

**One-Sentence Summary**

**Description:**
This simple technique challenges students to answer the questions "Who does what to whom, when, where, how, and why?" (represented by the letters WDWWWWWHW) about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence.

**Step-by-Step Procedure:**
1. Select an important topic or work that your students have recently studied in your course and that you expect them to learn to summarize.
2. Working as quickly as you can, answer the questions "Who Did/Does What to Whom, When, Where, How and Why?" in relation to that topic. Note how long this first step takes you.
3. Next, turn your answers into a grammatical sentence that follows WDWWWWHS pattern. Not how long this second step takes.

Allow your students up to twice as much time as it took you to carry out the task and give them clear direction on the One-Sentence Summary technique before you announce the topic to be summarized.

**What's the Principle?**

**Description:**
After students figure out what type of problem they are dealing with, they often must then decide what principle or principles to apply in order to solve the problem. This technique focuses on this step in problem solving. It provides students with a few problems and asks them to state the principle that best applies to each problem.

**Step-by-Step Procedure:**
1. Identify the basic principles that you expect students to learn in your course. Make sure focus only on those that students have been taught.
2. Find or create sample problems or short examples that illustrate each of these principles. Each example should illustrate only one principle.
3. Create a *What's the Principle?* form that includes a listing of the relevant principles and specific examples or problems for students to match to those principles.
4. Try out your assessment on a graduate student or colleague to make certain it is not too difficult or too time-consuming to use in class.

After you have made any necessary revisions to the form, apply the assessment.
Critical thinking may be described as “the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed—the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions…” (Halpern, 1996)

Since 1956, educators have been using a taxonomy developed by Benjamin Bloom to describe the range of competencies needed to achieve critical thinking. This taxonomy covers six areas, ranging from knowledge to evaluation. The last three of these areas—analysis, synthesis, and evaluation—are most relevant to critical thinking skills.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Skills Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Observation and recall of information</td>
</tr>
<tr>
<td></td>
<td>Knowledge of dates, events, places</td>
</tr>
<tr>
<td></td>
<td>Knowledge of major ideas</td>
</tr>
<tr>
<td></td>
<td>Mastery of subject matter</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding information</td>
</tr>
<tr>
<td></td>
<td>Grasping meaning</td>
</tr>
<tr>
<td></td>
<td>Applying knowledge in new contexts</td>
</tr>
<tr>
<td></td>
<td>Interpreting facts by comparing and contrasting</td>
</tr>
<tr>
<td></td>
<td>Ordering, grouping and inferring causes</td>
</tr>
<tr>
<td>Application</td>
<td>Using information</td>
</tr>
<tr>
<td></td>
<td>Using methods, concepts, and theories in new situations</td>
</tr>
<tr>
<td></td>
<td>Solving problems using required skills or knowledge</td>
</tr>
<tr>
<td>Analysis</td>
<td>Seeing patterns</td>
</tr>
<tr>
<td></td>
<td>Organizing parts</td>
</tr>
<tr>
<td></td>
<td>Recognition of hidden meanings</td>
</tr>
<tr>
<td></td>
<td>Identification of components</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Using old ideas to create new ones</td>
</tr>
<tr>
<td></td>
<td>Generalizing from given facts</td>
</tr>
<tr>
<td></td>
<td>Relating knowledge from several areas</td>
</tr>
<tr>
<td></td>
<td>Predicting and drawing conclusions</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Comparing/discriminating between ideas</td>
</tr>
<tr>
<td></td>
<td>Assessing value of theories</td>
</tr>
<tr>
<td></td>
<td>Making choices based on reasoned argument</td>
</tr>
<tr>
<td></td>
<td>Verifying value of evidence</td>
</tr>
</tbody>
</table>

Like any other set of skills, critical thinking can be assessed using objective written and performance-based tests. It may be helpful to design assessments with the phrase “critical thinking is as critical thinking does” in mind. Consider building exercises, cases, questions, and/or exams around the following verbs:
<table>
<thead>
<tr>
<th>Competence</th>
<th>Assessment Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</td>
</tr>
</tbody>
</table>

**Learn more about critical thinking:**


**DIVERSITY AND COMPLEXITY IN THE CLASSROOM**

**CONSIDERATIONS OF RACE, ETHNICITY, AND GENDER**

By Barbara Gross Davis, University of California, Berkeley.


(To read a description of this book see the CETL Lending Library list in the Appendix of this Guide)

Since the 1960s and the rise of the civil rights movement, American colleges and universities have been engaged in an ongoing debate about how best to enroll, educate, and graduate students from groups historically underrepresented in higher education: women, African Americans, Chicanos and Latinos, Native Americans, American-born students of Asian ancestry, and immigrants. As enrollment statistics show, changes in both the demographics of the applicant pool and college admissions policies are bringing about a measure of greater diversity in entering classes (Levine and Associates, 1990).

Once they are on campus, though, many of these students feel that they are treated as unwelcome outsiders, and they describe having encountered subtle forms of bias (Cones, Noonan, and Janha, 1983; Fleming, 1988; Green, 1989; Hall and Sandler, 1982; Pemberton, 1988; Sadker and Sadker, 1992; Simpson, 1987; Woolbright, 1989). Some
students of color have labeled this bias "the problem of ignorance" or the "look through me" syndrome (Institute for the Study of Social Change, 1991). As reported by the Institute for the Study of Social Change, students talk about subtle discrimination in certain facial expressions, in not being acknowledged, in how white students "take over a class" and speak past students of color, or in small everyday slights in which they perceive that their value and perspective are not appreciated or respected. Though often unwitting or inadvertent, such behaviors reinforce the students' sense of alienation and hinder their personal, academic, and professional development.

There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom, and research on best practices is limited (Solomon, 1991). Indeed, the topic is complicated, confusing, and dynamic, and for some faculty it is fraught with uneasiness, difficulty, and discomfort. Perhaps the overriding principle is to be thoughtful and sensitive and do what you think is best. The material in this section is intended to help you increase your awareness of matters that some faculty and students have indicated are particularly sensitive for women and students of color. Some of these problems affect all students, but they may be exacerbated by ethnic and gender differences between faculty members and their students. The following ideas, based on the teaching practices of faculty across the country and on current sociological and educational research, are intended to help you work effectively with the broad range of students enrolled in your classes.

**General Strategies**

**Recognize any biases or stereotypes you may have absorbed.** Do you interact with students in ways that manifest double standards? For example, do you discourage women students from undertaking projects that require quantitative work? Do you undervalue comments made by speakers whose English is accented differently than your own? Do you assume that most African American, Chicano/Latino, or Native American students on your campus are enrolled under special admissions programs? Do you assume that most students of color are majoring in Ethnic Studies?

**Treat each student as an individual, and respect each student for who he or she is.** Each of us has some characteristics in common with others of our gender, race, place of origin, and sociocultural group, but these are outweighed by the many differences among members of any group. We tend to recognize this point about groups we belong to ("Don't put me in the same category as all those other New Yorkers/Californians/Texans you know") but sometimes fail to recognize it about others. However, any group label subsumes a wide variety of individuals—people of different social and economic backgrounds, historical and generational experience, and levels of consciousness. Try not to project your experiences with, feelings about, or expectations of an entire group onto any one student. Keep in mind, though, that group identity can be very important for some students. College may be their first opportunity to experience affirmation of their national, ethnic, racial, or cultural identity, and they feel both empowered and enhanced by joining monoethnic organizations or groups. (Source: Institute for the Study of Social Change, 1991)
Rectify any language patterns or case examples that exclude or demean any groups. Do you:
- Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?
- Use both he and she during lectures, discussions, and in writing, and encourage your students to do the same?
- Recognize that your students may come from diverse socioeconomic backgrounds?
- Refrain from remarks that make assumptions about your students' experiences, such as, "Now, when your parents were in college . . . "?
- Refrain from remarks that make assumptions about the nature of your students' families, such as, "Are you going to visit your parents over spring break?"
- Avoid comments about students' social activities that tacitly assume that all students are heterosexual?
- Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts?

Do your best to be sensitive to terminology. Terminology changes over time, as ethnic and cultural groups continue to define their identity, their history, and their relationship to the dominant culture. In the 1960s, for example, negroes gave way to blacks and Afro-Americans. In the 1990s, the term African American gained general acceptance. Most Americans of Mexican ancestry prefer Chicano or Latino or Mexican American to Hispanic, hearing in the last the echo of Spanish colonialism. Most Asian Americans are offended by the term Oriental, which connotes British imperialism; and many individuals want to be identified not by a continent but by the nationality of their ancestors-for example, Thai American or Japanese American. In California, Pacific Islander and South Asian are currently preferred by students whose forebears are from those regions. To find out what terms are used and accepted on your campus, you could raise the question with your students, consult the listing of campuswide student groups, or speak with your faculty affirmative action officer.

Get a sense of how students feel about the cultural climate in your classroom. Let students know that you want to hear from them if any aspect of the course is making them uncomfortable. During the term, invite them to write you a note (signed or unsigned) or ask on midsemester course evaluation forms one or more of the following questions (adapted from Cones, Janha, and Noonan, 1983):
- Does the course instructor treat students equally and evenhandedly?
- How comfortable do you feel participating in this class? What makes it easy or difficult for you?
- In what ways, if any, does your ethnicity, race, or gender affect your interactions with the teacher in this class? With fellow students?

Introduce discussions of diversity at department meetings. Concerned faculty can ask that the agenda of department meetings include topics such as classroom climate, course content and course requirements, graduation and placement rates, extracurricular activities, orientation for new students, and liaison with the English as a second language (ESL) program.
Tactics for Overcoming Stereotypes and Biases

Become more informed about the history and culture of groups other than your own. Avoid offending out of ignorance. Strive for some measure of "cultural competence" (Institute for the Study of Social Change, 1991): know what is appropriate and inappropriate behavior and speech in cultures different from your own. Broder and Chism (1992) provide a reading list, organized by ethnic groups, on multicultural teaching in colleges and universities. Beyond professional books and articles, read fiction or nonfiction works by authors from different ethnic groups. Attend lectures, take courses, or team teach with specialists in Ethnic Studies or Women's Studies. Sponsor mono- or multicultural student organizations. Attend campuswide activities celebrating diversity or events important to various ethnic and cultural groups. If you are unfamiliar with your own culture, you may want to learn more about its history as well.

Convey the same level of respect and confidence in the abilities of all your students. Research studies show that many instructors unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has also shown that an instructor's expectations can become self-fulfilling prophecies: students who sense that more is expected of them tend to outperform students who believe that less is expected of them - regardless of the students' actual abilities (Green, 1989; Pemberton, 1988). Tell all your students that you expect them to work hard in class, that you want them to be challenged by the material, and that you hold high standards for their academic achievement. And then practice what you have said: expect your students to work hard, be challenged, and achieve high standards. (Sources: Green, 1989; Pemberton, 1988)

Don't try to "protect" any group of students. Don't refrain from criticizing the performance of individual students in your class on account of their ethnicity or gender. If you attempt to favor or protect a given group of students by demanding less of them, you are likely to produce the opposite effect: such treatment undermines students' self-esteem and their view of their abilities and competence (Hall and Sandier, 1982). For example, one faculty member mistakenly believed she was being considerate to the students of color in her class by giving them extra time to complete assignments. She failed to realize that this action would cause hurt feelings on all sides: the students she was hoping to help felt patronized, and the rest of the class resented the preferential treatment.

Be evenhanded in how you acknowledge students' good work. Let students know that their work is meritorious and praise their accomplishments. But be sure to recognize the achievements of all students. For example, one Chicana student complained about her professor repeatedly singling out her papers as exemplary, although other students in the class were also doing well. The professor's lavish public
praise, though well intended, made this student feel both uncomfortable and anxious about maintaining her high level of achievement.

**Recognize the complexity of diversity.** At one time the key issue at many colleges was how to recruit and retain African-American students and faculty. Today, demographics require a broader multicultural perspective and efforts to include many underrepresented groups. Although what we know about different ethnic groups is uneven, avoid generalizing from studies on African-American students (Smith, 1989).

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**Course Content and Material**

**Whenever possible select texts and readings whose language is gender-neutral and free of stereotypes.** If the readings you assign use only masculine pronouns or incorporate stereotypes, cite the date the material was written, point out these shortcomings in class, and give your students an opportunity to discuss them.

**Aim for an inclusive curriculum.** Ideally, a college curriculum should reflect the perspectives and experiences of a pluralistic society. At a minimum, creating an inclusive curriculum involves using texts and readings that reflect new scholarship and research about previously underrepresented groups, discussing the contributions made to your field by women or by various ethnic groups, examining the obstacles these pioneering contributors had to overcome, and describing how recent scholarship about gender, race, and class is modifying your field of study. This minimum, however, tends to place women, people of color, and non-European or non-American cultures as "asides" or special topics. Instead, try to recast your course content, if possible, so that one group's experience is not held up as the norm or the standard against which everyone else is defined. (Sources: Coleman, n.d.; Flick, n.d.; Jenkins, Gappa, and Pearce, 1983)

**Do not assume that all students will recognize cultural literary or historical references familiar to you.** As the diversity of the student and faculty populations increases, you may find that you and your students have fewer shared cultural experiences, literary allusions, historical references, and metaphors and analogies. If a certain type of cultural literacy is prerequisite to completing your course successfully, consider administering a diagnostic pretest on the first day of class to determine what students know. Of course, you may choose to refer deliberately to individuals or events your students may not know to encourage them to do outside reading.

**Consider students' needs when assigning evening or weekend work.** Be prepared to make accommodations for students who feel uncomfortable working in labs or at computer stations during the evening because of safety concerns. Students who are parents, particularly those who are single parents, may also appreciate alternatives to evening lab work or weekend field trips, as will students who work part-time.
Bring in guest lecturers. As appropriate, you can broaden and enrich your course by asking faculty or off-campus professionals of different ethnic groups to make presentations to your class.

Class Discussion

Emphasize the importance of considering different approaches and viewpoints. One of the primary goals of education is to show students different points of view and encourage them to evaluate their own beliefs. Help students begin to appreciate the number of situations that can be understood only by comparing several interpretations, and help them appreciate how one's premises, observations, and interpretations are influenced by social identity and background. For example, research conducted by the Institute for the Study of Social Change (1991) shows that white students and African-American students tend to view the term racism differently. Many white students, for example, believe that being friendly is evidence of goodwill and lack of racism. Many African-American students, however, distinguish between prejudice (personal attitudes) and racism (organizational or institutional bias); for them, friendliness evidences a lack of prejudice but not necessarily a wholehearted opposition to racism.

Make it clear that you value all comments. Students need to feel free to voice an opinion and empowered to defend it. Try not to allow your own difference of opinion prevent communication and debate. Step in if some students seem to be ignoring the viewpoints of others. For example, if male students tend to ignore comments made by female students, reintroduce the overlooked comments into the discussion (Hall and Sandier, 1982).

Encourage all students to participate in class discussion. During the first weeks of the term, you can prevent any one group of students from monopolizing the discussion by your active solicitation of alternate viewpoints. Encourage students to listen to and value comments made from perspectives other than their own. You may want to have students work in small groups early in the term so that all students can participate in non-threatening circumstances. This may make it easier for students to speak up in a larger setting. See "Collaborative Learning: Group Work and Study Teams," "Leading a Discussion," and "Encouraging Student Participation in Discussion."

Monitor your own behavior in responding to students. Research studies show that teachers tend to interact differently with men and women students (Hall and Sandler, 1982; Sadker and Sadker, 1990) and with students who are - or whom the instructor perceives to be - high or low achievers (Green, 1989). More often than not, these patterns of behavior are unconscious, but they can and do demoralize students, making them feel intellectually inadequate or alienated and unwelcome at the institution.

As you teach, then, try to be evenhanded in the following matters:
- Recognizing students who raise their hands or volunteer to participate in class (avoid calling on or hearing from only males or only members of one ethnic group)
• Listening attentively and responding directly to students' comments and questions
• Addressing students by name (and with the correct pronunciation)
• Prompting students to provide a fuller answer or an explanation
• Giving students time to answer a question before moving on
• Interrupting students or allowing them to be interrupted by their peers
• Crediting student comments during your summary ("As Akim said. . . ")
• Giving feedback and balancing criticism and praise
• Making eye contact

Also, refrain from making seemingly helpful offers that are based on stereotypes and are therefore patronizing. An example to avoid: an economics faculty member announced, "I know that women have trouble with numbers, so I'll be glad to give you extra help, Jane."

You might want to observe your teaching on videotape to see whether you are unintentionally sending different messages to different groups. Sadker and Sadker (1992) list questions to ask about your teaching to explore gender and ethnic differences in treatment of students. (Sources: Hall and Sandier, 1982; Sadker and Sadker, 1990; Sadker and Sadker, 1992)

Reevaluate your pedagogical methods for teaching in a diverse setting. Observers note that in discussion classes professors tend to evaluate positively students who question assumptions, challenge points of view, speak out, and participate actively (Collett, 1990; Institute for the Study of Social Change, 1991). Recognize, however, that some of your students were brought up to believe that challenging people who are in positions of authority is disrespectful or rude. Some students may be reluctant to ask questions or participate out of fear of reinforcing stereotypes about their ignorance. The challenge for teaching a diverse student body is to be able to engage both verbally assertive students and those with other styles and expressions of learning. See "Leading a Discussion," "Encouraging Student Participation in Discussion," and "Learning Styles and Preferences" for suggestions on how to actively involve all students. (Source: Institute for the Study of Social Change, 1991)

Speak up promptly If a student makes a distasteful remark even jokingly. Don't let disparaging comments pass unnoticed. Explain why a comment is offensive or insensitive. Let your students know that racist, sexist, and other types of discriminatory remarks are unacceptable in class. For example, "What you said made me feel uncomfortable. Although you didn't mean it, it could be interpreted as saying.... "

Avoid singling out students as spokespersons. It is unfair to ask X student to speak for his or her entire race, culture, or nationality. To do so not only ignores the wide differences in viewpoints among members of any group but also reinforces the mistaken notion that every member of a minority group is an ad hoc authority on his or her group (Pemberton, 1988). An example to avoid: after lecturing on population genetics and theories of racial intelligence, a faculty member singled out an African-American student in the class to ask his reactions to the theories. Relatedly, do not assume all
students are familiar with their ancestors' language, traditions, culture, or history. An example to avoid: asking an American-born student of Chinese descent, "What idiom do you use in Chinese?" (Sources: Flick, n.d.; Pemberton, 1988)

**Assignments and Exams**

**Be sensitive to students whose first language is not English.** Most colleges require students who are nonnative speakers of English to achieve oral and written competency by taking ESL courses. Ask ESL specialists on your campus for advice about how to grade papers and for information about typical patterns of errors related to your students' native languages. For example, some languages do not have two-word verbs, and speakers of those languages may need extra help - and patience - as they try to master English idioms. Such students should not be penalized for misusing, say, take after, take in, take off, take on, take out, and take over.

**Suggest that students form study teams that meet outside of class.** By arranging for times and rooms where groups can meet, you can encourage students to study together. Peer support is an important factor in student persistence in school (Pascarella, 1986), but students of color are sometimes left out of informal networks and study groups that help other students succeed (Simpson, 1987). By studying together, your students can both improve their academic performance and overcome some of the out-of-class segregation common on many campuses. See "Collaborative Learning" for suggestions on how to form study teams.

**Assign group work and collaborative learning activities.** Students report having had their best encounters and achieved their greatest understandings of diversity as "side effects" of naturally occurring meaningful educational or community service experiences (Institute for the Study of Social Change, 1991). Consider increasing students' opportunities for group projects in which three to five students complete a specific task, for small group work during class, or for collaborative research efforts among two or three students to develop instructional materials or carry out a piece of a research study. Collaborative learning can be as simple as randomly grouping (by counting off) two or three students in class to solve a particular problem or to answer a specific question. See "Collaborative Learning," "Leading a Discussion," and "Supplements and Alternatives to Lecturing" for ideas about incorporating group work into instruction.

**Give assignments and exams that recognize students' diverse backgrounds and special interests.** As appropriate to your field, you can develop paper topics or term projects that encourage students to explore the roles, status, contributions, and experiences of groups traditionally underrepresented in scholarly research studies or in academia (Jenkins, Gappa, and Pearce, 1983). For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers, including one on alternative healing belief systems. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.
Advising and Extracurricular Activities

Meet with students informally. Frequent and rewarding informal contact with faculty members is the single strongest predictor of whether or not a student will voluntarily withdraw from a college (Tinto, 1989). Ongoing contact outside the classroom also provides strong motivation for students to perform well in your class and to participate in the broad social and intellectual life of the institution. In addition to inviting groups of your students for coffee or lunch, consider becoming involved in your campus orientation and academic advising programs or volunteering to speak informally to students living in residence halls or to other student groups.

Encourage students to come to office hours. Of course, all students can benefit from the one-to-one conversation and attention that only office hours provide. In addition, students who feel alienated on campus or uncomfortable in class are more likely to discuss their concerns in private. (Source: Chism, Cano, and Pruitt, 1989)

Don't shortchange any students of advice you might give to a member of your own gender or ethnic group. Simpson (1987) reports the following unfortunate incident. A white male faculty member was asked by a female African-American student about whether she should drop an engineering class in which she was having difficulties. Worried that if he advised a drop, he might be perceived as lacking confidence in the intellectual abilities of African-American women, he suggested that she persevere. Had the student been a white male, the professor acknowledged, he would have placed the student's needs ahead of his own self-doubts and unhesitatingly advised a drop.

Advise students to explore perspectives outside their own experiences. For example, encourage students to take courses that will introduce them to the literature, history, and culture of other ethnic groups. (Source: Coleman, n.d.)

Involves students in your research and scholarly activities. Whenever you allow students to see or contribute to your own work, you are not only teaching them about your field's methodology and procedures but also helping them understand the dimensions of faculty life and helping them feel more a part of the college community (Blackwell, 1987). Consider sponsoring students in independent study courses, arranging internships, and providing opportunities for undergraduates to participate in research.

Help students establish departmental organizations. If your department does not have an undergraduate association, encourage students to create one. Your sponsorship can make it easier for student groups to obtain meeting rooms and become officially recognized. Student organizations can provide peer tutoring and advising as well as offer social and academic programs. In fields in which women and certain ethnic groups have traditionally been underrepresented, some students may prefer to form caucuses based on their gender or cultural affinities (for example, women in architecture). Research by the Institute for the Study of Social Change (1991) has documented the
importance of associations for students of color as a basis for collective identification and individual support.

**Provide opportunities for all students to get to know each other.** Research shows that both African-American and white students, for example, would like greater interracial contact. African-American students tend to prefer institutional programs and commitments, while most white students prefer opportunities for individual, personal contacts. (Source: Institute for the Study of Social Change, 1991)

**References**


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**ENHANCING YOUR TEACHING EFFECTIVENESS**

Accurately assessing your students’ developmental state can direct your planning and impel your teaching. For instance, recognizing a 16-year-old's concern about his appearance and his standing among his peers may promote your rapport with him and eliminate learning barriers.

Keep in mind that chronologic age and developmental stage are not always related. Throughout life, people move sequentially through developmental stages, but most people also fluctuate somewhat among stages, often in response to outside stressors. These stressors can cause a person to regress temporarily to an earlier stage. Sometimes a person may not achieve the task expected of his chronologic age. So you will need to address your students at their current developmental stages, not at the stages at which you would expect them to be because of their chronological ages.

In some situations, hopefully most, you will have time to sit down and develop a formal teaching plan. In others, you will be confronted with a "teachable moment" when the student is ready to learn and is asking pointed questions. Invariably, these moments seem to come at the most inopportune times. At times like these, you face the dilemma: to teach or not to teach. Having a knowledge of basic learning principles will help you...
take best advantage of these moments. Here are some principles proven to enhance teaching and learning.

**Seize the moment**
Teaching is most effective when it occurs in quick response to a need the learner feels. So even though you are elbow deep in something else, you should make every effort to teach the student when he or she asks. The student is ready to learn. Satisfy that immediate need for information now, and augment your teaching with more information later.

**Involve the student in planning**
Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes. Help him to develop attainable objectives. As the teaching process continues, you can further engage him or her by selecting teaching strategies and materials that require the student's direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the student the chance to test his or her ideas, to take risks, and to be creative will promote learning.

**Begin with what the student knows**
You will find that learning moves faster when it builds on what the student already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

**Move from simple to complex**
The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones. Remember, however, that what one student finds simple, another may find complex. A careful assessment takes these differences into account and helps you plan the teaching starting point.

**Accommodate the student's preferred learning style**
How quickly and well a student learns depends not only on his or her intelligence and prior education, but also on the student's learning style preference. Visual learners gain knowledge best by seeing or reading what you are trying to teach; auditory learners, by listening; and tactile or psychomotor learners, by doing.

You can improve your chances for teaching success if you assess your patient's preferred learning style, then plan teaching activities and use teaching tools appropriate to that style. To assess a student's learning style, observe the student, administer a learning style inventory test, or simply ask the student how he or she learns best. You can also experiment with different teaching tools, such as printed material, illustrations, videotapes, and actual equipment, to assess learning style. Never assume, though, that your student can read well—or even read at all.

**Sort goals by learning domain**
You can combine your knowledge of the student's preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into proper domains helps identify and evaluate the behaviors you expect them to show. Learning behaviors fall in three domains: cognitive, psychomotor, and affective. The cognitive domain deals with intellectual abilities. The psychomotor domain includes physical or motor skills. The affective domain involves expression of feeling about attitudes, interests, and values. Most learning involves all three domains.

Make material meaningful
Another way to facilitate learning is to relate material to the student's lifestyle— and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned.

Allow immediate application of knowledge
Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence. This immediate application translates learning to the "real world" and provides an opportunity for problem solving, feedback, and emotional support.

Plan for periodic rests
While you may want the students to push ahead until they have learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are especially complex or lengthy, your students may feel overwhelmed and appear unreceptive to your teaching. Be sure to recognize these signs of mental fatigue and let the students relax. (You too can use these periods - to review your teaching plan and make any necessary adjustments.)

Tell your students how they are progressing
Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask your students how they feel they are doing. They probably want to take part in assessing their own progress toward learning goals, and their input can guide your feedback. You will find their reactions are usually based on what "feels right."

Reward desired learning with praise
Praising desired learning outcomes or behavior improves the chances that the students will retain the material or repeat the behavior. Praising your students' successes associates the desired learning goal with a sense of growing and accepted competence. Reassuring them that they have learned the desired material or technique can help them retain and refine it.
Getting to Know Students in the Classroom

Students themselves are the best sources of information. Getting to know students and helping them get to know each other can help students feel the sense of community they desire but say they rarely find at the University. Below are some suggestions for creating a sense of community in your classes.

Set the stage for trust and learning on the first day of class. Faculty should develop a number of ice breakers to help students get to know each other and for faculty to get to know the students. One simple technique is to distribute index cards and have students spend a few minutes filling out the card. Students can be asked to write down their name, hometown, favorite movie or book, academic area of study, why they are taking the class and any expectations they may have about the class. This information will aid the faculty member in learning names and better understanding the backgrounds students bring to the class.

Faculty who have the courage might have students walk around the room to meet as many people as possible in a set amount of time. They can then share the information they wrote on their index cards. Faculty should be involved in this process. It is also valuable to ask other faculty to share their favorite ice breakers with you. One of the biggest mistakes many faculty make the first day of class is in passing out the syllabus, reading through the syllabus and taking any questions from the students. Typically, a class with this type of approach to the first day will find students leaving with 20 minutes or more left in the period. Doing this not only leads to lost opportunities to build trust and community in the class but gives students the impression that what is done in the class is not all that important since they don’t even need to stay the entire period. Start off on the right foot by planning to use all the time allotted to the class by preparing interesting activities that demonstrate to students that this class is important and that you care what they think. First impressions in life are crucial—in the college classroom they are no different. Use your time during the first class period of a semester wisely. Students will never pay closer attention to you or the course more than the first class meeting.

Try to learn student names as soon as possible and use them in class. Doing this goes a long way toward making students feel that they are recognized and that you care about them. Here are just a few techniques to help you learn student names:

- Use a seating chart early in the semester and keep it on hand (you will have to set-up required seating for the class however.
- Hand back assignments and quizzes personally while making a mental note of names.
- Ask students to wear name tags or put a folded piece of cardboard as a name card in front of them for the first few classes. It may seem silly to some students but it is worth it later in the course.
• Use photographs. Take a picture of students in groups and label it with their names. You could also have students turn in pictures of themselves with their names on the back.

• Ask students to remind you of their names as necessary, don’t give up right away. In a large lecture hall, ask students to give their names before making a comment or answering a question. Use student names when responding to them. Even if you only learn some names that will create a better environment.

• Collect information about students the first day of class as described above. This information can then prove helpful in creating a feeling of trust in the classroom. The professor can relate objectives and expectations for the class to their statements of expectations. You can also tabulate information and tell the class about what you have found. For example, how many football players are in class, members of the marching band, etc. Clever professors also personalize the information by asking students from a certain city to answer a question, or those that belong to the same University organization.

• Share information about yourself with students. Telling students about your outside interests adds a personal dimension to your role as professor. Use your own experiences, at times, to generate examples for material being discussed.

GOOD TEACHING: THE TOP TEN REQUIREMENTS

By Richard Leblanc, York University, Ontario
This article appeared in The Teaching Professor after Professor Leblanc won a Seymour Schulich Award for Teaching Excellence. Reprinted here with permission of Professor Leblanc, November 2004.

One. Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

Two. Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaisoning with their communities.

Three. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.

Four. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a
class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

**Five.** Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.

**Six.** This is very important—good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.

**Seven.** Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

**Eight.** Good teaching is supported by strong and visionary leadership, and very tangible institutional support—resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization—from full professors to part-time instructors—and is reflected in what is said, but more importantly by what is done.

**Nine.** Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.

**Ten.** At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards...like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

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**GRADING PRACTICES**

By Barbara Gross Davis, University of California, Berkeley.


(To read a description of this book see the CETL Lending Library list in the Appendix of this Guide)

There are no hard-and-fast rules about the best ways to grade. In fact, as Erickson and Strommer (1991) point out, how you grade depends a great deal on your values, assumptions, and educational philosophy: if you view introductory courses as "weeder" classes—to separate out students who lack potential for future success in the field—
you are likely to take a different grading approach than someone who views introductory courses as teaching important skills that all students need to master. All faculty agree, however, that grades provide information on how well students are learning (Erickson and Strommer, 1991). But grades also serve other purposes. Scriven (1974) has identified at least six functions of grading:

- To describe unambiguously the worth, merit, or value of the work accomplished
- To improve the capacity of students to identify good work, that is, to improve their self-evaluation or discrimination skills with respect to work submitted
- To stimulate and encourage good work by students
- To communicate the teacher's judgment of the student's progress
- To inform the teacher about what students have and haven't learned
- To select people for rewards or continued education

For some students, grades are also a sign of approval or disapproval; they take them very personally. Because of the importance of grades, faculty need to communicate to students a clear rationale and policy on grading.

If you devise clear guidelines from which to assess performance, you will find the grading process more efficient, and the essential function of grades—communicating the student's level of knowledge—will be easier. Further, if you grade carefully and consistently, you can reduce the number of students who complain and ask you to defend a grade. The suggestions below are designed to help you develop clear and fair grading policies. For tips on calculating final grades, see "Calculating and Assigning Grades."

**General Strategies**

**Grade on the basis of students' mastery of knowledge and skills.** Restrict your evaluations to academic performance. Eliminate other considerations, such as classroom behavior, effort, classroom participation, attendance, punctuality, attitude, personality traits, or student interest in the course material, as the basis of course grades. If you count these non-academic factors, you obscure the primary meaning of the grade, as an indicator of what students have learned. For a discussion on why not to count class participation, see "Encouraging Student Participation in Discussion." (Source: Jacobs and Chase, 1992)

**Avoid grading systems that put students in competition with their classmates and limit the number of high grades.** These normative systems, such as grading on the curve, work against collaborative learning strategies that have been shown to be effective in promoting student learning. Normative grading produces undesirable consequences for many students, such as reduced motivation to learn, debilitating evaluation anxiety, decreased ability to use feedback to improve learning, and poor social relationships. (Sources: Crooks, 1988; McKeachie, 1986)
Try not to overemphasize grades. Explain to your class the meaning of and basis for grades and the procedures you use in grading. At the beginning of the term, inform students, in writing (see "The Course Syllabus") how much tests, papers, homework, and the final exam will count toward their final grade. Once you have explained your policies, avoid stressing grades or excessive talk about grades, which only increases students' anxieties and decreases their motivation to do something for its own sake rather than to obtain an external reward such as a grade. (Sources: Allen and Rueter, 1990; Fuhrmann and Grasha, 1983)

Keep students informed of their progress throughout the term. For each paper, assignment, midterm, or project that you grade, give students a sense of what their score means. Try to give a point total rather than a letter grade. Letter grades tend to have emotional associations that point totals lack. Do show the range and distribution of point scores, and indicate what level of performance is satisfactory. Such information can motivate students to improve if they are doing poorly or to maintain their performance if they are doing well. By keeping students informed throughout the term, you also prevent unpleasant surprises at the end. (Sources: Lowman, 1984; Shea, 1990)

Minimizing Students' Complaints About Grading

Clearly state grading procedures in your course syllabus, and go over this information in class. Students want to know how their grades will be determined, the weights of various tests and assignments, and the model of grading you will be using to calculate their grades: will the class be graded on a curve or by absolute standards? If you intend to make allowances for extra credit, late assignments, or revision of papers, clearly state your policies.

Set policies on late work. Will you refuse to accept any late work? Deduct points according to how late the work is submitted? Handle late work on a case-by-case basis? Offer a grace period? See "Preparing or Revising a Course."

Avoid modifying your grading policies during the term. Midcourse changes may erode students' confidence in your fairness, consistency, objectivity, and organizational skills. If you must make a change, give your students a complete explanation. (Source: Frisbie, Diamond, and Ory, 1979)

Provide enough opportunities for students to show you what they know. By giving students many opportunities to show you what they know, you will have a more accurate picture of their abilities and will avoid penalizing a student who has an off day at the time of a test. So in addition to a final exam, give one or two midterms and one or two short papers. For lower-division courses, Erickson and Strommer (1991) recommend giving shorter tests or written assignments and scheduling some form of evaluation every two or three weeks.

Consider allowing students to choose among alternative assignments. One instructor presents a list of activities with assigned points for each that take into account the
assignments' educational and motivational value, difficulty, and probable amount of effort required. Students are told how many points are needed for an A, a B, or a C, and they choose a combination of assignments that meets the grade they desire for that portion of the course. Here are some possible activities:

- Writing a case study
- Engaging in and reporting on a fieldwork experience
- Leading a discussion panel
- Serving on a discussion panel
- Keeping a journal or log of course-related ideas
- Writing up thoughtful evaluations of several lectures
- Creating instructional materials for the course (study guides, exam questions, or audiovisual materials) on a particular concept or theme
- Undertaking an original research project or research paper
- Reviewing the current research literature on a course-related topic
- Keeping a reading log that includes brief abstracts of the readings and comments, applications, and critiques
- Completing problem-solving assignments (such as designing an experiment to test a hypothesis or creating a test to measure something) (Source: Davis, Wood, and Wilson, 1983)

**Stress to students that grades reflect work on a specific task and are not judgments about people.** Remind students that a teacher grades only a piece of paper. You might also let students know, if appropriate, that research shows that grades bear little or no relationship to measures of adult accomplishment (Eble, 1988, p. 156)

**Give encouragement to students who are performing poorly.** If students are having difficulty, do what you can to help them improve on the next assignment or exam. If they do perform well, take this into account when averaging the early low score with the later higher one. (Source: Lowman, 1984)

**Deal directly with students who are angry or upset about their grade.** Ask an upset student to take a day or more to cool off. It is also helpful to ask the student to prepare in writing the complaint or justification for a grade change. When you meet with the student in your office, have all the relevant materials at hand: the test questions, answer key or criteria, and examples of good answers. Listen to the student's concerns or read the memo with an open mind and respond in a calm manner. Don't allow yourself to become antagonized, and don't antagonize the student. Describe the key elements of a good answer, and point out how the student's response was incomplete or incorrect. Help the student understand your reasons for assigning the grade that you did. Take time to think about the student's request or to reread the exam if you need to, but resist pressures to change a grade because of a student's personal needs (to get into graduate school or maintain status on the dean's list). If appropriate, for final course grades, offer to write a letter to the student's adviser or to others, describing the student's work in detail and indicating any extenuating circumstances that may have hurt the grade. (Sources: Allen and Rueter, 1990; McKeachie, 1986)
Keep accurate records of students' grades. Your department may keep copies of final grade reports, but it is important for you to keep a record of all grades assigned throughout the semester, in case a student wishes to contest a grade, finish an incomplete, or ask for a letter of recommendation.

**Making Effective Use of Grading Tactics**

Return the first graded assignment or test before the add/drop deadline. Early assignments help students decide whether they are prepared to take the class (Shea, 1990). Some faculty members give students the option of throwing out this first test (Johnson, 1988). Students may receive a low score because they did not know what the instructor required or because they underestimated the level of preparation needed to succeed.

Record results numerically rather than as letter grades, whenever possible. Tests, problem sets, homework, and so on are best recorded by their point value to assure greater accuracy when calculating final grades. (Source: Jacobs and Chase, 1992)

Give students a chance to improve their grades by rewriting their papers. Many faculty encourage rewriting but do not count the grades on rewritten papers as equivalent to those of papers that have not been rewritten. See "Helping Students Write Better in All Courses."

If many students do poorly on an exam, schedule another one on the same material a week or so later. Devote one or more classes to reviewing the troublesome material. Provide in-class exercises, homework problems or questions, practice quizzes, study group opportunities, and extra office hours before you administer the new exam. Though reviewing and retesting may seem burdensome and time-consuming, there is usually little point in proceeding to new topics when many of your students are still struggling. (Source: Erickson and Strommer, 1991)

**Evaluating Your Grading Policies**

Compare your grade distributions with those for similar courses in your department. Differences between your grade distributions and those of your colleagues do not necessarily mean that your methods are faulty. But glaring discrepancies should prompt you to reexamine your practices. (Source: Frisbie, Diamond, and Ory, 1979)

Ask students about your grading policies on end-of-course questionnaires. Here are some sample questions (adapted from Frisbie, Diamond, and Ory, 1979, p. 22):

To what extent:
- Were the grading procedures for the course fair?
- Were the grading procedures for the course clearly explained?
- Did you receive adequate feedback on your performance?
- Were requests for regrading or review handled fairly?
- Did the instructor evaluate your work in a meaningful and conscientious manner?
References


Do's and Don'ts of Inclusive Language


General Strategies

The intent of this (article) is to highlight a few areas where we still find exclusivity or a sense of hierarchy in the use of language to place one group of people below others, creating or perpetuating negative social stereotypes. Given the spirit of inclusivity in our culture, some suggestions are provided here to avoid derogatory language. The examples are by no means comprehensive, but serve to remind us of areas where language discrimination still exists and causes unnecessary misunderstandings in our daily communication with the general public. The spirit of the "title" can be summed up in three general principles:

- Don't single out a person's sex, race, ethnicity, or other personal traits or characteristics (such as sexual orientation, age, or a disability) when it has no direct bearing on the topic at hand. In other words, don't create or promote stereotype based on unavoidable human characteristics.
- Be consistent in your description of members of a group: Don't single out women to describe their physical beauty, clothes or accessories or note a disabled person's use
of an aid, or refer to the race of the only minority in a group unless it is at that individual's request.

Keep in mind that use of inclusive language is for general cases. Direct requests by individuals take precedence over general rules (e.g., Mrs. John Doe requests that her own name not be used).

Disabilities

Unless your writing is specifically focused on disabilities, avoid singling out one individual's disabilities simply for the sake of identification.

- Avoid using words that imply victimization or create negative stereotypes. E.g., don't use descriptors such as "victim" or "sufferer" for someone with a disease, just identify the disease. Avoid using words such as "Poor," "unfortunate," or "afflicted." Don't say "courageous" when you can say "successful" or "productive."

Gender-Neutral Language

Some general guidelines to follow are:

- **Degender**, don't **Re** gender (e.g., degender **chairman** to **chair**, don't regender it to **chairwoman**).
- Create gender-neutral terms: convert adjectives to nouns by adding **ist** (e.g., active: **activist**).
- Replace occupational terms containing **man** and **boy**, if possible, with terms that include **members of either gender**.

Avoid occupational designations having derogatory **-ette** and **-ess** endings

Traditionally Exclusive Domains: Sports and Home Life

Be especially mindful of using gender-free terms in writing or talking about traditionally male or female activities.

- Let language usage reflect the fact that both men and women are involved with sports and home life. Examples:
  - **Avoid** sportsmanship, use fair play, team play, sporting attitude
  - **Avoid** crewmen, use crew, crew members
  - **Avoid** housewife, use homemaker, house spouse, parent, caregiver
  - **Avoid** mothering, use parenting

Names and Titles
When *Mr.* is used, *Ms.* is the equivalent. Use *Ms.* to designate both a married and unmarried woman. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

- Miss Lee, Ms. Chai and Mrs. Feeney
- Ms. Lee, Ms. Chai and Ms. Feeney or Lee, Chai and Feeney
- Governor Burns and Ana Kahanamoku
- Governor Burns and Representative Kahanamoku

- Forms for using a woman's name before marriage should be gender-neutral.
- Issue invitations or notices, bills, financial statements, etc. in the name of each of the individuals concerned.

- Mr. and Mrs. Tanaka
- Ellen and John Tanaka (if both names are known)
- Ellen Tanaka and spouse (if the name of spouse is not known)

### Salutations in Letters

If the name of the addressee is unknown, start the letter immediately without a salutation. Alternatively, especially in letters of recommendation or memos not addressed to a specific person, start with "To Whom It May Concern."

- **Avoid** Dear Sir/Madam/Gentlemen:
- **Use** Aloha: (Use only in Hawaii.)
- **Use** Dear Customer/Colleague/Subscriber:
- **Use** Dear Editor/Manager/Account Executive/(other job title):
- **Use** Dear Representative/Senator/Delegate/(other elected or honorary title):
- **Use** Dear Friend(s):

### Pronouns

Avoid the pronoun *he* when both sexes are included. Alternative approaches are:

- Recast into the plural.
  - **Avoid** Give each student *his* paper as soon as *he* is finished.
  - **Use** Give students *their* papers as soon as *they* are finished.
- Reword to eliminate the pronoun.
  - **Avoid** The average student is worried about *his* grades.
  - **Use** The average student is worried about grades.
- Replace the masculine pronoun with *one, you,* or (sparingly) *he or she* as appropriate.

- **Avoid** If the student is dissatisfied with *his* grade, *he* can appeal to the instructor.
  - **Use** A student who is dissatisfied with *her or his* grade can appeal to the instructor.
- Alternate male and female expressions, when appropriate.
- Use a plural indefinite pronoun.
  - **Avoid** Anyone who wants to go to the game should bring *his* money tomorrow.
  - **Use** All *those* who want to go to the game should bring *their* money tomorrow.
• Use the double-pronoun construction, when necessary.
  
  Everyone has a right to his opinion.
  
  Every person has a right to his or her opinion.

Use he/she, his/her, etc. in printed contracts and other forms so the inapplicable pronoun can be crossed out.

**More Do's and Don'ts**

The following assumptions are obsolete and should be avoided:

• That only men hold influential jobs.
  
  Congressional representatives urged the President to find the right man for the job.
  
  Congressional representatives urged the President to find the right person for the job.

• That children are cared for by their mothers only.
  
  Mothers should note that a nutritious breakfast is more important for a child than it is for an adult.
  
  A nutritious breakfast is more important for a child than...

• That men head all families and are the major wage earners.
  
  The average worker with a wife and two children pays 30% of its income to taxes.
  
  An average family of four pays 30% of its income...
  
  An average worker with three dependents pays 30% of income...

• That certain professions are reserved for one sex.
  
  Sometimes a nurse must use her common sense.
  
  Sometimes nurses must use common sense.

• That women perform all work related to homemaking.
  
  The family grocery shopper wants to get all her shopping done in one stop.
  
  The family grocery shopper wants to get all the shopping done in one stop.

• That women are possessions of men and are not responsible for their actions.
  
  Henry Lee allows his wife to work part time.
  
  Odette Lee works part time.

Describe the appearance of a woman only in circumstances in which you would describe the appearance of a man.

  Sometimes the attractive well-dressed interior minister fielded questions from reporters.
  
  The interior minister fielded questions...

Do not report the marital status of a woman or a man, unless marital status is the subject of the story.

  Divorced Judy Petty lost her bid to unseat Representative Wilbur Mills.
  
  Candidate Judy Petty lost her bid...
An employed person should be identified by his or her occupation, when relevant. Do not use the terms "homemaker" or "mother" unless his or her homemaking role and family relationship, respectively, are the subject of discourse.

Avoid Mrs. Marion Chong, wife of Dr. Allan Chong, gave a report on recent zoning variances.

Use Marion Chong (and her title, if she has one) gave a report on...

Use title, terms and names in parallel construction, with females mentioned first sometimes to avoid stereotyping.

Avoid Man and wife.

Use Wife and husband... (or husband and wife).

Do not use the term "conflict" when reporting on or referring to "domestic violence." Avoid stories that emphasize exceptions to stereotypes (example: John Kealoha is glad his mother-in-law is visiting); and expressions that demean women (examples: women's work, woman driver, sissy, old-maidish, spinsterish, womanish).

Avoid stories, photographs, captions, or phrases that make assumptions based on stereotypes:

Avoid That the sole or primary interest of an unmarried woman is in "catching a man."

Avoid That certain categories of women are shrewish or overbearing (examples: mothers-in-law, feminists).

Avoid That certain categories of women are scatterbrained, incompetent, or excessively dependent upon men to manage their lives (examples: young, dizzy, pretty, or blond-haired women).

Avoid That career women generally lack homemaking skills, do not have children, or are not good parents if they do have children.

Avoid That men are brutish, violent, crude, harsh or insensitive.

Avoid That women are fearful, squeamish, passive, dependent, weepy, frivolous, weak, shrewish, nagging, easily defeated, hysterical, scatterbrained.

Avoid That only welfare women are single mothers.

Avoid That men have no parenting, nurturing, or homemaking skills.

Avoid That only minority males are violent or crude.

Avoid That only lower class individuals are drug addicts.

Avoid That certain ethnicities or races are fundamentally less capable than Caucasians; or that any race is superior to any other.

Avoid That only persons with disabilities are dependent on others.

Avoid That men are independent and women are dependent.

General Examples of Inclusive Language

<table>
<thead>
<tr>
<th>Avoid</th>
<th>DON'T USE</th>
<th>Use</th>
<th>USE, AS APPROPRIATE</th>
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<tbody>
<tr>
<td>actress</td>
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<td>actor, performer</td>
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<td>Term</td>
<td>Description</td>
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<td>anchorman</td>
<td>anchor, anchorperson</td>
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<td>authoress</td>
<td>author</td>
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<td>average or common man</td>
<td>average person, ordinary people, typical worker</td>
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<td>bachelor or bachelorette</td>
<td>single (or unmarried) man/woman</td>
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<td>brotherhood (unless only men is meant)</td>
<td>community, amity, unity</td>
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<td>businessman</td>
<td>executive, business person, manager, entrepreneur</td>
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<td>cameraman</td>
<td>camera operator, photographer, videographer</td>
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<td>career girl</td>
<td>professional woman</td>
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<td>chairman, chairwoman</td>
<td>chair (for both sexes) or chairperson</td>
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<td>Chinamen</td>
<td>the Chinese or Chinese</td>
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<td>cleaning lady/woman, maid</td>
<td>housekeeper, housecleaner, office cleaner</td>
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<td>clergyman</td>
<td>clergy, minister, priest</td>
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<td>coed</td>
<td>student</td>
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<td>congressman</td>
<td>member of Congress, representative, legislator, senator</td>
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<td>councilman, councilwoman</td>
<td>councilmember</td>
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<td>craftsman</td>
<td>craftsperson, artisan, crafter</td>
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<td>draftsman</td>
<td>drafter, drafting technician</td>
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<td>early man, caveman</td>
<td>early humans, early societies</td>
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<td>Esquire</td>
<td>attorney at law, lawyer</td>
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<td>executrix</td>
<td>executor</td>
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<td>fellow worker</td>
<td>colleague, co-worker, peer</td>
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<td>fireman</td>
<td>firefighter</td>
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<td>fisherman</td>
<td>where appropriate: angler, fisher</td>
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<td>forefathers</td>
<td>ancestors, precursors, forebears</td>
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<td>supervisor</td>
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<td>Synonym</td>
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<td>founding fathers</td>
<td>the founders, pioneers</td>
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<td>girl (over 18)</td>
<td>woman, young woman</td>
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<td>gal or girl Friday</td>
<td>assistant or secretary</td>
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<td>gentlemen's agreement</td>
<td>personal agreement, informal contract</td>
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<td>great men in history</td>
<td>great figures in history, people who made history, historical figures</td>
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<td>handicapped</td>
<td>person with disability</td>
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<td>hero</td>
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<td>host</td>
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<td>hula girl</td>
<td>hula dancer</td>
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<td>insurance man</td>
<td>insurance agent</td>
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<td>lady doctor</td>
<td>doctor, physician</td>
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<td>layman</td>
<td>layperson, lay, laity, lay person, lay member</td>
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<td>mail carrier, letter carrier, postal worker</td>
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<td>male nurse</td>
<td>nurse</td>
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<td>(to) man</td>
<td>to staff, to run, to operate</td>
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<td>man and his world</td>
<td>world history, history of peoples, humans and their world</td>
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<td>manhood</td>
<td>adulthood, maturity</td>
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<td>man-hours</td>
<td>work hours, staff hours, hours worked, total hours</td>
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<td>manhunt</td>
<td>a hunt for...</td>
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<td>mankind</td>
<td>humanity, human race, human beings, people, human family, humankind</td>
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<td>man-made</td>
<td>artificial, hand-made, of human origin, synthetic, manufactured, crafted, machine made</td>
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<td>manned flight</td>
<td>piloted flight</td>
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<td>man-on-the-street</td>
<td>ordinary person, ordinary citizen, average voter, average person</td>
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<td>manpower</td>
<td>work force, human resources, labor force, human energy, personnel, workers</td>
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<td>man's achievements</td>
<td>human achievements</td>
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<td>Term</td>
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<td>man-sized job</td>
<td>big or difficult (job), requiring exceptional abilities</td>
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<tr>
<td>men of science</td>
<td>scientists</td>
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<td>middleman</td>
<td>go-between, liaison, agent</td>
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<tr>
<td>Mr. Chairman! Madam Chairwoman!</td>
<td>Chair! (for both sexes)</td>
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<tr>
<td>one-man band or show</td>
<td>soloist, performer, artist, individual, individual show</td>
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<td>Oriental</td>
<td>Asian, Asian-American or specify ethnicity if appropriate</td>
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<td>poetess</td>
<td>poet</td>
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<td>policeman</td>
<td>police officer</td>
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<td>primitive people, primitive humans, a primitive</td>
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<td>repairman</td>
<td>repairer, repair person</td>
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<tr>
<td>right hand man</td>
<td>assistant, helper, second in command</td>
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<td>rise of man</td>
<td>rise of the human race or humanity, rise of civilization, rise of culture</td>
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<td>salesman</td>
<td>sales person, sales representative, salesclerk, seller, agent</td>
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<td>salesmen</td>
<td>sales personnel, sales staff, sales people/person</td>
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<td>sexual preference</td>
<td>sexual orientation</td>
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<td>showman</td>
<td>performer</td>
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<td>spinster</td>
<td>single (or unmarried) woman</td>
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<td>spokesman</td>
<td>representative, spokesperson</td>
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<td>statesman</td>
<td>official, diplomat</td>
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<td>tradesman</td>
<td>shopkeeper, trader, merchant, entrepreneur, artisan</td>
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<td>tradesmen</td>
<td>trades people, tradespersons</td>
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<td>weatherman</td>
<td>forecaster, weathercaster</td>
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<td>woman lawyer</td>
<td>lawyer</td>
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<td>working man</td>
<td>workers, typical worker</td>
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<td>workman</td>
<td>worker, laborer, employee</td>
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<tr>
<td>workman like</td>
<td>competent</td>
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</table>
LESSON PLAN PROCEDURES

Time— we only have so much of it. The effective teacher cannot create a single extra second of the day -- any more than anyone can. But the effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time.

One of the primary roles that you will perform as a teacher is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate detailed and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals.

Teachers need more that a vague, or even a precise, notion of educational goals and objectives to be able to sequence these objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide direction toward the attainment of the selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

Several lesson plan outlines will be presented. You as a teacher will probably begin by choosing a desirable outline and sticking fairly close to it. Planning and classroom delivery innovations usually come once you are in the classroom with your own set of learners, have developed your own instructional resources, and have experimented with various strategies. Although fundamental lesson planning elements tend to remain unchanged, their basic formula is always modified to suit the individual teacher's lesson preparation or style of presentation.

The lesson plan is a dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment and is essential if a substitute teacher is to be effective and efficient. Three stages of lesson planning follow:

Stage 1: Pre-Lesson Preparation
1. Goals
2. Content
3. Student entry level

Stage 2: Lesson Planning and Implementation
1. Unit title
2. Instructional goals
3. Objectives
4. Rationale
5. Content
6. Instructional procedures
7. Evaluation procedures
8. Materials

Stage 3: Post-Lesson Activities
Lesson evaluation and revision
Lesson planning involves much more than making arbitrary decisions about "what I'm going to teach today." Many activities precede the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning is not complete until after the instructor has assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

One final word— Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probable hinder, rather than help, the teaching-learning process. The elements of your lesson plan should be thought of as guiding principles to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

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MOTIVATING STUDENTS

By Barbara Gross Davis, University of California, Berkeley.
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Some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others, some by overcoming challenges. Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971). To encourage students to become self-motivated independent learners, instructors can do the following:
• Give frequent, early, positive feedback that supports students' beliefs that they can do well.
• Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
• Help students find personal meaning and value in the material.
• Create an atmosphere that is open and positive.
• Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities you undertake to promote learning will also enhance students' motivation.

**General Strategies**

**Capitalize on students' existing needs.** Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs. (Source: McMillan and Forsyth, 1991)

**Make students active participants in learning.** Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work. See "Leading a Discussion," "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation. (Source: Lucas, 1990)

**Ask students to analyze what makes their classes more or less "motivating."** Sass (1989) asks his classes to recall two recent class periods, one in which they were highly motivated and one in which their motivation was low. Each student makes a list of specific aspects of the two classes that influenced his or her level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation. In over twenty courses, Sass reports, the same eight characteristics emerge as major contributors to student motivation:
• Instructor's enthusiasm
• Relevance of the material
• Organization of the course
• Appropriate difficulty level of the material
• Active involvement of students
I. Incorporating Instructional Behaviors That Motivate Students

Hold high but realistic expectations for your students. Research has shown that a teacher's expectations have a powerful effect on a student's performance. If you act as though you expect your students to be motivated, hardworking, and interested in the course, they are more likely to be so. Set realistic expectations for students when you make assignments, give presentations, conduct discussions, and grade examinations. "Realistic" in this context means that your standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations. To develop the drive to achieve, students need to believe that achievement is possible - which means that you need to provide early opportunities for success. (Sources: American Psychological Association, 1992; Bligh, 1971; Forsyth and McMillan, 1991 -1 Lowman, 1984)

Help students set achievable goals for themselves. Failure to attain unrealistic goals can disappoint and frustrate students. Encourage students to focus on their continued improvement, not just on their grade on any one test or assignment. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses. For example, consider asking students to submit self-evaluation forms with one or two assignments. (Sources: Cashin, 1979; Forsyth and McMillan, 1991)

Tell students what they need to do to succeed in your course. Don't let your students struggle to figure out what is expected of them. Reassure students that they can do well in your course, and tell them exactly what they must do to succeed. Say something to the effect that "If you can handle the examples on these problem sheets, you can pass the exam. People who have trouble with these examples can ask me for extra help." Or instead of saying, "You're way behind," tell the student, "Here is one way you could go about learning the material. How can I help you?" (Sources: Cashin, 1979; Tiberius, 1990)

Strengthen students' self-motivation. Avoid messages that reinforce your power as an instructor or that emphasize extrinsic rewards. Instead of saying, "I require," "you must," or "you should," stress "I think you will find. . . " or "I will be interested in your reaction." (Source: Lowman, 1990)

Avoid creating intense competition among students. Competition produces anxiety, which can interfere with learning. Reduce students' tendencies to compare themselves to one another. Bligh (1971) reports that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. Refrain
from public criticisms of students' performance and from comments or activities that pit students against each other. (Sources: Eble, 1988; Forsyth and McMillan, 1991)

**Be enthusiastic about your subject.** An instructor's enthusiasm is a crucial factor in student motivation. If you become bored or apathetic, students will too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content, and genuine pleasure in teaching. If you find yourself uninterested in the material, think back to what attracted you to the field and bring those aspects of the subject matter to life for your students. Or challenge yourself to devise the most exciting way to present the material, however dull the material itself may seem to you.

**Structuring the Course to Motivate Students**

**Work from students' strengths and interests.** Find out why students are enrolled in your course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. For instance, a chemistry professor might devote some lecture time to examining the contributions of chemistry to resolving environmental problems. Explain how the content and objectives of your course will help students achieve their educational, professional, or personal goals. (Sources: Brock, 1976; Cashin, 1979; Lucas, 1990)

**When possible, let students have some say in choosing what will be studied.** Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course. (Sources: Ames and Ames, 1990; Cashin, 1979; Forsyth and McMillan, 1991; Lowman, 1984)

**Increase the difficulty of the material as the semester progresses.** Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, you can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge. (Source: Cashin, 1979)

**Vary your teaching methods.** Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in your course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work. (Source: Forsyth and McMillan, 1991)

**De-emphasizing Grades**

**Emphasize mastery and learning rather than grades.** Ames and Ames (1990) report on two secondary school math teachers. One teacher graded every homework assignment and counted homework as 30 percent of a student's final grade. The second
teacher told students to spend a fixed amount of time on their homework (thirty minutes a night) and to bring questions to class about problems they could not complete. This teacher graded homework as satisfactory or unsatisfactory, gave students the opportunity to redo their assignments, and counted homework as 10 percent of the final grade. Although homework was a smaller part of the course grade, this second teacher was more successful in motivating students to turn in their homework. In the first class, some students gave up rather than risk low evaluations of their abilities. In the second class, students were not risking their self-worth each time they did their homework but rather were attempting to learn. Mistakes were viewed as acceptable and something to learn from.

Researchers recommend de-emphasizing grading by eliminating complex systems of credit points; they also advise against trying to use grades to control nonacademic behavior (for example, lowering grades for missed classes) (Forsyth and McMillan, 1991; Lowman 1990). Instead, assign ungraded written work, stress the personal satisfaction of doing assignments, and help students measure their progress.

**Design tests that encourage the kind of learning you want students to achieve.** Many students will learn whatever is necessary to get the grades they desire. If you base your tests on memorizing details, students will focus on memorizing facts. If your tests stress the synthesis and evaluation of information, students will be motivated to practice those skills when they study. (Source: McKeachie, 1986)

**Avoid using grades as threats.** As McKeachie (1986) points out, the threat of low grades may prompt some students to work hard, but other students may resort to academic dishonesty, excuses for late work, and other counterproductive behavior.

**Motivating Students by Responding to Their Work**

**Give students feedback as quickly as possible.** Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors: "Cherry's point about pollution really synthesized the ideas we had been discussing." (Source: Cashin, 1979)

**Reward success.** Both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time. (Sources: Cashin, 1979; Lucas, 1990)

**Introduce students to the good work done by their peers.** Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.
• Make available copies of the best papers and essay exams.
• Provide class time for students to read papers or assignments submitted by classmates.
• Have students write a brief critique of a classmate's paper.
• Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to your lecture.

**Be specific when giving negative feedback.** Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded. (Source: Cashin, 1979)

**Avoid demeaning comments.** Many students in your class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments and avoid offhand remarks that might prick their feelings of inadequacy.

**Avoid giving in to students' pleas for "the answer" to homework problems.** When you simply give struggling students the solution, you rob them of the chance to think for themselves. Use a more productive approach (adapted from Fiore, 1985):
• Ask the students for one possible approach to the problem.
• Gently brush aside students’ anxiety about not getting the answer by refocusing their attention on the problem at hand.
• Ask the students to build on what they do know about the problem.
• Resist answering the question "is this right?" Suggest to the students a way to check the answer for themselves.
• Praise the students for small, independent steps.

If you follow these steps, your students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

**Motivating Students to Do the Reading**

**Assign the reading at least two sessions before it will be discussed.** Give students ample time to prepare and try to pique their curiosity about the reading: "This article is one of my favorites, and I'll be interested to see what you think about it." (Sources: Lowman, 1984; "When They Don't Do the Reading," 1989)

**Assign study questions.** Hand out study questions that alert students to the key points of the reading assignment. To provide extra incentive for students, tell them you will base exam questions on the study questions. (Source: "When They Don't Do the Reading," 1989)
If your class is small, have students turn in brief notes on the day's reading that they can use during exams. At the start of each class, a professor in the physical sciences asks students to submit a 3" x 5" card with an outline, definitions, key ideas, or other material from the day's assigned reading. After class, he checks the cards and stamps them with his name. He returns the cards to students at a class session prior to the midterm. Students can then add any material they would like to the cards but cannot submit additional cards. The cards are again returned to the faculty member who distributes them to students during the test. This faculty member reports that the number of students completing the reading jumped from 10 percent to 90 percent and that students especially valued these "survival cards." Source: Daniel, 1988)

Ask students to write a one-word journal or one-word sentence. Angelo (1991) describes the one-word journal as follows: students are asked to choose a single word that best summarizes the reading and then write a page or less explaining or justifying their word choice. This assignment can then be used as a basis for class discussion. A variation reported by Erickson and Strommer (1991) is to ask students to write one complex sentence in answer to a question you pose about the readings and provide three sources of supporting evidence: "In one sentence, identify the type of ethical reasoning Singer uses in his article 'Famine, Affluence, and Morality.' Quote three passages that reveal this type of ethical reasoning" (p. 125).

Ask nonthreatening questions about the reading. Initially pose general questions that do not create tension or feelings of resistance: "Can you give me one or two items from the chapter that seem important?" "What section of the reading do you think we should review?" "What item in the reading surprised you?" "What topics in the chapter can you apply to your own experience?" (Source: "When They Don't Do the Reading," 1989)

Use class time as a reading period. If you are trying to lead a discussion and find that few students have completed the reading assignment, consider asking students to read the material for the remainder of class time. Have them read silently or call on students to read aloud and discuss the key points. Make it clear to students that you are reluctantly taking this unusual step because they have not completed the assignment.

Prepare an exam question on undiscussed readings. One faculty member asks her class whether they have done the reading. If the answer is no, she says, "You'll have to read the material on your own. Expect a question on the next exam covering the reading." The next time she assigns reading, she reminds the class of what happened the last time, and the students come to class prepared. (Source: "When They Don't Do the Reading," 1989)

Give a written assignment to those students who have not done the reading. Some faculty ask at the beginning of the class who has completed the reading. Students who have not read the material are given a written assignment and dismissed. Those who have read the material stay and participate in class discussion. The written assignment is not graded but merely acknowledged. This technique should not be used more than once a term. (Source: "When They Don't Do the Reading," 1989)
References


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"When They Don't Do the Reading." Teaching Professor, 1989, 3(10), 3-4.

**PLAGIARISM ISSUES FOR FACULTY**

**Plagiarism Defined**
A huge misconception carried by many students is that rewriting something is not plagiarism because they are “putting it in their own words.” Copying and pasting actually accounts for only a small percentage of plagiarism. The majority of plagiarism at the university is the result of text manipulation. The accessibility of the Internet makes plagiarism very tempting to even our best students and causes unintentional plagiarism as well. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. Here is a short list of plagiarism that can be found in college courses:

1. Copying and pasting text from on-line media, such as encyclopedias.
2. Copying and pasting text from any website.
3. Transcribing text from any printed material, such as books, magazines, encyclopedias or newspapers.
4. Simply modifying text from any of the above.
5. Replacing a few select words using a thesaurus.
6. Using photographs, video or audio without permission or acknowledgment.
7. Using another student’s work and claiming it as their own, even with permission (known as collusion).
8. Acquiring work from commercial sources (i.e., companies from where you can buy a paper).
9. Using an essay written for another class or purpose without getting permission from the professor of both the current class and the class for which the original work was used.

**Eliminating Plagiarism in the Classroom**
Here are some suggestions for eliminating, or at least minimizing, plagiarism in your classes:

1. Let students know that you know about Websites that aid plagiarism and that you check them often.
2. Go a step further and take students to some of these sites. Have students look at a weak paper and analyze its failures.
3. Teach the class to use the papers on the web as sources for their own papers. Show them how to correctly cite electronic sources.
4. Have a discussion with the class concerning the ways people use and acknowledge another’s ideas.
5. Be careful to give specific, non-generic instructions for papers. An assignment to “write about AIDS,” for example, might tempt students to use one off the AIDS papers at www.schoolsucks.com (a Website used often by college students). A more specific assignment will make this temptation unnecessary.
6. Include specific instructions about bibliographies, such as requiring all students to include material from required readings among their sources.

7. Require other specific components, such as theoretical, professional, or disciplinary vocabulary learned in the course reading; interviews with experts; recent sources.

8. If appropriate, use the issues raised by the paper mill websites as a writing assignment on ethics.

9. Watch your students write. Ask them to bring notes or drafts to class, have short conferences about the assignment, use peer groups to comment on drafts, ask for drafts to be submitted with the final paper.

10. Require students to write a page reflecting on their process in an assignment that could be plagiarized. Have them reflect on their process, the features of their papers they’re proud of, the things they had trouble with, and the things they learned by writing the paper.

11. If you suspect a paper was downloaded from the web, use a search engine to search for the source. Entering key words or a string of words in quotation marks will lead you to any web sites with those words.

12. Don’t assume all students know what plagiarism is. Teach about plagiarism, not from a punitive approach, but rather by emphasizing good writing and source-management skills.

13. Work to develop the skill to distinguish between writing mistakes and deliberate cheating.

14. Learn about MSU’s plagiarism policies (listed in this manual) and procedures before you begin the course so you know your options and rights as a teacher.

15. Make sure comments concerning the issue of plagiarism and cheating are dealt with in the course syllabus.

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**Preventing and Revising a Course**

By Barbara Gross Davis, University of California, Berkeley.


(To read a description of this book see the CETL Lending Library list in the Appendix of this Guide)

In designing or revising a course, faculty are faced with at least three crucial decisions: what to teach, how to teach it, and how to ensure that students are learning what is being taught. Often, the most difficult step in preparing or revising a course is deciding which topics must be excluded if the whole is to be manageable. Many teachers, hoping to impart to students everything they know about a subject, attempt to include too much material by half. The following suggestions below are designed to help you limit the content of your course, structure and sequence the activities and assignments, set policies, and handle administrative tasks.

**General Strategies**

*If the course is new to you but has been offered before, talk with faculty who have taught it previously.* Ask your colleagues for their syllabus, list of assignments and papers, and old exams. Find out about the typical problems students have with the
material and the difficulties the instructor encountered. If appropriate, look at past student evaluations of the course to help you identify its strengths and weaknesses.

If the course is new to you and has never been offered before, review textbooks on the topic of the course. Reviewing textbooks will give you a sense of the main themes and issues that your course might address, which is especially useful if you are preparing a course outside your areas of specialization. (Source: Brown, 1978)

If you have previously taught the course, begin by assembling everything associated with the course. Gather a copy of the syllabus, textbooks and readings, handouts, exams, your notes for each class session, and the past evaluations by students. Read the evaluations to get a sense of the course's strengths and weaknesses. Then take a look at the various course materials in light of students' comments, changes in the field, and your own changing interests. (Source: "Course Materials Review," 1987)

Identify the constraints in teaching the course. As you begin to design the course, ask yourself, How many hours are available for instruction? How many students will be enrolled? Are the students primarily majors or nonmajors? At what level? What material can I safely assume that students will know? What courses have they already completed? What courses might they be taking while enrolled in mine? Will readers or graduate student instructors be available? What sorts of technological resources will be in the classroom? (Sources: Brown, 1978; Ory, 1990)

Think about how your course relates to other courses in your department's curriculum. Does your course serve as the introduction for more advanced classes? Is it a general education course that may provide the only exposure nonmajors will have to the content area? Is it an advanced course for majors?

Deciding What You Want to Accomplish

Establish goals. What do you expect your students to do or to produce as a result of taking the course? Writing down goals is important for at least four reasons (Erickson, n.d.): (1) the process forces you to clarify what you want your students to accomplish; (2) your list of goals will help you select appropriate teaching methods, materials, and assignments; (3) you can use your list of goals to communicate your expectations to students, to let them know what they are expected to accomplish; (4) your list of goals will be useful to colleagues who teach courses that rely on yours as a prerequisite. McKeachie (1986), however, warns faculty against becoming obsessed with writing detailed behavioral objectives. The chief purpose of writing goals is to help you plan your course and specify what you want to do.

Identify both content and noncontent goals. Fuhrmann and Grasha (1983) recommend identifying both content goals (for example, "understand the key forces affecting the rise of Japan as an economic power") and non-content goals (for example, "become a good team member and work collaboratively with other students" or "learn to tolerate opposing points of view"). They advise faculty to start with a general list and
then refine the goals to make them more specific. What do you expect from students? How will students demonstrate that they have mastered the goal? What will constitute acceptable performance? For example, if the general content goal is for students to understand the rise of Japan as an economic factor, a specific content goal might be that students will analyze in depth how technology has affected Japan's economic dominance. A specific non-content goal might be that students will work in groups of three on an out-of-class project and prepare a joint report.

To get started in writing course goals, think about "the big picture." For example, imagine yourself overhearing a group of graduating seniors who have taken your course and are discussing why it was among the most valuable courses they have ever taken. What would they be saying about the course? Or imagine that several of your students will become local or national power brokers, or that half of them will have to drop out of school and work full-time. Would you change the way you are teaching your course? Why? Is there anything different you would like these students to learn? (Source: Bergquist and Phillips, 1977)

Scale down your goals to a realistic list. Adjust your ideal goals by taking into consideration the different abilities, interests, and expectations of your students and the amount of time available for class instruction. How many goals can your students accomplish in the time available? (Source: Lowman, 1984)

Defining and Limiting Course Content

After you have "packed" all your topics into a preliminary list, toss out the excess baggage. Designing a course is somewhat like planning a transcontinental trip. First, list everything that you feel might be important for students to know, just as you might stuff several large suitcases with everything that you think you might need on a trip. Then severely pare down the topics you have listed, just as you might limit yourself to one or two pieces of luggage. Research shows that too much detail and too many topics work against students' learning the material (Beard and Hartley, 1984).

Distinguish between essential and optional material. Divide the concepts or topics you want to cover into three groups: basic material should be mastered by every student, recommended material should be mastered by every student seeking a good knowledge of the subject, and optional material should be mastered by those students with special interests and aptitudes. Lectures and exams should focus on the basic elements of the course. Recommended and optional topics, labeled as such for students, can be included in lectures, supplementary materials, and readings.

Emphasize the core concepts. For example, in engineering, as one professor points out, there are thousands of formulas, but all of these are variations on a very limited number of basic ideas or theories. In a single course, students might encounter a thousand equations. Rote memorization is futile because no one can remember that many equations. Instead, the instructor repeatedly emphasizes the fundamentals by showing students how the thousand equations are embedded in a dozen basic ones.
Stress the classic issues, or the most enduring values or truths. Often the most interesting issues and themes for undergraduates turn out to be those that originally attracted you to the discipline.

Cut to the chase. Go for the most critical skills or ideas and drop the rest. For example, in solving mathematical problems, the most important task is setting up the problem -- the rest is the mechanics. Not every problem needs to be worked through to completion. (Source: Svinicki, 1990-1991)

Give students a conceptual framework on which to hang major ideas and factual information. To the uninitiated, your field may look like an unruly mass of facts devoid of logic or unifying principles. To understand the relationship among concepts rather than simply memorize dozens of discrete points, students need a framework -- a basic theory, a theme, a typology, or a controversial issue. Make this framework apparent to the students through repeated references to it.

Prepare a detailed syllabus. Share the conceptual framework, logic, and organization of your course with students by distributing a syllabus. See "The Course Syllabus."

Structuring the Course

Devise a logical arrangement for the course content. Material can be arranged chronologically, by topic or category, from concrete to abstract or vice versa, from theory to application or vice versa, by increasing level of skill or complexity, or by other schemes. Some courses -- in history or literature -- almost demand a chronological sequence. Here are some other strategies for organizing material (Bergquist and Phillips, 1977, pp. 146-149):

Micro/macro: Begin by describing a large complex phenomenon (macro perspective) or offer a detailed analysis of one aspect of the phenomenon (micro perspective). Establish a broad general base of knowledge and information (macro) or focus on a specific event or concern (micro).

Distal/proximal: Begin by presenting an immediate and pressing problem related to the field of study (proximal perspective) or by describing the origins, heritage or context (distal perspective). Begin with the relevance of the subject matter (proximal) or with historical or theoretical perspectives (distal).

Phenomenon/structure: Emphasize description and analysis of unique and significant events, people, or ideas (phenomenon) or emphasize description and analysis of theories, themes, and universal applications (structure). Focus on specific works, events, or people in their unique setting or focus on general patterns and concepts that are commonly shared by or expressed through different works, events, and people.

Stark and others (1990) offer additional sequencing patterns, suggesting that topics may be ordered according to the following:
- How relationships occur in the real world
- How students will use the information in social, personal, or career settings
• How major concepts and relationships are organized in the discipline
• How students learn
• How knowledge has been created in the field

List all class meetings. On your preliminary schedule mark university holidays, major religious holidays, breaks, and, if appropriate, college events that may preempt classes. Fill in this schedule with tentative topics and dates for exams. Keep in mind the rhythm of the term, including "down" times. Leave open at least part of the class before each exam to allow for catch-up or review. Leave extra time for complex or difficult topics. Schedule time during the middle of the semester for getting feedback from students on how well the course is going (see "Fast Feedback"). Also give special consideration to the first day of class (see "The First Day of Class"), the meetings right before exams, and the last two or three classes, which can be used to integrate and pull together the themes of the course (see "The Last Days of Class").

Select appropriate instructional methods for each class meeting. Instead of asking, What am I going to do in each class session? focus on What are students going to do? (Bligh, 1971). Identify which topics lend themselves to which types of classroom activities, and select one or more activities for each class session: lectures; small group discussions; independent work; simulations, debates, case studies, and role playing; demonstrations; experiential learning activities; instructional technologies; collaborative learning work, and so on. (See other tools for descriptions of these methods.) For each topic, decide how you will prepare the class for instruction (through reviews or previews), present the new concepts (through lectures, demonstrations, discussion), have students apply what they have learned (through discussion, in-class writing activities, collaborative work), and assess whether students can put into practice what they have learned (through testing, discussion, problem solving, and so on).


Selecting Textbooks and Readings

Choose textbooks and reading assignments that reflect your goals. The textbook exerts a greater influence on what students learn than the teaching method (McKeachie, 1986). Explain to your students how the readings relate to the course goals and classroom activities. Some faculty assign texts that repeat material covered in class-or vice versa -in order to reinforce the content. Some readings may be assigned to elaborate on the lectures by providing applications and examples. Some readings may be intended to convey additional material or to give contrasting points of view. (Source: "Selecting a Textbook," 1987)
Consider a range of criteria in selecting readings. If several textbooks, reports, or articles are appropriate to your course goals, select among them by judging the following (adapted from Lowman, 1984; "Selecting a Textbook," 1987; Wright, 1987):

- Accuracy and currency of content
- Coherence and clarity of content
- Level of difficulty and interest for students (challenging but not inappropriately difficult)
- Cost
- Choose the less expensive work if it is of comparable quality
- Choose paperbacks rather than hardbacks
- Limit the total cost of books for your course by placing some works on reserve in the library
- Size (heavy large texts are hard to carry)
- Format and layout (ease of reading)

McKeachie (1986) recommends selecting textbooks that match your own point of view because students may be annoyed or confused if you express disagreement with the text. To complement the principal textbook, however, and expose students to a range of perspectives, you could select articles and shorter texts that espouse points of view different from your own.

Assign a mix of texts and articles, including some current pieces. Advanced courses typically include journal articles, essays, research reports, or photocopied course readers. But even in lower-division courses, students should have an opportunity to read at least a few recent publications or journal articles. One faculty member in economics assigns the Tuesday editorial page of the *Wall Street Journal* each week. She uses these editorials as a basis for discussions and for exam questions that ask students to compare the editorials with textbook presentations on related topics.

Foster a habit of reading throughout college. Encourage students to explore beyond the reading material you assign. Eble (1988) recommends setting up in your office a shelf of books and articles selected for brevity, relevance, and interest. Invite students to browse through the materials and borrow items.

Follow the copyright laws. If you are compiling a photocopied reader, be sure to observe the copyright laws, available from your library or from photocopying vendors. Services have sprung up to handle faculty requests for permission to reproduce copyrighted material. For example, the Anthology Permissions Service in Salem, Massachusetts, authorizes copying of copyrighted material through blanket agreements with publishers. PUBNET Permissions, a project of the trade association Association of American Publishers, processes permissions requests by electronic mail to help faculty members reproduce copyrighted materials quickly and easily. (Source: Blum, 1991)

Take advantage of the new technologies in publishing. At least one national publisher lets professors order customized versions of its publications. The publisher will produce bound copies of chapters in its textbooks and supplementary articles, in
any order the instructor requests. In some cases, if a professor orders only selected chapters of a textbook, the price is less than the cost of the entire text. Some publishers have gone a step farther and developed data bases of individual chapters from different texts, journal articles, case studies, and other material from which a faculty member can create a custom textbook. The materials are compiled, indexed, paginated, and bound within forty-eight hours. Other publishers offer low-cost versions of textbooks stripped of such frills as study questions and multicolor art and graphics. It may also be possible to make the content of scholarly print journals available electronically so that students need only have access to a computer and the campus network to complete the assigned reading. (Sources: Miller, 1990; "Stalled Economy Leads to 'No-Frills' Textbooks," 1992; Watkins, 1991)

**Be conscious of workload.** At most colleges, students are expected to spend two to three hours on outside work for each hour in class. For simple texts, you might estimate that students can read about twenty pages an hour -- though, obviously, the rate will depend on your students' abilities and the nature of the reading material.

**Setting Course Policies**

"**Extra credit** assignments.** If you are offering extra credit assignments, announce them in class so that all students will be aware of the option. Some faculty allow only students who are doing satisfactory (C or higher) work on the regular assignments to undertake extra credit tasks. Here are some examples of extra credit options ("Extra Credit -- Taking Sides and Offering Advice," 1991, pp. 5-6):

- One or two weeks before an exam, give students worksheets on the topics being studied in that unit. To receive extra credit, a student must complete the worksheet and bring it to the instructor's office for discussion and scoring.
- Offer a fixed number of extra credit points for a specified activity: attendance at a professional conference, submission of a book review in the topic area, and so on.
- Offer extra credit for completing problems in the textbook that were not assigned as homework.
- Offer students extra credit for keeping a journal account of all the relevant newspaper or magazine articles, books, or monographs they read in addition to the assigned readings. Journal entries should include the title, author, date, and source as well as some personal commentary. Journals are checked weekly on the spot and turned in at the end of the term.

**Attendance.** Let students know in the syllabus and on the first day of class that you expect them to come to class regularly. Do your best to make class time worthwhile — a time when real work takes place. Students are also more likely to attend if they know that exams will include items that have been discussed in class only. In most cases, however, attendance should not be mandatory or a factor in your grading Policy. Grades should be based on students' mastery of the course content and not on such nonacademic factors as attendance. See "Grading Practices." If you must require attendance, let students know how you will determine whether they come to class. Give bonus points for perfect or near perfect attendance rather than subtracting points for
absences (Professional and Organizational Development Network in Higher Education, 1989). The numerical result is the same but students will feel better having their attendance rewarded rather than their absences penalized. In addition to students' attendance, you should pay attention to your own patterns. Some observers recommend that instructors come early to class (to let students know you are interested and available), start on time (to reward the prompt), end on time (to enable students to leave for their next class), and stay late (to answer questions from students) (Heine and others, 1981).

**Makeup exams.** For advice on offering makeup tests— and ways to avoid having to do so— see "Quizzes, Tests, and Exams."

**Late work.** Be clear on whether you will accept late work and the penalties for missing deadlines. Some faculty members deduct an increasing number of points for each day an assignment is late. Others give a sufficient number of assignments so that a student is allowed to drop one or two without penalty (due to low grades or missing work). Still other faculty members give students two days of grace that they can apply to missed deadlines: a single assignment can be two days late or two assignments can each be a day late (Marincovich and Rusk, 1987).

**Handling Administrative Tasks**

**Order books early and anticipate foul-ups.** Double-check on the progress of your order with the bookstore a month or so before the term begins. Once the books have arrived, check back with the bookstore to see how many copies there are. No matter what precautions you take, there is always a chance that the books won't arrive before classes begin. You can make it easier on yourself and your class by not relying on books being available during the first two weeks of class. Instead, assign readings that you distribute, that are readily available on reserve in the library, or that students purchase from a photocopy vendor.

**Place materials on reserve before the term begins or package reserve materials for students to purchase.** Consult with campus librarians about the procedures for putting materials on reserve. Let your students know in which library the readings are located, the length of time they are available for use, and the number of copies on reserve. Because as many as 85 percent of the students check out reserve material to make their own photocopies rather than read it in the library ("Two Groups Tackle Reserve Book Problems," 1992), consider offering students the chance to purchase the reserve readings. (Sources: Janes and Hauer, 1988; "Two Groups Tackle Reserve Book Problems, 1992)

**Make logistical arrangements in advance.** Before the term begins, order audiovisual equipment, videos, or films, contact guest speakers, and arrange for field trips.

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Many teachers dislike preparing and grading exams, and most students dread taking them. Yet tests are powerful educational tools that serve at least four functions. First, tests help you evaluate students and assess whether they are learning what you are expecting them to learn. Second, well-designed tests serve to motivate and help students structure their academic efforts. Crooks (1988), McKeachie (1986), and Wergin (1988) report that students study in ways that reflect how they think they will be tested. If they expect an exam focused on facts, they will memorize details; if they expect a test that will require problem solving or integrating knowledge, they will work toward understanding and applying information. Third, tests can help you understand how successfully you are presenting the material. Finally, tests can reinforce learning by providing students with indicators of what topics or skills they have not yet mastered and should concentrate on. Despite these benefits, testing is also emotionally charged and anxiety producing. The following suggestions can enhance your ability to design tests that are effective in motivating, measuring, and reinforcing learning.

A note on terminology: instructors often use the terms tests, exams, and even quizzes interchangeably. Test experts Jacobs and Chase (1992), however, make distinctions among them based on the scope of content covered and their weight or importance in calculating the final grade for the course. An examination is the most comprehensive form of testing, typically given at the end of the term (as a final) and one or two times during the semester (as midterms). A test is more limited in scope, focusing on particular aspects of the course material. A course might have three or four tests. A quiz is even more limited and usually is administered in fifteen minutes or less. Though these distinctions are useful, the terms test and exam will be used interchangeably throughout the rest of this section because the principles in planning, constructing, and administering them are similar.

**General Strategies**

**Spend adequate amounts of time developing your tests.** As you prepare a test, think carefully about the learning outcomes you wish to measure, the type of items best suited to those outcomes, the range of difficulty of items, the length and time limits for the test, the format and layout of the exam, and your scoring procedures.
Match your tests to the content you are teaching. Ideally, the tests you give will measure students' achievement of your educational goals for the course. Test items should be based on the content and skills that are most important for your students to learn. To keep track of how well your tests reflect your objectives, you can construct a grid, listing your course objectives along the side of the page and content areas along the top. For each test item, check off the objective and content it covers. (Sources: Ericksen, 1969; Jacobs and Chase, 1992; Svinicki and Woodward, 1982)

Try to make your tests valid, reliable, and balanced. A test is valid if its results are appropriate and useful for making decisions about an aspect of students' achievement (Gronlund and Linn, 1990). Technically, validity refers to the appropriateness of the interpretation of the results and not to the test itself, though colloquially we speak about a test being valid. Validity is a matter of degree and considered in relation to specific use or interpretation (Gronlund and Linn, 1990). For example, the results of a writing test may have a high degree of validity for indicating the level of a student's composition skills, a moderate degree of validity for predicting success in later composition courses, and essentially no validity for predicting success in mathematics or physics. Validity can be difficult to determine. A practical approach is to focus on content validity, the extent to which the content of the test represents an adequate sampling of the knowledge and skills taught in the course. If you design the test to cover information in lectures and readings in proportion to their importance in the course, then the interpretations of test scores are likely to have greater validity. An exam that consists of only a few difficult items, however, will not yield valid interpretations of what students know.

A test is reliable if it accurately and consistently evaluates a student's performance. The purest measure of reliability would entail having a group of students take the same test twice and get the same scores (assuming that we could erase their memories of test items from the first administration). This is impractical, of course, but there are technical procedures for determining reliability. In general, ambiguous questions, unclear directions, and vague scoring criteria threaten reliability. Very short tests are also unlikely to be highly reliable. It is also important for a test to be balanced: to cover most of the main ideas and important concepts in proportion to the emphasis they received in class.

If you are interested in learning more about psychometric concepts and the technical properties of tests, here are some books you might review:

Use a variety of testing methods. Research shows that students vary in their preferences for different formats, so using a variety of methods will help students do
their best (Jacobs and Chase, 1992). Multiple-choice or shortanswer questions are appropriate for assessing students' mastery of details and specific knowledge, while essay questions assess comprehension, the ability to integrate and synthesize, and the ability to apply information to new situations. A single test can have several formats. Try to avoid introducing a new format on the final exam: if you have given all multiple-choice quizzes or midterms, don't ask students to write an all-essay final. (Sources: Jacobs and Chase, 1992; Lowman, 1984; McKeachie, 1986; Svinicki, 1987)

**Write questions that test skills other than recall.** Research shows that most tests administered by faculty rely too heavily on students' recall of information (Milton, Pollio, and Eison, 1986). Bloom (1956) argues that it is important for tests to measure higher-learning as well. Fuhrmann and Grasha (1983, p. 170) have adapted Bloom's taxonomy for test development. Here is a condensation of their list:

To measure *knowledge* (common terms, facts, principles, procedures), ask these kinds of questions: Define, Describe, Identify, Label, List, Match, Name, Outline, Reproduce, Select, State. Example: "List the steps involved in titration."

To measure *comprehension* (understanding of facts and principles, interpretation of material), ask these kinds of questions: Convert, Defend, Distinguish, Estimate, Explain, Extend, Generalize, Give examples, Infer, Predict, Summarize. Example: "Summarize the basic tenets of deconstructionism."

To measure *application* (solving problems, applying concepts and principles to new situations), ask these kinds of questions: Demonstrate, Modify, Operate, Prepare, Produce, Relate, Show, Solve, Use. Example: "Calculate the deflection of a beam under uniform loading."

To measure *analysis* (recognition of unstated assumptions or logical fallacies, ability to distinguish between facts and inferences), ask these kinds of questions: Diagram, Differentiate, Distinguish, Illustrate, Infer, Point out, Relate, Select, Separate,.Subdivide. Example: "In the president's State of the Union Address, which statements are based on facts and which are based on assumptions?"

To measure *synthesis* (integrate learning from different areas or solve problems by creative thinking), ask these kinds of questions: Categorize, Combine, Compile, Devise, Design, Explain, Generate, Organize, Plan, Rearrange, Reconstruct, Revise, Tell. Example: "How would you restructure the school day to reflect children's developmental needs?"

To measure *evaluation* (judging and assessing), ask these kinds of questions: Appraise, Compare, Conclude, Contrast, Criticize, Describe, Discriminate, Explain, Justify, Interpret, Support. Example: "Why is Bach's Mass in B Minor acknowledged as a classic?"
Many faculty members have found it difficult to apply this six-level taxonomy, and some educators have simplified and collapsed the taxonomy into three general levels (Crooks, 1988): The first category knowledge (recall or recognition of specific information). The second category combines comprehension and application. The third category is described as "problem solving," transferring existing knowledge and skills to new situations.

If your course has graduate student instructors (GSIs), involve them in designing exams. At the least, ask your GSIs to read your draft of the exam and comment on it. Better still, involve them in creating the exam. Not only will they have useful suggestions, but their participation in designing an exam will help them grade the exam.

Take precautions to avoid cheating. See "Academic Dishonesty"

Types of Tests

Multiple-choice tests. Multiple-choice items can be used to measure both simple knowledge and complex concepts. Since multiple-choice questions can be answered quickly, you can assess students' mastery of many topics on an hour exam. In addition, the items can be easily and reliably scored. Good multiple-choice questions are difficult to write-see "Multiple-Choice and Matching Tests" for guidance on how to develop and administer this type of test.

True-false tests. Because random guessing will produce the correct answer half the time, true-false tests are less reliable than other types of exams. However, these items are appropriate for occasional use. Some faculty who use true-false questions add an "explain" column in which students write one or two sentences justifying their response.

Matching tests. The matching format is an effective way to test students' recognition of the relationships between words and definitions, events and dates, categories and examples, and so on. See "Multiple-Choice and Matching Tests" for suggestions about developing this type of test.

Essay tests. Essay tests enable you to judge students' abilities to organize, integrate, interpret material, and express themselves in their own words. Research indicates that students study more efficiently for essay-type examinations than for selection (multiple-choice) tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this studying results in somewhat better student performance regardless of the type of exam they are given (McKeachie, 1986). Essay tests also give you an opportunity to comment on students' progress, the quality of their thinking, the depth of their understanding, and the difficulties they may be having. However, because essay tests pose only a few questions, their content validity may be low. In addition, the reliability of essay tests is compromised by subjectivity or inconsistencies in grading. For specific advice, see "Short-Answer and Essay Tests." (Sources: Ericksen, 1969, McKeachie, 1986)
A variation of an essay test asks students to correct mock answers. One faculty member prepares a test that requires students to correct, expand, or refute mock essays. Two weeks before the exam date, he distributes ten to twelve essay questions, which he discusses with students in class. For the actual exam, he selects four of the questions and prepares well-written but intellectually flawed answers for the students to edit, correct, expand, and refute. The mock essays contain common misunderstandings, correct but incomplete responses, or absurd notions; in some cases the answer has only one or two flaws. He reports that students seem to enjoy this type of test more than traditional examinations.

**Short-answer tests.** Depending on your objectives, short-answer questions can call for one or two sentences or a long paragraph. Short-answer tests are easier to write, though they take longer to score, than multiple-choice tests. They also give you some opportunity to see how well students can express their thoughts, though they are not as useful as longer essay responses for this purpose.

**Problem sets.** In courses in mathematics and the sciences, your tests can include problem sets. As a rule of thumb, allow students ten minutes to solve a problem you can do in two minutes. See "Homework: Problem Sets" for advice on creating and grading problem sets.

**Oral exams.** Though common at the graduate level, oral exams are rarely used for undergraduates except in foreign language classes. In other classes they are usually time-consuming, too anxiety provoking for students, and difficult to score unless the instructor tape-records the answers. However, a math professor has experimented with individual thirty-minute oral tests in a small seminar class. Students receive the questions in advance and are allowed to drop one of their choosing. During the oral exam, the professor probes students' level of understanding of the theory and principles behind the theorems. He reports that about eight students per day can be tested.

**Performance tests.** Performance tests ask students to demonstrate proficiency in conducting an experiment, executing a series of steps in a reasonable amount of time, following instructions, creating drawings, manipulating materials or equipment, or reacting to real or simulated situations. Performance tests can be administered individually or in groups. They are seldom used in colleges and universities because they are logistically difficult to set up, hard to score, and the content of most courses does not necessarily lend itself to this type of testing. However, performance tests can be useful in classes that require students to demonstrate their skills (for example, health fields, the sciences, education). If you use performance tests, Anderson (1987, p. 43) recommends that you do the following (I have slightly modified her list):

- Specify the criteria to be used for rating or scoring (for example, the level of accuracy in performing the steps in sequence or completing the task within a specified time limit).
- State the problem so that students know exactly what they are supposed to do (if possible, conditions of a performance test should mirror a real-life situation).
- Give students a chance to perform the task more than once or to perform several task samples.

"Create-a-game" exams. For one midterm, ask students to create either a board game, word game, or trivia game that covers the range of information relevant to your course. Students must include the rules, game board, game pieces, and whatever else is needed to play. For example, students in a history of psychology class created "Freud's Inner Circle," in which students move tokens such as small cigars and toilet seats around a board each time they answer a question correctly, and "Psychogories," a card game in which players select and discard cards until they have a full hand of theoretically compatible psychological theories, beliefs, or assumptions. (Source: Berrenberg and Prosser, 1991)

Alternative Testing Modes

Take-home tests. Take-home tests allow students to work at their own pace with access to books and materials. Take-home tests also permit longer and more involved questions, without sacrificing valuable class time for exams. Problem sets, short answers, and essays are the most appropriate kinds of take-home exams. Be wary, though, of designing a take-home exam that is too difficult or an exam that does not include limits on the number of words or time spent (Jedrey, 1984). Also, be sure to give students explicit instructions on what they can and cannot do: for example, are they allowed to talk to other students about their answers? A variation of a take-home test is to give the topics in advance but ask the students to write their answers in class. Some faculty hand out ten or twelve questions the week before an exam and announce that three of those questions will appear on the exam.

Open-book tests. Open-book tests simulate the situations professionals face every day, when they use resources to solve problems, prepare reports, or write memos. Open-book tests tend to be inappropriate in introductory courses in which facts must be learned or skills thoroughly mastered if the student is to progress to more complicated concepts and techniques in advanced courses. On an open-book test, students who are lacking basic knowledge may waste too much of their time consulting their references rather than writing. Open-book tests appear to reduce stress (Boniface, 1985; Liska and Simonson, 1991), but research shows that students do not necessarily perform significantly better on open-book tests (Clift and Imrie, 1981; Crooks, 1988). Further, open-book tests seem to reduce students' motivation to study. A compromise between open- and closed-book testing is to let students bring an index card or one page of notes to the exam or to distribute appropriate reference material such as equations or formulas as part of the test.

Group exams. Some faculty have successfully experimented with group exams, either in class or as take-home projects. Faculty report that groups outperform individuals and that students respond positively to group exams (Geiger, 1991; Hendrickson, 1990; Keyworth, 1989; Toppins 1989). For example, for a fifty-minute in-class exam, use a multiple-choice test of about twenty to twenty-five items. For the first test, the groups
can be randomly divided. Groups of three to five students seem to work best. For subsequent tests, you may want to assign students to groups in ways that minimize differences between group scores and balance talkative and quiet students. Or you might want to group students who are performing at or near the same level (based on students' performance on individual tests). Some faculty have students complete the test individually before meeting as a group. Others just let the groups discuss the test, item by item. In the first case, if the group score is higher than the individual score of any member, bonus points are added to each individual's score. In the second case, each student receives the score of the group. Faculty who use group exams offer the following tips:

- Ask students to discuss each question fully and weigh the merits of each answer rather than simply vote on an answer.
- If you assign problems, have each student work a problem and then compare results.
- If you want students to take the exam individually first, consider devoting two class periods to tests; one for individual work and the other for group.
- Show students the distribution of their scores as individuals and as groups; in most cases group scores will be higher than any single individual score.

A variation of this idea is to have students first work on an exam in groups outside of class. Students then complete the exam individually during class time and receive their own score. Some portion of the test items are derived from the group exam. The rest are new questions. Or let students know in advance you will be asking them to justify a few of their responses; this will keep students from blithely relying on their work group for all the answers. (Sources: Geiger, 1991; Hendrickson, 1990; Keyworth, 1989; Murray, 1990; Toppins, 1989)

**Paired testing.** For paired exams, pairs of students work on a single essay exam, and the two students turn in one paper. Some students may be reluctant to share a grade, but good students will most likely earn the same grade they would have working alone. Pairs can be self-selected or assigned. For example, pairing a student who is doing well in the course with one not doing well allows for some peer teaching. A variation is to have students work in teams but submit individual answer sheets. (Source: Murray, 1990)

**Portfolios.** A portfolio is not a specific test but rather a cumulative collection of a student's work. Students decide what examples to include that characterize their growth and accomplishment over the term. While most common in composition classes, portfolios are beginning to be used in other disciplines to provide a fuller picture of students' achievements. A student's portfolio might include sample papers (first drafts and revisions), journal entries, essay exams, and other work representative of the student's progress. You can assign portfolios a letter grade or a pass/not pass. If you do grade portfolios, you will need to establish clear criteria. (Source: Jacobs and Chase, 1992)

**Construction of Effective Exams**
Prepare new exams each time you teach a course. Though it is time-consuming to develop tests, a past exam may not reflect changes in how you have presented the material or which topics you have emphasized in the course. If you do write a new exam, you can make copies of the old exam available to students.

Make up test items throughout the term. Don't wait until a week or so before the exam. One way to make sure the exam reflects the topics emphasized in the course is to write test questions at the end of each class session and place them on index cards or computer files for later sorting. Software that allows you to create test banks of items and generate exams from the pool is now available.

Ask students to submit test questions. Faculty who use this technique limit the number of items a student can submit and receive credit for. Here is an example (adapted from Buchanan and Rogers, 1990, p. 72):

You can submit up to two questions per exam. Each question must be typed or legibly printed on a separate 5" x 8" card. The correct answer and the source (that is, page of the text, date of lecture, and so on) must be provided for each question. Questions can be of the short-answer, multiple-choice, or essay type. Students receive a few points of additional credit for each question they submit that is judged appropriate. Not all students will take advantage of this opportunity. You can select or adapt student's test items for the exam. If you have a large lecture class, tell your students that you might not review all items but will draw randomly from the pool until you have enough questions for the exam. (Sources: Buchanan and Rogers, 1990; Fuhrmann and Grasha, 1983)

Cull items from colleagues' exams. Ask colleagues at other institutions for copies of their exams. Be careful, though, about using items from tests given by colleagues on your own campus. Some of your students may have previously seen those tests.

Consider making your tests cumulative. Cumulative tests require students to review material they have already studied, thus reinforcing what they have learned. Cumulative tests also give students a chance to integrate and synthesize course content. (Sources: Crooks, 1988; Jacobs and Chase, 1992; Svinicki, 1987)

Prepare clear instructions. Test your instructions by asking a colleague (or one of your graduate student instructors) to read them.

Include a few words of advice and encouragement on the exam. For example, give students advice on how much time to spend on each section or offer a hint at the beginning of an essay question or wish students good luck. (Source: "Exams: Alternative Ideas and Approaches," 1989)

Put some easy items first. Place several questions all your students can answer near the beginning of the exam. Answering easier questions helps students overcome their nervousness and may help them feel confident that they can succeed on the exam. You
can also use the first few questions to identify students in serious academic difficulty. (Source: Savitz, 1985)

**Challenge your best students.** Some instructors like to include at least one very difficult question — though not a trick question or a trivial one — to challenge the interest of the best students. They place that question at or near the end of the exam.

**Try out the timing.** No purpose is served by creating a test too long for even well-prepared students to finish and review before turning it in. As a rule of thumb, allow about one-half minute per item for true-false tests, one minute per item for multiple-choice tests, two minutes per short-answer requiring a few sentences, ten or fifteen minutes for a limited essay question, and about thirty minutes for a broader essay question. Allow another five or ten minutes for students to review their work, and factor in time to distribute and collect the tests. Another rule of thumb is to allow students about four times as long as it takes you (or a graduate student instructor) to complete the test. (Source: McKeachie, 1986)

**Give some thought to the layout of the test.** Use margins and line spacing that make the test easy to read. If items are worth different numbers of points, indicate the point value next to each item. Group similar types of items, such as all true-false questions, together. Keep in mind that the amount of space you leave for short-answer questions often signifies to the students the length of the answer expected of them. If students are to write on the exam rather than in a blue book, leave space at the top of each page for the student's name (and section, if appropriate). If each page is identified, the exams can be separated so that each graduate student instructor can grade the same questions on every test paper, for courses that have GSIs.

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SELECTING A DELIVERY STRATEGY

Introduction

The term "delivery strategy" is overused and often misunderstood. Books have been written about it and often equate it to the term "method." Most undergraduate teaching-
training programs even require a course in *methods*. For the purpose of this article, choosing a delivery strategy will be presented as a choice among the lecture, demonstrations, or discussion. The common nature of these choices do not answer the question *How?*, but focus on the question, *Why?* A series of questions is presented to help you make a decision on which delivery method to use.

**Choosing a Lecture**

The purpose of a lecture is to clarify information to a large group in a short period of time. It is not to convey information! Lectures require a great deal of preparation time and need to be supported by various audio-visuals. The lecture is a great opportunity for instructors to feed their egos! It is instructor-centered. Handouts, programmed instruction, information handouts, modules, student presentations, guest speakers, films, film strips, and reading assignments are adaptations of lectures.

The following questions should assist you in determining the appropriateness of a lecture.

1. What knowledge, skill, or attitude needs to be learned?
2. How many students need the content?
3. Do all or most of the students need the content now?
4. How much preparation time is available?
5. Are you in command of your nonverbal cues?
6. Can you develop interest in the lecture?
7. Are there appropriate audio-visual support systems?
8. Would a handout work just as well?
9. Can you devise means to ensure that more than one sense is used by students?
10. Are there natural divisions that equate to 20 minutes or less?
11. Would a videotape work just as well?
12. Do your impromptu lectures last 5 minutes or less?
13. Could you provide an outline of important parts of the lecture?
14. What portion of your teaching time do you spend lecturing?
15. Would a text assignment work just as well?
16. Do you summarize regularly in the lecture?
17. Do you pose questions in your lectures?
18. Have you ever listened to or watched one of your lectures?

**Choosing a Demonstration**

The purpose of the demonstration is to transmit the big picture to a relatively small group of students in a short period of time. Demonstrations usually require a lot of preparation time and must be supported with various audio-visuals. Demonstrations are particularly useful in teaching skills and are more teacher-centered than student-centered. There are several variations of demonstrations. Projects, peer tutoring, research papers, practice, field trips, on-the-job training, simulated experiences, and
videotapes are adaptations of demonstrations. The following questions should assist you in determining the appropriateness of a demonstration:

1. Does the learner need to see the process?
2. How many students need the content?
3. How many students need the content now?
4. How much preparation time is available?
5. Can you tell and show the content?
6. Can you appeal to other senses?
7. Do you want the students to imitate you?
8. Is there a-v support available?
9. Will the demonstration last more that 20 minutes?
10. Could you use a videotape just as well?
11. Can you ask questions during the demonstration?
12. Can the students take notes?
13. Will there be practice time for the students?
14. Can the student easily identify the steps?
15. Will you permit the students to ask questions?
16. Is there only one right way?
17. Will you support the demonstration with handouts?
18. Have you ever listened to or watched one of your demonstrations?

Choosing a Discussion

The purpose of a discussion is to solicit and involve the student in content transmittal. Discussions are limited to small groups and require considerable time. The discussion method does not require much audio-visual support. This method is particularly useful in an affective area. It promotes understanding and clarification of concepts, ideas, and feelings. There are numerous variations, and the discussion method can vary from teacher-centered to student-centered. Role playing, debate, panel discussion, reviews, supervised study, brainstorming, buzz groups, idea incubation, tests, show-and-tell, worksheets, conferences, and interviews are examples. The following questions should assist you in determining the appropriateness of a discussion:

1. Do you need active involvement from the student?
2. How many students need to be involved?
3. Must you hear everything being said?
4. How much time is available?
5. Is divergent thinking a desirable end?
6. Could you just as well tell them?
7. Can there be more than one right answer?
8. Is there time to clarify differences?
9. How much control do you need?
10. Can you accept the students' views?
11. Can interest be aroused and maintained?
12. Is there time to draw conclusions?
13. Is there time to follow up?
14. What needs to be tested?
15. Is two-way communication necessary?
16. Are checks and balances available to prevent certain students from dominating?
17. Are there means to keep on the topic?
18. Have you ever listened to or watched yourself in a discussion?

SEVEN PRINCIPLES FOR GOOD PRACTICE
IN UNDERGRADUATE EDUCATION

By Arthur W. Chickering and Zelda F. Gamson
Reprinted with permission November 2004.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses -- so rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends. But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:
1. encourages contact between students and faculty,
2. develops reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

We can do it ourselves— with a little bit of help...
These seven principles are not ten commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students, and administrators -- with support from state agencies and trustees— to improve teaching and learning. These principles seem like good common sense, and they are— because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other.
While each practice can stand alone on its own, when all are present their effects multiply. Together they employ six powerful forces in education:

- activity,
- expectations,
- cooperation,
- interaction,
- diversity, and
- responsibility.

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students—white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, under prepared. But the ways different institutions implement good practice depend very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. With the implications of this research for practice, we hope to help us all do better.

We address the teacher's *how*, not the subject-matter *what*, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done. This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

### Seven Principles of Good Practice

1. **Encourages Contact Between Students and Faculty**
   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. **Develops Reciprocity and Cooperation Among Students**
Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback
Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task
Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations
Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning
There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?
- A strong sense of shared purposes.
Concrete support from administrators and faculty leaders for those purposes.
Adequate funding appropriate for the purposes.
Policies and procedures consistent with the purposes.
Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution’s purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making judgments about programs and institutions. These sources of support and influence can encourage environments for good practice in undergraduate education by:

- setting policies that are consistent with good practice in undergraduate education,
- holding high expectations for institutional performance,
- keeping bureaucratic regulations to a minimum that is compatible with public accountability,
- allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff,
- encouraging employment of under-represented groups among administrators, faculty members, and student services professionals, and
- providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

THE SYLLABUS

Etymologically, the word syllabus means a “label” or “table of contents.” The primary purpose of a college syllabus, however, is to communicate to one’s students what the course is about, why the course is taught, where the course will take the students, and what will be required of the students for them to complete the course.

It is suggested that two criteria be used in deciding what information to include in your syllabus. First, include all information that students need to have at the beginning of the course; second, include all information that students need to have in writing. It is
important to put in writing any really important information about a course. However, in some cases it might be better to introduce some information later in the semester, e.g., the details of a required project. To attempt to include every single item of importance in your syllabus is to insure that the student will not read much of it and/or scare them away from continuing in the course!

The course syllabus is the key tangible evidence of planning from the instructor to the student. The planning manifested through the syllabus can reduce, before a class meets, some of the work for teaching a course. The syllabus serves as a communication device and contract that shifts the responsibility for learning to the student. Below is an outline of possible major content areas for a quality syllabus.

**Course Information**—The first items of information in a syllabus should give course information: course title, course number, and credit hours. Also, are there any prerequisites? Is the permission of the instructor required? Include the location of classroom, and the days and hours class/lab/studio/etc. meets.

**Instructor Information**—The students need information about the instructor: full name, title, office locations (and where to leave assignments), office phone number, and office hours. Depending on the size of the class, it may be desirable to include an emergency phone number; quite often this can be the number of the departmental office. Many instructors give the students their home telephone number. If you do, it is well to also list restrictions, e.g., “No calls between 10:30 p.m. and 8:30 a.m. please.” It is also a good idea to note when e-mails will be answered and how often. If you have a teaching assistant, list his or her name, locations, and phone numbers also.

**Text, Readings, Materials**—College-level instruction is heavily dependent upon the use of print material, if not a required textbook, then a variety of readings. These are becoming increasingly costly. The syllabus should provide the students with detailed information about the following:

**Textbook(s)**—Include the title, author, date (and edition), publisher, cost, where available, and perhaps information on why the text was selected and how extensively it will be used.

**Supplementary Reading(s)**—In addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore.

**Materials**—Although many courses use only print material, there are a myriad of courses that require additional materials, e.g., lab or safety equipment, art supplies, special calculators or even computers.

**Course Descriptions/Objectives**—The treatment of this area tends to differ more than any other. The bare minimum would be to repeat the description in the college catalog...
assuming it describes the course with some accuracy. Certainly a paragraph describing
the general content of the course would not be excessive. Information about
instructional methods may also be included here. Some instructors include detailed
instructional objectives. Such inclusion may lead to information on general course
goals which can help orient the student to the purpose of the course, the instructor’s
expectations, etc.

**Course Calendar/Schedule**—Some instructors are concerned that they can be held
legally liable if they depart from a class calendar of assignments and presentations. One
remedy for this is to state that the schedule is tentative and subject to change depending
upon the progress of the class. In many cases the instructor has only limited flexibility
about scheduling anyway. If we expect students to meet our deadlines and to plan their
work, we must give them the information needed for such planning.

The calendar or schedule should include dates for exams, quizzes, or other means of
assessments. The syllabus might also mention individual meetings between instructor
and student if this is part of the assessment. The calendar should also include due dates
for major assignments. For example, include when a paper is due, when the topic must
be approved, and if an outline or draft is required. Any special events required for the
course should be included in the calendar, e.g., lecture by visiting speaker, a dramatic or
musical performance, a field trip.

**Course Policies**—Every good syllabus includes something about course policies
although they vary widely. Here are some suggested topics:

*Attendance*—at least for freshmen and sophomore classes, and perhaps for all
undergraduate classes, the syllabus should include some statement about attendance (is
it required, will students who attend regularly be given special credit if they have a
borderline grade?) and about lateness (at least if it will be penalized).

*Class Participation*—if students are to learn to apply, analyze, and synthesize materials
learned in class they need to be active. Such approaches are contrary to the experiences
and preferences of many students. If active participation is expected, the syllabus needs
to state this clearly. It also needs to explain if and how participation will be evaluated.

*Missed Exams or Assignments*—since these affect grades, they are of interest to
students. The syllabus should inform the students whether exams and assignments can
be made up. This also might be the place to make a comment about extra credit if it is
part of the course.

*Lab Safety/Health*—in some courses these issues can literally be a matter of life or
death. The syllabus should include a short statement about the importance of these
issues and indicate that more detailed information will follow (make sure you have
more detailed information when needed).
**Academic Dishonesty**—in some syllabi this is treated as a separate area. Academic dishonesty in higher education has become a major concern of faculty and needs to be addressed in each and every syllabus. One option is to refer the students to the student handbook which discusses this subject in great detail.

**Grading**—this topic is often treated as a separate area. Given the students’ interest in grades, such treatment is certainly defensible. Each syllabus should include details about how the students will be evaluated including factors that make up the final grade, how they are weighted, and how they will be translated into grades. Information about the appeals procedures (can be found in the student handbook) is also appropriate in a syllabus, especially for freshman classes.

**Support Services for Students**

**Center for Academic Success**—Students can improve their academic performance by using the services provided by the Center for Academic Success. Students can meet with a tutor on a weekly basis or come in during the expansive walk-in hours provided. Walk-in tutoring schedules are available at the beginning of each semester. Tutoring is provided for most lower level division courses. Tutors are trained, experienced, and have demonstrated mastery of the subject matter they tutor. Other services available include help with academic success skills (such as study skills, time management, textbook reading, and test taking strategies), as well as PPST and GRE preparation. ESL students are always welcome to receive help with conversation and writing. The Center is located on the lower level of Memorial Library in room ML 123, 389-1791. Students can also register for an appointment online at www.mnmsu.edu/dept/learn. All services are free of charge to all MSU students.

**Library**—MSU has a number of instructional support services for students. It is important for faculty to draw attention to these resources. The library is probably the richest and oldest resource available. Include a brief statement in your syllabus identifying collections, journals, abstracts, audio or video tapes, and other materials the library has that are relevant to the course. The MSU Center for Academic Success is another wonderful resource for students looking for help. (See above for more information on that center.)

**General Policies and Concerns**—Teaching in the 21st century continues to become more and more complex. Many faculty have decided it is important to include in their syllabus written information that makes clear to students what is acceptable and what is not acceptable behavior. Although plagiarism and cheating are listed above, there are many other concerns that can be addressed in the syllabus. Here is a possible list.

**Academic Misconduct**—Students are expected to complete and represent their work honestly, cite sources appropriately, and respect each other’s academic endeavors.

**Accommodations for Religious Observances**—After making the necessary arrangements ahead of time, students will be allowed to take examinations and submit assignments that cannot be completed on time because of religious observances.
Classroom Behavior—Any behavior that impedes the learning of students in this class is unacceptable. This includes the use of cell phones, disruptive talking, use of computers for non-class use, and personal attacks on any individual in the class.

Complaint Procedures—Students may direct complaints to the chair of the department or to the offices responsible for enforcing specific University policies. Students are strongly encouraged to discuss the problem with the instructor prior to contacting the chair of the department.

Grade Appeals—Students may appeal grades on the grounds that they are based on capricious or arbitrary decisions by the instructor. Procedures are available in the department office and/or the Dean’s office.

Incomplete work—Students who have performed successfully until the end of the semester but cannot take the final exam or complete some limited amount of course work due to illness or other unusual causes beyond their control (proof may be required), may receive an “incomplete” grade in lieu of a final grade. This material must be completed prior to the end of the next semester or the grade automatically reverts to an “F” grade at that time.

Nondiscrimination—The University does not discriminate on the basis of age, race, sex, color, creed, national origin, disability, sexual orientation, veteran status, religion, ancestry, pregnancy, marital status, parental status, or any other protected status recognized by state or federal law.

Sexual Harassment—Sexual harassment is reprehensible and will not be tolerated in class or the University. It subverts the mission of the institution and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable environment.

Students with Disabilities—Students who need special accommodation in order to meet any of the requirements of this course should speak to the instructor at the beginning of the semester.

A Template for Your Course Syllabus
This sample syllabus is offered as a guideline only. Every syllabus needs to be created by faculty with specific goals in mind for a specific course. However, most of the information listed below should be a part of a quality syllabus. Make sure the syllabus is distributed to all students on the first day of class. It is advised that the syllabus also be located on your personal course website and submitted to your department chair for filing.

● Course Number & Title
● Semester and Year
● Instructor Name
● Office Location
● Office Hours
● Office Phone
● E-mail Address of Instructor
● Online Chat Days and Times (Optional)
● Instructor Webpage (Optional)
● Course Webpage (optional)
● Class Meeting Days and Times
● Meeting Room, Building and Number
● Prerequisites Needed to Take the Course
● Course Description (at least a one paragraph description of the course)
● Method of Instruction (at least a one paragraph description indicating form of instruction that will be used e.g., lecture, lab, group work/discussion, etc)
● Course Objectives or Goals (five or six objectives that are general but comprehensive in nature)
● Course Topics/Units and Dates They Will Be Studied
● Textbooks and Required Supplies/Tools (list required textbooks and recommended textbooks separately along with any supplies or tools needed by students and include information on where and how students can purchase these materials)
● Grading Plan (clarify whether a letter grade system or point system is being used and explain how points turn into letter grade equivalents for the final grade)
   (explain the weighting of course components along with how participation and effort will be evaluated if part of the grading system)
● Attendance Policy (if attendance is required in some way in the class be sure to explain how this is factored into the final grade)
● Course Withdrawal (students appreciate seeing in print the last day they can withdraw from the course)
● Course Component Specifics (explain specific information related to homework, research, plagiarism, deadlines or what information will be provided at a later date)
● Classroom Rules of Conduct (many faculty are learning the hard way that it is important to list these rules on the syllabus including general expectations regarding courtesy, sexual harassment, cell phone use, etc.)
● Emergency Procedures (campus security number, weather shelters in building, evacuation procedures, etc.)
● Miscellaneous (suggestions for success in course, privacy policies, permission forms)
● Tentative Schedule (if you list a schedule of dates and material to be covered on those dates, be sure to title this section “tentative” to avoid any legal risk is you later vary from the schedule)
● Affidavit (some faculty ask for students to sign a document that indicates the student has read the syllabus and understands the material stated in the document and that they have a copy in their possession)
In *The Courage to Teach* by Parker Palmer, he suggests that if faculty want to improve the quality of college teaching, a million workshops on methodology will not be enough. Good teaching, he feels, does not come from technique, it comes from the identity and integrity of the teacher. Parker finds that faculty are always teaching in the face of fear, which is why he claims we need courage to teach. Below are some other ideas Parker brings to us about teaching and learning.

**A Fearful Way of Knowing**—Objectivism is marked by its insistence that only at a distance can we know things truly and well. Objectivism imagines that by removing ourselves from nature or history or a text we can make truth-claims untainted by any personal bias. This is a fantasy, but a persistent one. Objectivism is riddled with fear: fear of subjectivity, and fear of the demands that relational knowing might make on our lives.

This fear breeds teaching that deals more in external facts than in inner wisdom. The courage to teach means defying these objectivist distortions and presenting the life of the mind for what it is—not a way of removing ourselves from things, but a way of recovering relatedness where it might otherwise be lost.

**The Fear in Our Students**—Most faculty cite "poor students" as the biggest obstacle to good teaching. The typical definition of a "poor student" is a student who is silent in our classes whenever we ask a question. Faculty generally interpret silence in students as indifference, cynicism, or hostility. A different interpretation is that these students are not ignorant or indifferent, but rather suffer from a silence born of fear.

All of these fearful students were made, not born. Discouragements in most cases have filled them with fear and spawned the sullen anger fear often hides behind. Courageous teachers don’t ignore or punish these voiceless students, but find ways to “hear them into speech” for their own sake and for the sake of the truths that the rest of us need to hear.

**Faculty Fear**—Teaching is a vulnerable act that is performed at the dangerous intersection of the public and the personal. To teach well, we must reveal things about which we care deeply—the courage to teach is the courage to risk the judgment that comes when faculty expose passions to public scrutiny.

One of these fears surfaces during peer reviews that are done to determine raises, promotions, and tenure. Another fear that is rarely discussed is the fear of the judgment of our students. It is painful when our students view us as irrelevancies, irritants, or the enemy. Some faculty insist that student opinion means nothing to them; they often strike us as teachers with old, deep wounds bandaged in layers of protective cynicism. When faculty have the courage to teach without cynicism and pandering they have planted the seeds of authentic community between those who teach and those who learn.
The first day of class is a very important time for faculty to establish a tone for what will happen the rest of the term. It is appropriate that a teacher reflect on just what climate and first impression she/he would like to establish. This article offers some ideas about that all important day.

Reflecting on the first day of class, McKeachie (1986) suggests that "... meeting a group of strangers who will affect your well being, is at the same time exciting and anxiety producing for both students and teacher." Research on the first day of class by Knefelkamp showed there was a real desire on the part of both students and teachers for connectedness, but neither group realized the other shared that desire. If the participants on both sides don't understand how to develop their relationships, learning will be diminished. If you have experienced some anxiety about this meeting, planning some specific steps can not only reduce that feeling, but can get students to share in the sense of purpose you hold for the class.

Some faculty avoid the "first day anxiety" by handing out a syllabus, giving an assignment, and dismissing the class. This only postpones the inevitable. It also gives students a sense that class time is not too important. Most of all, it loses the opportunity to use the heightened excitement and anticipation that students bring that day; the chance to direct that excitement toward enthusiasm for the class.

What can you do to establish a positive beginning? How can you make sure student's attitudes toward you, the course, and the subject matter will support a constructive learning climate for the semester? The following ideas have been gathered to stimulate your thoughts about these questions. Perhaps you will think of others, but the following are things which could contribute to this goal. They are not in a particular order, but can be sampled to fit your own preferences.

Enthusiasm

Conveying a sense of enthusiasm for the content is important. Scholl-Buchwald suggests that professors "Rarely ... need to impress students with our command of the material. What is not always clear to students is whether we are interested in the subject and whether we will be able to help them become as competent as we are." He suggests that one way to demonstrate enthusiasm is to talk about yourself and your own excitement about what you teach. What intrigues you, and what could interest them?
Another approach is to give a short lecture or lead a discussion to stimulate interest in the problem-solving that this subject matter could enable students to do. Consider core ideas, typical problems in the field, cutting-edge discoveries, commonly held myths, provocative insights/interpretations or other stimulating insights into the field. Do you have slides or videotapes to enhance these images of inquiry? What interesting, related research is going on here at UNL? How might this have impact on their lives? How can you relate these ideas to their own experiences? Perhaps an interesting experiment or problem to solve can introduce the field.

**Ice-Breakers**

Opening communications among students as well as between yourself and students will pay dividends throughout the semester. Exercises which do this are called "icebreakers" and can take many forms such as the following:

1. Have students raise hands indicating whether they are freshmen, sophomores, juniors, or seniors; majors, nonmajors, or other interests; those who have had related course and those who haven't; or other categories of student descriptors. This will immediately initiate participation and can give you useful information about the students.

2. Have each person introduce themselves and give some information you and other students can associate with the person. This could be hometown, field, questions they have, why they took the course, what they did this summer, etc. Include yourself in the introductions.

3. Use a "naming cycle" in which students introduce one another with each successive person repeating names of all those already introduced. This can be a device to help you learn names quickly, and this will pay significant dividends in how students feel about you as an interested teacher.

4. Have students interview one another and then have them introduce someone else on the next day. A variation could be to write a short sketch about the interviewed person to be turned in as well as being used for introductions.

5. Have students complete an interest or experience survey from which the teacher would provide summarized feedback for discussion the second day. A variation could be oral student responses to the survey in class or responses with a show of hands.

6. Select a key word from the course title and have students do an "association exercise" by reporting what first comes to mind, record answers on the chalkboard and use these to give an overview of the course.

7. Ask students to suggest what problems or ideas they would like to see included in the course, or have them tell what they have heard about the course. Post these on the chalkboard and refer to the list when the syllabus is reviewed. Students can clarify or correct perceptions they have held.

**Your Own Introduction**

Who you are and what you are like is of great interest to new students. Learning in the classroom results from an interrelationship of people, and what students perceive about
you can help support that interaction. Sometimes students never have the sense that the professor is a "real person," and they may respond in ways that would be unthinkable to someone they felt they knew. Sharing something about yourself can begin a constructive relationship.

You might share your own experiences in the course when you first took it. How did you study it, when did it come together for you? Share what you as a teacher expect from them. What do you believe about teaching and learning? Who is responsible for what in an academic setting? What are your hopes for them when they have completed the course?

Be sure to put your name on the board so they know what it is and how to spell it correctly. It is always surprising to find that many students don't know the names of their teachers. Let them know your attitudes about when and where it is appropriate to contact you outside of class. Are you willing to spend a few moments after each class for those questions which may not warrant an office visit?

McKeachie suggests that the teacher "characteristics" most appreciated by students are:
1. Enthusiasm and willingness to work to make the course worthwhile.
2. Objectivity (the students will call it, "fairness").
3. A sympathetic attitude toward the problems of students

Your attitudes in these areas would be useful topics to convey your values. Caution: Do not focus on your own inadequacies or limitations. This only increases the insecurity on the part of students, and may lead to their blaming their own limitations on the inadequacies you have identified.

**Course Expectations**

A well designed syllabus can go a long way toward clarifying expectations so students have a sense of knowing what they are to do. The teacher can give them the idea that he/she is prepared to help them learn, while also developing the sense of their own responsibility for achieving course goals. The syllabus usually includes: information about the course, policies, requirements, tests, assignments, texts, references, prerequisites, schedule, grading policies, etc. For more information on syllabus writing, see Teaching at UNL, Vol. 7, No. 1, August 1985 or the TLC Resource Room for detailed references.

**Textbook Introduction**

Tell students how you expect them to use the text in their learning, and what is useful about it. Do not criticize it or the author. This is not constructive and can undermine learning. If discrepancies occur between your views and the text, explain that rival interpretations exist, and give reasons for your choice. You can encourage realization that clear "truths" are not always agreed upon. Do clarify for students which ideas are acceptable for examinations purposes.
**Student Questions**

Provide an opportunity for students to ask questions about the course, you, the text or other aspects of the course. It is important to establish a sense that you are willing to change things they do not understand. Be accepting of all questions. This does not mean you need to change your plans, but you can listen to questions and be responsive to communication.

**Student Feedback**

At the end of the first class period, give students two minutes to write their reaction to the first day. These should be anonymous so you get an accurate sense of the students' views. This can provide feedback on doubts, or questions that students were afraid to raise. It can also begin to build a learning climate in which they have responsibility for thinking about learning in this class.

**Checklist for The First Day**

1. Am I energized to be enthusiastic about this class?
2. Is the classroom arranged properly for the day's activities?
3. Is my name, course title, and number on the chalkboard?
4. Do I have an ice-breaker planned?
5. Do I have a way to start learning names?
6. Do I have a way to gather information on student backgrounds, interests, expectations for the course, questions, concerns?
7. Is the syllabus complete and clear?
8. Have I outlined how students will be evaluated?
9. Do I have announcements of needed information ready?
10. Do I have a way of gathering student feedback?
11. When the class is over; will students want to come back? Will you want to come back?

**References**

- Scholl-Buckwald, S. "The First Meeting of the Class" in *Teaching As Though Students Mattered*
Types of Questions Based on Bloom's Taxonomy

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom.

**Knowledge**
- remembering
- memorizing
- recognizing
- recalling identification
- recalling information
- who, what, when, where, how ...
- describe

**Comprehension**
- interpreting
- translating from one medium to another
- describing in one's own words
- organization and selection of facts and ideas
- retell...

**Application**
- problem solving
- applying information to produce some result
- use of facts, rules and principles
- how is ... an example of ...?
- how is ... related to ...?
- why is ... significant?

**Analysis**
- subdividing something to show how it is put together
- finding the underlying structure of a communication
- identifying motives
- separation of a whole into component parts
- what are the parts or features of ...?
- classify ... according to ...
- outline/diagram ...
how does ... compare/contrast with ...?
what evidence can you list for ...?

SYNTHESIS
creating a unique, original product that may be in verbal form or may be a physical object
combination of ideas to form a new whole
what would you predict/infer from ...?
what ideas can you add to ...?
how would you create/design a new ...?
what might happen if you combined ...?
what solutions would you suggest for ...?

EVALUATION
making value decisions about issues
resolving controversies or differences of opinion
development of opinions, judgments or decisions
do you agree that ...?
what do you think about ...?
what is the most important ...?
place the following in order of priority ...
how would you decide about ...?
what criteria would you use to assess ...?

TEACHING RESOURCES FOR MSU FACULTY

Center for Excellence in Teaching and Learning (CETL)
CETL was created in the fall of 2002 in an attempt to aid faculty throughout the university. The Center office is located in Morris Hall, room 267. Dr. Stewart Ross is the Director of the Center and. To contact CETL call 389-1098 or e-mail: cetl@mnsu.edu. The Center maintains a Website at: www.mnsu.edu/cetl.

CETL has a number of options available for faculty interested in reflecting on their teaching and learning and the success of their students’ teaching and learning. Listed below are the major initiatives of the Center for the academic year.

1. Peer Faculty Consultations—Faculty interested in analyzing their classroom teaching should contact CETL for a peer faculty consultation. A number of MSU faculty have been trained to observe classes, talk with students in the class, and then present findings to the faculty member in a formative, supportive way. This group completed 24 consultations last year with high marks given by those consulted. The consultant shares notes with the faculty member, but does not write letters of recommendation. Since these consultants are there in a formative way, there is no evaluation given other than a discussion with the faculty member asking for the consultation. Based on last year’s consultations, one of the highlights is the
information gained by the consultant in talking with students in the course. Research suggests that faculty who complete a consultation receive higher evaluations from the class at the end of the course. Faculty who make some adjustments in the course based on the consultation and comments from the class generally receive even higher end-of-the-semester evaluations.

2. **Faculty Teaching Certificate Program (FTCP)**—This new initiative came about from a grant by the university. CETL has constructed a year-long curriculum for faculty that culminates in a certificate that can be given to the faculty member’s dean as evidence of continuing preparation (no. 3 in Article 22 discussed in this document). The program was created mainly for first-year faculty and those who have yet to be tenured, but it is open to all MSU faculty who teach at least one course during the academic year that the Certificate Program is taken. Faculty in the program are assigned a small group (5-11) that meets once each month at a time available to all in the group. These monthly seminars cover various teaching/leaning issues in higher education such as syllabus construction, teaching strategies, course design and diversity.

As part of the Certificate Program, faculty are paired for classroom observation along with a peer faculty consultation (see number 1). A capstone project is also required where participants adjust a course of their choice in some way (i.e., adding technology, incorporating different teaching strategies, etc.). A final luncheon at the end of the year and hosted by President Richard Davenport will celebrate the accomplishments of the participants as faculty receive their certificates for successful completion of the program. All deans at MSU have unanimously backed this program and will count the certificate and capstone project as part of tenure and promotion decisions. All faculty who apply are accepted into the FTCP.

3. **Faculty Learning Communities (FLC)**—A major goal of CETL is to bring together professors from across the campus in discussing teaching/learning issues of interest. Some FLCs meet for only a semester (once a month), while others meet all year or even for a two year period. For more information on FLCs available, go to the CETL Website at [www.mnsu.edu/cetl](http://www.mnsu.edu/cetl)

4. **Conferences**—Each year CETL sponsors conferences on teaching issues. For more information on conferences, go to the CETL website at [www.mnsu.edu/cetl](http://www.mnsu.edu/cetl)

5. **Lending Library**—CETL has a lending library of books available in the lower level of the library. Faculty can look over the collection and check out books from MSU Memorial Library that might be helpful to them. An annotated bibliography of all books in the lending library can be found in Appendix A at the end of this Faculty Resource Guide and at the CETL Website [www.mnsu.edu/cetl](http://www.mnsu.edu/cetl)

6. CETL works closely with the MnSCU Center for Teaching and Learning (CTL). CTL has a number of statewide conference and workshops that are free to all faculty in MnSCU and they even pay half of motel costs for those attending events
over 35 miles away from the Mankato area. For more information check out the
CTL Website at [www.mnscu.ctl](http://www.mnscu.ctl) or the CETL Website at [www.mnsu.edu/cetl](http://www.mnsu.edu/cetl).

**MSU Library**
Library Services supports the University curriculum by providing students and faculty
with information resources available through traditional and evolving technologies.
Your MavCard is your library card at MSU. The barcode number on the MavCard and
your last name are used to access electronic library resources from a remote site.
Assistance and instruction in the use of information resources is available through
reference services, Web access, and individual consultations with librarians. Wireless
Internet access is provided for personal laptop computers in all areas of Memorial
Library. Reference Services can be contacted at 389-5958. The library website is
[www.lib.mnsu.edu](http://www.lib.mnsu.edu).

The library’s resources and services include:
* 1.2 million volumes
* 3,200 print periodical subscriptions
* 17,000 full-text electronic periodicals
* 125 electronic databases
* Interlibrary loan
* MSU documents
* Federal government publications
* U.S. Geological Survey maps
* University Archives
* Southern Minnesota Historical Center
* Music Library (housed in the PAC)
* Circulation and reserves
* Audio and video materials and equipment
* Web access from over 100 dedicated terminals
* Study carrels and seminar rooms
* Paper and microform copiers
* Remote access from residence halls and via the Internet
* A collection of books on teaching and learning subjects for faculty review and
  checkout

**Office of Instructional Technologies**
MSU has an office of Instructional Technologies (a branch of Information &
Technology Services) that works toward the continual improvement of technologies
available for MSU faculty. They strive to provide faculty with the support they need to
choose and utilize the technologies available to enhance courses. For more information
contact at 2250 or check their Website at [www.intech.mnsu.edu](http://www.intech.mnsu.edu).

**Faculty Webpage**
A number of faculty have created their own webpage which can be found through the
MSU Website directory. With individual websites, faculty are able to post important
information concerning classes such as syllabus, schedule, and assignments. Some
faculty also include their vita and general information about themselves and their discipline area. Faculty are encouraged to create their own webpage by contacting ITS. Creating a simple webpage is not difficult and can be updated by the faculty member with a minimum time commitment.

Part III

Tenure/Promotion & Grants for Faculty

Tenure/Promotion

General Tips for Preparing the Tenure/Promotion Document (Article 22)

1. Check with your department and college to see how other successful faculty in the recent past have arranged their document.
2. Include an updated vita with items in reverse or regular chronological order. Make certain in your narrative that the titles, dates, and other details match your vita.
3. Number the pages in your narrative, perhaps using a header or footer.
4. Make an argument to show relevance and accomplishment rather than simply listing what you did. Remark on matters that may not be known outside your field (e.g., whether conferences are national or specialized in some particular way; special features of journals, research papers, study or courses you have developed or revised that address newly developing research interests or that relate to older ones in a particular way. Comment on your advising and activities with students and your service work in a way that shows their relevance and usefulness if it is not already obvious.
5. Do remark on teaching evaluations to demonstrate that you have read, considered, and used them to grow as a teacher. Remember that even evaluations that might seem negative can be explained in a positive way depending on the circumstances of the course.
6. It may not always be best to group your items in chronological or numerical order. Readers can look at your vita for the chronological view. It may help your argument to group your accomplishments and information in a way that supports
your argument best. For example, you might consider grouping courses by type (general ed., service to other majors, undergrad major, graduates) or by teaching method or topic. You might want to group research and scholarly activities by type or topic. Within groupings, you may want to put the most important, interesting, relevant or successful item first to showcase that item.

7. Be selective! Do not include every thank you note or committee minutes or every student evaluation for the past five years. Include essential information, but be selective. Remember that success is not always achieved by quantity, but rather quality.

8. Do not unnecessarily bring in negative items to your document (i.e., “I submitted this paper to 35 journals but they all turned it down for some reason.”). Do remark, however, on the problems you address in the document such as scores on teaching evaluations that moved you to change the way you teach, including what those changes were and how well they worked.

9. Whatever organization you choose, make it clear to the reader. Some methods that work well include:
   - Use of informative headings and subheadings
   - Including an overview at the start of each of the five criteria sections where you specify the divisions and give a summary of your argument for this section, including the division headings in it
   - Including an overview of the entire document that acts as an executive summary or abstract for the reader
   - Introduce the document by devoting at least one full paragraph to each criteria, giving a brief summary of your argument for each criteria.

10. In the supporting materials section of your document made sure to:
    - Label each item so the reader knows what it is
    - Highlight the part you want the reader to see (e.g., your name on a conference program)
    - Number the pages so pages are A7, B7, etc.
    - Refer to the page in the narrative part of the document as you discuss it.

11. Don’t minimize your success out of a fear of bragging. Of course, you should not be excessive in presenting a positive case for yourself, however, don’t minimize your information by using modest disclaimers (“like everyone else in my field, my research confirmed that…”). If you have trouble, imagine you are talking about the accomplishments of someone else to convince someone of his/her success as a professor. Or imagine an audience of an interested, friendly person who knows very little about your field or your work.

The Five Criteria for Promotion/Tenure

According to the contract at MSU, faculty are responsible for reporting their work in each of five criteria. Below is a list of the criteria and tips for each area.

Criterion 1: Demonstrates Ability to Teach Effectively or Perform Effectively in Other Current Assignments
    - Find out how your department/college defines your “other current assignments.”
• How does your department/college expect you to demonstrate your ability to teach effectively?
• Aim to teach upper and lower division courses and/or graduate courses.
• Point out if any courses you taught were developed by you.
• Note if courses are professional standards based.
• Note all honors courses taught.
• Note writing intensive courses.
• Note course revision and dates revised based on your course evaluations and/or new professional standards.
• Note if you taught a course for another department (i.e., First Year Seminar).
• Note if you team-taught a course, within your discipline or cross-disciplinary.
• Note instructional advising efforts and methods used to evaluate the effectiveness of advising, including any evaluation results.
• Use and note multiple methods for evaluating teaching effectiveness, including peer review (i.e., peer faculty consultations done through the CETL office)

Criterion 2: Scholarly or Creative Achievement or Research
• How does your department/college differentiate between a scholarly presentation and a service presentation?
• How does your department/college differentiate between a scholarly publication and some other type of publication?
• What is the norm in your department/college concerning grants, articles, or presentation proposals that have been submitted but not selected?
• Identify if a paper was presented, peer reviewed or is research-based.
• Note all invited presentations.
• Note performance/exhibition presentations.
• Note publications submitted, but not yet determined if it will be published.
• Note publications in press.
• Note if a publication is in a juried journal and the rate of acceptance for that journal.
• Note the weight/degree of prestige of the presentation/paper.
• Note if a grant proposal is submitted but not yet accepted

Criterion 3: Evidence of Continuing Preparation of Study
• Does on-going course development belong in criterion 1 or 3?
• Note all formal education and study.
• Note conference, seminars, workshops, etc. attended in your professional field.
• Note conference, seminars, workshops, etc. attended to improve teaching.
• Note conference, seminars, workshops, etc. attended to improve use of instructional technology.
• Note self-designed learning experiences.
• Note journal subscriptions.
• Note efforts to keep current with the literature in your professional discipline and in teaching.
• Note discipline related public events.
Note participation in CETL activities such as peer faculty consultations or the Faculty Teaching Certificate Program
Consider opportunities at MSU such as the Teaching Summer Fellowship, Faculty Improvement Grant, Valley Writing Workshop, CETL conferences, workshops and programs, MNSCU workshops and conferences, the Collaboration for the Advancement of Teaching and Learning conferences, and the Office of Instructional Technology workshops.

**Criterion 4: Contributions to Student Growth and Development**
- Explain key activities/accomplishments when serving as advisor to a student organization
- Note programmatic advising efforts.
- Note methods used to evaluate the effectiveness of advising and results.
- Note activities that indirectly benefit students (e.g., accreditation, student outcomes and assessments, director of teaching assistants)
- Consider the many opportunities in this area at MSU such as: general advising of students, thesis committees, Undergraduate Research Conference, advisor-to-student organizations, supervising independent studies or internships.

**Criterion 5: Service to the University and Community**
- Does community service need to be linked to your professional discipline according to your department/college?
- Explain key activities/accomplishments in service work.
- Pay attention to how service activities are organized (e.g., department, college, university, region, state, national, professional discipline).
- Note if your involvement was solicited based upon your expertise.
- Note leadership roles.
- Look for opportunities in this area at MSU such as serving on department, college and university committees and task forces, participating in commencement, joining service clubs such as the MSU Kiwanis Club, participating in new student orientation activities and involvement with professional associations.
A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in your academic discipline.

Actually, you will be developing two kinds of portfolios: a working portfolio and a presentation portfolio. The working portfolio contains unabridged versions of the materials you have selected to portray your professional growth. A presentation portfolio is compiled from the working portfolio for the purpose of giving others an effective, concise portrait of your professional growth and competence.

A helpful resource for beginning this process is the book, Scholarship Assessed, by Charles Glassick, et.al. Particularly, chapter two, "Standards of Scholarly Work", could be helpful in providing a framework for beginning the construction of a portfolio. To begin, look at the tags to the left and double click on the subject you would like to learn more about. For example, if you want to look specifically at developing a teaching portfolio then highlight "Teaching Portfolio".

**GETTING STARTED**

The portfolio process begins with a reflective statement describing your beliefs about your profession and how individuals learn. This statement should incorporate the PSU Mission Statement and your Departmental Mission Statement. Further, as outlined in the Promotion and Tenure Guidelines you need to acknowledge your responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in your discipline.

Once this reflective statement is composed you will have a structure in which to begin the portfolio process. You will need to collect and document your artifacts. Artifacts represent items that include samples of student work, your research, presentations, class syllabi and evaluations of effective teaching, etc.

The above two steps create the basis for establishing a scholarly agenda. The Promotion and Tenure Guidelines provides a framework to guide the establishment of the scholarly agenda. The scholarly agenda provides a focus of questions, issues, or problems which engage the scholar or indicates the relative emphases on teaching, research, community outreach, and governance.

**Choosing Items**

The content of the portfolio should reflect your academic and professional goals. In fact, your academic and professional goals should guide your portfolio development. It is important to set your academic and professional goals first. The portfolio is a means to help you achieve those goals.

The task of collecting and selecting materials for your portfolio may seem overwhelming. This material is often called artifacts and, the entire contents of your
office may be appropriately considered for inclusion in your portfolio. Common artifacts to consider are collections of syllabi, examinations, student evaluations, reprints of research papers, community outreach activities, and so on. The challenge is to sort this material into categories that portray an appropriate balance of professional accomplishments. If, for example, you were considering material to include in your teaching portfolio, you could collect the following 'artifacts':

- Videotape your class and then review the tape (consider using a colleague as a partner to help with this process). Write informal notes about the experience and the changes you might make to improve your class. Place both the videotape and your notes in your portfolio material.
- Develop one or more classroom assessment techniques to gauge your students' proficiency in the context of course objectives. Indicate how you modified your teaching strategy to incorporate the assessment outcomes.
- Include copies of your course syllabi in the portfolio material.
- Ask the department chairperson to visit your class and discuss his/her observations. Write a summary of the suggestions or ask the department chair to write a summary of his/her observations and include it in your portfolio material.
- Keep copies of selected student works and how you evaluated that work.
- Include samples of class assignments. Attach an analysis of the class's performance with the assignment and how you evaluated the assignment.
- Include copies of the department's standard end-of-term evaluation instrument. Of particular importance would be its longitudinal significance.
- Start writing a reflective statement on your teaching philosophy that will eventually become a key part of your portfolio.

**TEACHING PORTFOLIO**

A teaching portfolio is a 6 to 8 page document that summarizes your work as a teacher. It includes documents and materials which show the scope and quality of a professor's teaching performance. It is to teaching what lists of publications, grants, and honors are to research and scholarship.

A typical table of contents for a portfolio prepared for evaluation purposes (promotion and tenure) might include the following:
1. Teaching Responsibilities
2. Statement of Teaching Philosophy
3. Teaching Methods, Strategies, Objectives
4. Student Ratings on Departmental Evaluation Forms
5. Colleague Evaluations From Those Who Have Observed Classroom Teaching or Reviewed Teaching Materials
6. Statement by the Department Chair Assessing the Professor's Teaching Contribution
7. Detailed, Representative Course Syllabi
8. Products of Teaching (Evidence of Student Learning)
9. Classroom Assessment Techniques--Assessment Tools Used to Evaluate Course
Objectives
10. Teaching Awards and Recognition
11. Teaching Goals: Short-Term and Long-Term
12. Appendices

Items that could be chosen for inclusion in the portfolio:

Material produced by self
- A statement of teaching philosophy. Including an overview of the types of courses taught, the techniques used to teach these courses, the scholarship that supports the teaching, the way in which the teaching meets student needs and supports the mission of the university.
- Instructional innovations and assessment of their effectiveness.
- Course syllabi—two syllabi, one the revised of an earlier syllabus. The reflective statement may explain how the course has evolved over time.
- Sample exams and a reflective statement explaining how the questions assess student learning.
- Sample assignments (simulations, problem sets, journal prompts) accompanied by a statement explaining how the assignments support the learning process or are related to current scholarship in the field.
- Samples of instructor feedback to students and a reflective statement describing the rationale for the instructor's comments and the impact of the comments on subsequent student work.
- Materials developed for teaching (computer technology, reading lists, transparencies/slides, tutorial packages) and a reflective statement describing how the materials enhance learning.
- Video tapes of class sessions and a reflective statement describing strengths, weaknesses, and improvements of teaching techniques.
- Descriptions of steps taken to improve teaching effectiveness (participation in workshops, attendance at conferences, consultation with others, classroom assessment techniques).
- Documentation of membership on teaching-related committees.
- Examples of teaching scholarship. Descriptions of teaching research, teaching grants submitted and received, articles on teaching scholarship, and a reflective statement describing how the work contributes to teaching effectiveness.
- Work as a teaching consultant/mentor to others.

Materials from Others
- Student evaluations of teaching.
- Peer evaluations of teaching, syllabi, course assignments, exams.
- Statements from colleagues following classroom visitation or analysis of videotapes of teaching.
- Statements from former students, student employers/graduate advisors.
- Statements from colleagues who have attended teaching seminars given by the individual.
- Peer reviews of teaching related grants, publications, presentations.
• A list of teaching awards and honors.

**Products of Good Teaching**
• Samples of completed student work.
• Student scores on standardized exams.
• Documentation of student placement in graduate schools or the workplace.
• Examples of student improvement.

Keep in mind that the above are suggestions of possible inclusions in your teaching portfolio. What and how you choose to include depends on your own goals and objectives.

**RESEARCH PORTFOLIO**

The Carnegie Foundation's report "Scholarship Reconsidered: Priorities of the Professoriate" (Boyer, 1990) is relevant to this section of portfolio. This report proposes a new paradigm of scholarship, one with four separate yet interlocking parts: the *discovery* of knowledge, the *integration* of knowledge, the *application* of knowledge, and the scholarship of *teaching*. The first two kinds of scholarship—the discovery and integration of knowledge—reflect the investigative and synthesizing traditions of academic life. The third element, the application of knowledge, moves toward engagement as the scholar asks, "How can knowledge be responsibly applied to consequential problems?" Finally, the scholarship of teaching recognizes that the work of the scholar becomes consequential only as it is shared with others.

In March, 1997, departments were advised to consider the above when addressing promotion and tenure guidelines. Check with your own department on what role research and scholarship plays in your own advancement. If your department encourages and rewards all four categories of scholarship, then you need to make clear in your presentation the emphasis/emphases you have chosen.

All works of scholarship, be they discovery, integration, application, or teaching, seem to involve a common sequence of unfolding stages. Here are qualitative standards that may prove helpful:

• **Clear Goals.** Does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

• **Adequate Preparation.** Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

• **Appropriate Methods.** Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
- **Significant Results.** Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?

- **Effective Communication.** Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

- **Reflective Critique.** Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

Keep in mind that most departments are also addressing the issue of scholarship of community service (outreach). Often the issues raised around scholarship are similar in scope to those addressed in teaching. Again, check with your department for clarity.

## PROFESSIONAL DEVELOPMENT PORTFOLIO

The professional development portfolio is the integration of the material included in the research, teaching, and community service portfolios. This is the presentation portfolio that is presented to the promotion and tenure committee and documents how you have built connections among the research, teaching, and community service dimensions of your professional development.

The narrative of this portfolio should include a statement of philosophy. In this presentation portfolio (PSU P & T Guidelines refer to this as the "Scholarship Portfolio") your statement of philosophy should integrate your personal professional philosophy with the mission statement of the university and your departmental mission statement. Also, indicate clearly the relative emphasis you are placing on each of the areas--teaching, research, and community service--and how this emphasis is congruent with your own philosophy and your development of personal professional growth.

Here is a checklist of inclusions to consider:
(adapted from M. Doel & S. Shardlow, *Preparing Post Qualifying Portfolios*, 1995)
- Include an introduction and a reflective statement.
- Clearly present and organize your work.
- Include a table of contents and appendices that are clearly identified.
- Be selective--select examples that best depict your knowledge, skills, and values.
- Give specific examples of your work -- both past and present.
- Show your contributions to collaborative work.
- Give other people's perspectives--students, peers, administrators.
- Give evidence of your own learning.
- Show knowledge of theory and practice.
- Show how you evaluate and assess your own work.
- Indicate future direction/directions your present work may lead.

## PORTFOLIO CONTENT
A portfolio is a representative collection of one's work, providing documentation of work in progress, evidence of how work has evolved and how it has been refined. The portfolio will contain results of observations of your work and evidence of both the products and processes of learning. Contributions to the portfolio may include examples of your teaching, research and community service. It may also include examples of the work process, self-assessments, assessments made by other faculty, letters or assessments by other individuals, including the students you teach. It could include the results of classroom-based evaluations or classroom assessment of your teaching.

Each portfolio is expected to be highly individualized, and comprehensive in its portrayal of your achievements, style, culture, attitudes and interests. It should offer a portrait of you as a teacher, a researcher, and a community outreach provider. It may include examples of what you perceive to be your "best" work, as well as work in progress. The specific contents and organization of the portfolio may be decided in consultation with a "portfolio mentor" and should reflect your own style as a learner and teacher. The portfolio may be developed with the assistance of a "portfolio mentor" (a colleague or more experienced faculty member) who will facilitate the process of portfolio development.

The scholarly agenda should provide your own articulation of your strategy in meeting the goals for teaching, research, and community outreach in order to achieve promotion and/or tenure. This scholarly agenda could provide an outline for a more comprehensive portfolio that you could submit when applying for promotion and/or tenure.

In addition, you may wish to identify personal goals or areas of competency that are not specifically addressed in your institution's standards, but that you believe are important strengths that you bring to the profession of university teaching.

To prepare for the content development of your portfolio, you may gather artifacts. These are samples of your work, projects that you have completed, observation reports, classroom assessment techniques, autobiographical statements, journals, publications, or other materials that you may eventually select for inclusion in your portfolio. In other words, "artifacts" are materials that you would append to your portfolio to support the narrative section.

**PREPARING PORTFOLIOS**

Below are ways of going about the task of putting together your portfolio:

**Gathering Materials**
"Materials" is a broad term to describe anything which could be included in your portfolio. They include:
• First, and foremost, before you begin gathering materials, become aware of the Promotion and Tenure Guidelines of the institution and of your department. Pay particular attention to what role portfolios are given in these guidelines. Different departments may have different expectations.
• Your personal philosophy of teaching and learning. How this philosophy is integrated into the mission of the university and your department.
• Descriptions of what you have done. This would likely include material gathered and integrated into the areas of research, teaching, and community service.
• Evaluative reflections on each of the areas you have included.
• Audio and video tapes of your work.
• Other people's reports concerning your work.
• Examples or "artifacts" of your work which support your scholarly agenda.

Not everything will be included in the final, edited portfolio. However, you want to have a formative portfolio from which you can choose the final content.

Sorting
While gathering materials, you will be sifting and sorting into rough categories. Initially, it may help to keep feels which are roughly divided into the categories---research, teaching, community service.

At this stage you may begin to make some preliminary choices, rather than final decisions about what to include.

Sampling
 Sampling is selecting those materials as evidence of your competence. As you gather material, you want to be cognizant of your philosophy as integrated with the departmental and university mission. You begin to identify themes that support your scholarly agenda and those materials that best illustrate your success in attaining your goals.

Editing
Sampling leads to final editing. Once you have decided on a focus and have gathered materials, consider using a peer mentor to give you feedback on how well your focus has been developed from their perspective as reader. Look carefully for:
• Duplication of material, ideas, evidence.
• Sections that are too expansive and provide too much detail about one aspect of your focus which may distort the overall impact of your portfolio.
• Sections that may not be well integrated or explained and need further clarification or refinement.

Deadlines
If you are not given deadlines for completing various parts of your portfolio, consider creating your own time line so that you are able to sequentially mark your progress.

A "Coherent" Whole or Gestalt
Your final portfolio should show no evidence of the piece-meal process of assembly. Your goal from the careful, step-by-step process you undertake is to achieve a coherent whole. Make certain that the focus of the portfolio is your own personal development toward integrating the mission of the university and your department into your scholarly agenda.

**Feedback**

What kind of feedback can you expect from your department and/or your dean about your portfolio?
Should you program into your portfolio a feedback mechanism either directly or indirectly?

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**GRANTS**

**The Office of Educational Opportunities**
The Office of Educational Opportunities has been established to provide aid to Minnesota State University, Mankato faculty and staff in obtaining grants which will provide services to students, staff, MSU and the surrounding service communities. In addition, OEO will provide Minnesota State Colleges and Universities faculty and staff aid and information on grants throughout the system. OEO will not write grants for faculty, but they will guide them through the process of grant-writing and submission.

OEO hosts general workshops on grant writing as well as workshops for specific grants across the MNSCU system. They will provide tools to assist with such things as regulations, grant requirements, paperwork, and finding agencies that fund a particular interest.

For further information on grants, contact the Charles W. Cantale, Director, The Office of Educational Opportunities, Morris Hall 215S, 389-5663  charles.cantale@mnsu.edu.

**Office of Research & Sponsored Programs**
The Office of Research and Sponsored Programs (RASP) encourages and assists MSU faculty and staff to identify and apply for external funding for their research, scholarship, and creative activities.

**Faculty Improvement Grants**
Faculty Improvement Grants are designed to provide funding for faculty to improve performance in the following areas: 1) Teaching, 2) Scholarly or Creative Activity 3) Continuing Preparation and Study, 4) Contributions to Student Growth and Development, and 5) Service to the University and Community. For complete information on Faculty Improvement Grants visit http://www.mnsu.edu/acadaf/html/FIGS.htm
Faculty Research Grants
The purpose of Faculty Research Grants is to encourage excellence in research, scholarship and creative activities among MSU faculty by providing “seed” funding for faculty projects. The Faculty Research Committee expects that grantees will explore external funding to continue their work. These grants support faculty initiatives in all disciplines including basic, applied, and pedagogical research and creative projects. Applicants are encouraged to contact the appropriate College representative for guidance on proposal development. Faculty Association members are listed at www.mnsufa.org/Research/Research.html. For complete information on Faculty Research Grants visit www.mnsu.edu/research/FRG/.

Sabbatical Leave
The purpose of Sabbatical leave is to enhance professional development, support department/unit goals, and/or meet the instructional, service, or research priorities of the university.

Teaching Scholar Fellowship Program
The purpose of these Fellowships is to provide support for faculty in their commitments to learning at MSU. Each Fellow will be engaged in a project and outcomes that will involve both teaching and scholarship in some specific relationship. As Fellows enhance their own learning as teaching scholars, so, too, will students enhance their learning in partnership with faculty.

For more information on any of these programs contact The Office of Research & Sponsored Programs at 217 Morris Hall, 389-1706 or visit their website at www.mnsu.edu/research.

The Center for Excellence in Teaching and Learning (CETL)
CETL offers mini-grants for faculty. For more information on these mini-grants, contact the CETL office at 389-1098.
On the CETL website is a list of books that CETL (The Center for Excellence in Teaching and Learning) has in its lending library. These books will be located in the lower level of the MSU Memorial Library and in the CETL office they may be borrowed by faculty or staff.

A description of each book is given so as to give faculty and staff a better understanding of the content of the books. All books mostly relate to teaching, learning and higher education issues and have been categorized into the following sections: Classic Educational Resources; Critical Thinking; Diversity, Culture, & Community; Ethics and Spirituality; Experiential Education; Faculty Development Resources; Faculty Development Resources Specific to Women; Inspiration; Leadership; Learning & Assessment; Online Education & Technology; Teaching; and Teaching Assistant Resources.