Welcome, New Faculty!

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<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudy Beharrysingh</td>
<td><a href="mailto:rbeharry@unca.edu">rbeharry@unca.edu</a></td>
<td>Math</td>
</tr>
<tr>
<td>Christine Boone</td>
<td><a href="mailto:cboone@unca.edu">cboone@unca.edu</a></td>
<td>Music</td>
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<tr>
<td>Brandon Bouchillon</td>
<td><a href="mailto:bbouchil@unca.edu">bbouchil@unca.edu</a></td>
<td>Mass Communication</td>
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<tr>
<td>Adam Bryant</td>
<td><a href="mailto:anbryant@unac.edu">anbryant@unac.edu</a></td>
<td>New Media</td>
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<tr>
<td>Deena Burris</td>
<td><a href="mailto:dburris@unca.edu">dburris@unca.edu</a></td>
<td>Management &amp; Accountancy</td>
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<td>Susan Clark Muntean</td>
<td><a href="mailto:smuntean@unca.edu">smuntean@unca.edu</a></td>
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<td>Sonia Kapur</td>
<td><a href="mailto:skapur@unca.edu">skapur@unca.edu</a></td>
<td>International Studies</td>
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<tr>
<td>Jonathan (Toby) King</td>
<td><a href="mailto:jking6@unca.edu">jking6@unca.edu</a></td>
<td>Music</td>
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<td>Melissa Mahoney</td>
<td><a href="mailto:mmahoney@unca.edu">mmahoney@unca.edu</a></td>
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<td>Sarah Seaton</td>
<td><a href="mailto:sseaton@unca.edu">sseaton@unca.edu</a></td>
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<tr>
<td>Jeffrey Shields</td>
<td><a href="mailto:jshields@unca.edu">jshields@unca.edu</a></td>
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<td>Landon Ward</td>
<td><a href="mailto:lward@unca.edu">lward@unca.edu</a></td>
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<td>Gwendolyn Whitfield</td>
<td><a href="mailto:gwhitfie@unca.edu">gwhitfie@unca.edu</a></td>
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<tr>
<td>Eugene Zimbalkin</td>
<td><a href="mailto:ezimbalk@unca.edu">ezimbalk@unca.edu</a></td>
<td>Economics</td>
</tr>
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Do you have a suggestion for a Resource Guide addition or update for next year? Please send ideas or corrections to himelein@unca.edu
**New Faculty Orientation Agenda**  
**Tuesday, August 12, 2014**

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter</th>
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<tr>
<td>8:45-9:00</td>
<td>Introductions and welcome</td>
<td>Joe Urgo, Interim Provost</td>
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<tr>
<td>9:00-9:20</td>
<td>CTL resources for faculty (pp. 3-4)</td>
<td>Melissa Himelein, CTL Director &amp; Professor of Psychology</td>
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<td>9:20-9:40</td>
<td>Library resources for faculty (pp. 5-6)</td>
<td>Leah Dunn, University Librarian</td>
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<td>9:40-10:00</td>
<td>Teaching technology resources for faculty (p. 7)</td>
<td>John Myers, Director of Teaching and Learning with Technology Resources (TLTR)</td>
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<td>10:00-10:05</td>
<td>Break</td>
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<td>10:05-11:00</td>
<td>New Faculty Mentoring &amp; campus tour (p. 8) (includes stops at UNC Asheville Bookstore &amp; Campus Recreation, see p. 25)</td>
<td>Jason Wingert, Associate Professor of Health &amp; Wellness Promotion; Mary Lynn Manns, Professor of Management &amp; Accountancy</td>
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<td>11:00–11:15</td>
<td>Meeting and understanding UNC Asheville students (pp. 9-10)</td>
<td>Gwen Ashburn, Dean of Humanities &amp; Professor of Literature &amp; Language</td>
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<td>11:15–11:50</td>
<td>Getting started in the classroom and professional expectations (pp. 11-16)</td>
<td>Jeff Konz, Dean of Social Sciences &amp; Professor of Economics</td>
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<td>11:50-12:15</td>
<td>Additional academic policies (p. 17)</td>
<td>Pat McClellan, Assistant Provost for Academic Administration</td>
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<td>12:15-1:15</td>
<td>Lunch and break</td>
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<td>1:15-2:15</td>
<td>Semester startup and faculty advising (pp. 18-23)</td>
<td>Karen Cole, Interim Director of Advising &amp; Learning Support; Deaver Traywick, Director of the Writing Center &amp; Tutoring</td>
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<td>2:15-2:30</td>
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<td>2:30-3:30</td>
<td>Additional university information and resources; first day, week, month (pp. 24-33)</td>
<td>Melissa Himelein</td>
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<td>4:00-6:00</td>
<td>New Faculty reception (Laurel Forum)</td>
<td>New Faculty Mentoring Program</td>
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1. First Fridays (or Thursdays)
Monthly lunchtime presentations focused on different aspects of teaching, open to all faculty members. Ample time provided for questions and discussion. Lunch provided! Emails will be sent two weeks prior promoting the events and requesting lunch reservations. Topics for Fall, 2014, include:

- First Friday, September 5th, 12:45-1:45: *Using Critical Thinking Tools in Teaching about Diversity*
- First Thursday, October 2nd, 12:30-1:30: *Triggers in the Classroom: Join the Debate*
- First Friday, November 7th, 12:45-1:45: *An Introduction to Universal Design*

2. Learning Circles
Groups of 8-12 faculty and staff who meet to discuss topics or books consistent with the mission of the CTL. The CTL purchases books or materials used in learning circles. Fall, 2014, circles were announced last week, and the first one below is strongly encouraged for new faculty! (I've also included others that may be of interest.) Email me to register.

- **Faculty Careers in Public Liberal Arts** – Bill Spellman (Director of the Council of Public Liberal Arts Colleges, History) & Melissa Himelein (Director of the CTL, Psychology)
  - Most faculty earned their terminal degrees at large research institutions, where they were advised by mentors who taught one or two classes a semester and organized their time around scholarship goals. How does work life differ at a public liberal arts college? We will read essays from *Roads Taken: The Professorial Life, Scholarship in Place, and the Public Good* (2014), edited by Roger Epp and UNC Asheville’s own Bill Spellman. This learning circle is aimed at new and second-year faculty members; other faculty are welcome if spaces are available.
  - 3 sessions, Thursdays 12:30-1:30 pm (August 28th, September 11th, & September 25th)

- **Incorporating Contemplative Practices in College Classrooms** – Rick Chess (Roy Carroll Professor of Honors, Literature & Language)
  - Are you curious about the use of contemplative practices in teaching? Interested in mindfulness and deeper listening but uncertain how such activities might be relevant to your classes? In *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* (2014), authors Daniel Barbezat and Mirabai Bush provide an overview of theory, research, and practice in contemplative pedagogy along with a rich variety of exercises used by college faculty from many disciplines. Learning circle participants will consider the practicality and value of incorporating such activities into their courses. Ideal for individuals new to this area as well as for faculty who are already employing contemplative pedagogy.
  - 3 sessions, Thursdays 4:00-5:00 pm (October 2nd, October 16th, & October 23rd)

- **Identity in the Borderlands** – Brian Graves (Literature & Language)
  - Inspired by last year’s two “American Indian Experience” learning circles, this group will consider the Chicana/o experience as presented in Gloria Anzaldúa’s *Borderlands/La Frontera: The New Mestiza* (1987/2012, Aunt Lute). Through a series of interconnected essays and poems, Anzaldúa—who taught creative writing, Chicano studies, and feminism studies until her unexpected death in 2004—explores the “contradictions” and “compensations” of living in the borderlands, at once physical, psychological, sexual, and spiritual. Faculty teaching Humanities, WGSS, or diversity intensive courses may find this group especially appealing.
  - 3 sessions, Thursdays 12:30-1:30 pm (September 4th, September 18th, & October 9th)
• Energizing Discussion by Helping Students Develop Their Own Questions - Scott Walters (Drama, Humanities, Arts)
  o This learning circle is for instructors who want to lead focused and energized discussions in class. We will read the book, Make Just One Change: Teach Students to Ask Their Own Questions, by Dan Rothstein and Luz Santana. The authors argue that "formulating one's own questions is the single most essential skill for learning and one that should be taught to all students.” Through use of their Question Formulation Technique, the authors believe that students will learn to develop better questions and understand how to use them. We will discuss the book and plan for integrating it into a class. This learning circle has particular relevance to Inquiry ARC faculty.
  o 4 sessions, Wednesdays 4:10-5:10 pm (September 3rd, September 10th, September 17th, & September 24th – and we may come back together one more time near the end of the semester to share our experiences of implementation)

• Contemplative Practice and the Classroom - Rick Chess (Literature & Language) & John Wood (Sociology & Anthropology)
  o Participants in this ongoing learning circle will discuss ways of incorporating contemplative practices and techniques into courses at UNC Asheville. Learning circle members will also practice mindfulness meditation and other contemplative techniques at each meeting. All participants have access to a Moodle site that includes articles and links to a variety of resources on contemplative pedagogies and practices in higher education. New participants are welcome to join at any time!
  o 8 sessions, Fridays 3:30-5:00 pm: August 22nd, September 5th, September 19th, October 3rd, October 17th, October 31st, November 14th, & December 5th. (Note: The formal meeting time for this group is 4–5 p.m., in the meditation room of the Sherrill Center. Those interested in participating in an optional period of meditation are invited to begin at 3:30 p.m.)

3. Individual Consultations
Any faculty member is welcome to schedule a confidential, individual consultation with me. Professors at any stage of their careers can benefit from open discussion and reflection about their teaching experiences. Consultation topics might include course planning, classroom “nuts and bolts,” reviewing student feedback, creating positive classroom environments, or mentoring students. During the spring semester, I am available for formative (not summative) peer review and mid-semester small group student feedback; the latter technique (known as “Small Group Analysis”) is especially helpful for new teachers.

4. New Faculty Lunches
I will be sending an email to all of you inviting you to lunch in the dining hall (CTL treats!). This informal lunch will be a time to ask questions, discuss teaching challenges, or simply get better acquainted. I’ll give you a link to a google doc where you can sign up for the lunch individually or with other new faculty colleagues.
Services for Faculty

Subject Bibliographers
Each librarian works with several UNC Asheville academic departments to build library collections, conduct library orientations, and offer specialized reference service. See following link for a list of subject liaisons:
http://library.unca.edu/libdir/bibliographers.html

Your library subject liaison is available to

- Provide customized library instruction for a particular assignment or course. For some courses, this may work best as a series of instruction/workshops.
- Assist in the design and assessment of a research assignment.
- Design specialized online research guides (LibGuides) for your class (these can be easily linked to Moodle Courses). http://libguides.unca.edu

We are here to support your research
- Faculty and students may ask for research assistance any time -- in-person at the Research Desk, or by phone, email, chat, or individual appointment.
- Faculty and students can access databases, e-resources, search the library catalog, and find research guides and tutorials--anytime, anywhere--using their UNCA Banner ID and password.

You may order materials not held by Ramsey Library
- ABC Express is a document delivery service operated by the libraries of Appalachian State University (ASU), UNC-Asheville, and Western Carolina University (WCU). If you need a book, journal or other library material that is not held in our library, you may be able to obtain it through ABC Express. If one of the other two libraries owns the item, ABC Express can deliver the item next day or 2nd day via courier that runs on Monday, Wednesday, and Friday. These requests are made from the online catalog. Link to request forms from the library home page “Quick Links” menu.
- Interlibrary Loan (ILL) allows you access to library materials that are not owned by Ramsey or available through ABC Express. If you need a book, journal article, or other document, make a request through the Interlibrary Loan ILLiad system. Link to request forms from the library home page “Quick Links” menu.

Faculty research carrels
Ramsey Library has a limited number of enclosed carrels available for faculty use. Faculty may request a carrel in Ramsey Library through an online web form (see http://libguides.unca.edu/faculty_carrels) or by contacting Alicia Henry (ahenry@unca.edu).
The library collaborates with faculty to build strong collections

- **Collection Development:** Ramsey Library emphasizes owned and accessed (i.e., electronic) collections in the traditional liberal arts (e.g., literature, history, political science) and in those areas of teaching and research emphasis.
- **Organization for Collection Development Bibliographers/Liaisons**
  - Ramsey librarians/bibliographers collaborate closely with faculty members to identify books, journals, electronic resources, videos, and other information products to best support the teaching, learning, and research needs of the academic community. Please contact your departmental or library liaison if there are resources that you need to support your research or teaching. If we do not have resources that you need for this semester we may be able to get them with a rush order.

**Course Reserves**
Some reserves are print materials shelved behind the library’s Circulation Desk while others are available online via Moodle. Course reserve request forms are linked from the library homepage under “Course Reserves.”

**Contacts**

Contact your **subject bibliographer** for any library-related questions and issues.

**Services for Faculty**
Library home page> About the library> Services for faculty and staff

**Faculty Research Carrel**
Online Web request form: link from above services for faculty and staff

**Requests for library instruction or collection resources**
Contact your subject bibliographer

**Other Contacts**
libref@unca.edu
Circulation Desk – 251-6336
Research Desk – 251-6111
Public Services - 251-6434

**Library Director** – Leah Dunn, 251-6545
Teaching and Learning with Technology Resources
Ramsey Library 052A, tlt.unca.edu
Consultant: John Myers (jmyers@unca.edu), 250-3885
Main Office – 251-6540

Teaching and Learning with Technology Resources (TLTR), a division of Ramsey Library, provides professional services, facilities and equipment to enhance teaching and learning through the effective and creative use of instructional technologies.

Instructional Technology Support
The Instructional Technology Support unit provides one-on-one consultation, phone and email question and response, and periodic workshops. Specific support is available for UNC Asheville’s learning management system (Moodle), electronic portfolio (Mahara), in classroom SmartBoards, and Student Response Systems (Clickers). Assistance with course design for online content delivery, flipped classrooms and blended learning is also available.

Interactive Video Conferencing
The Distance Learning Services unit provides facilities and technical support services that bring people at different sites together for a class or meeting. These synchronous, internet based educational opportunities use video conferencing, web conferencing (Skype, Windows Messenger and Bb Collaborate), and webinar events that support teaching and learning.

Video Production
The Video Production unit of TLT Resources produces educational programming for classroom instruction at the request of faculty. The Video Production unit also operates a production studio, audio isolation booths and provides comprehensive post-production video editing services for campus clients.

Media Design Lab
The Media Design Lab is a small computer lab where faculty and students can work on personal and class projects that require high-end video/audio editing and digital graphics software applications.

Campus Auditoria
Ramsey Library manages two performance and large classroom venues on campus, Lipinsky Auditorium (capacity 580) and the Humanities Lecture Hall (300). Lipinsky Auditorium serves as the primary location for performance classes offered by the Music Department. It is the principal venue for UNC Asheville Special Programs and Cultural Events, Music Department concerts, and any campus event which requires a large and fully equipped performance/presentation space. Lipinsky Auditorium along with the Humanities Lecture Hall are the locations of the weekly group lectures for the Humanities Program. The Humanities Lecture Hall provides stadium style seating and serves as a facility for campus meetings and large group classes and as a venue for film screenings and special presentations.
**New Faculty Mentoring Program**  
Coordinators: Jason Wingert (jwingert@unca.edu) & Mary Lynn Manns (manns@unca.edu)

**Description:** The New Faculty Mentoring Program welcomes new colleagues to UNC Asheville by matching new faculty members with experienced faculty who serve as individual mentors. A voluntary program for both mentors and mentees, it is intended to provide support to new faculty while they adapt to the culture, expectations, and pace of UNC Asheville. Mentors agree to meet individually with “mentees” at least once per month in the effort to develop a relationship that allows new faculty to comfortably and confidentially discuss professional issues. As noted in the faculty handbook, faculty success depends not only on expanding academic knowledge and skill sets, but also on the "ability to develop connections and relationships with colleagues."

The New Faculty Mentoring program sponsors events throughout the year that strive to bring together all mentees and mentors for both social and educational events. Tentative dates for the Fall/Winter, 2014-2015, events include:

- **Tuesday, 8/12, 4:00-6:00 pm: Meet-and-Greet Reception.** For new faculty and potential mentors (following Faculty Reception). Get acquainted with the faculty who have volunteered to mentor during the 2014-2015 academic year so that you can make an informed choice in selecting your mentor!  
  Location: Laurel Forum in Karpen

- **Friday, 10/17, 5:30 pm: TGIF Social.** For new faculty and their mentors, an opportunity to check-in at mid-semester. Details to follow.

- **January, weekday lunch at the campus dining hall: Lunch and Learn.** Topic to be selected by mentees!
Academic Affairs and Office of the Deans
http://academicaffairs.unca.edu

Provost & Vice Chancellor for Academic Affairs
Joseph Urgo, 153 Phillips Hall, 251-6470 (jurgo@unca.edu)

Deans
Edward Katz, Associate Provost and Dean of University Programs
154 Phillips Hall, 250-3872 (ekatz@unca.edu)

Gwen Ashburn, Dean of Humanities and Professor of Literature
224 Phillips Hall, 251-6505 (gashburn@unca.edu)

Jeff Konz, Dean of Social Sciences and Associate Professor of Economics
221 Phillips Hall, 251-6570 (jkonz@unca.edu)

Keith Krumpe, Dean of Natural Sciences and Professor of Chemistry
223 Phillips Hall, 250-3880 (kkrumpe@unca.edu)

UNC Asheville Students: Information Sources

Sample data:
## Enrollment by Major

**Degree Seeking Undergraduates - Spring Semester**

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<td>60</td>
<td>48</td>
<td>53</td>
<td>-11.7</td>
</tr>
<tr>
<td>Women, Gender &amp; Sexuality Studies</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>
You should take some time to familiarize yourself with the faculty handbook, available through the Academic Affairs homepage. It is a compendium of policies for faculty and a source of information on the university. It is continuously being updated through action by the Faculty Senate or Academic Affairs, so be attentive. Note that some changes made by Senate action last year have not yet been incorporated into the handbook, but they should be soon.

Faculty Syllabi: Proposed Addition to the Faculty Handbook (currently under review by the Academic Policies Committee)

The course syllabus is an essential tool in facilitating effective teaching and learning. It provides an instructor with the opportunity to describe the overall goals and structure of a course, while clearly communicating expectations and responsibilities of students. An effective syllabus helps students understand not only specific course requirements but also how classroom activities fit into a meaningful instructional framework. A complete syllabus should be distributed by the end of the first week of class.

All syllabi for UNC Asheville courses must contain the following elements:

- Basic course information: course name and number, room location, days and times of class meetings
- Instructor information: name, contact information, office location and office hours
- The place of the course in the overall curriculum: prerequisites, whether the course fulfills any university or major requirements
- Course goals or objectives, including student learning outcomes
- Required and recommended readings or other course materials
- Course requirements: description and due dates (if known in advance) of tests, presentations, and assignments; date and time of final exam
- Grade determination: explanation of how assignments are weighted and how final grades are determined, whether instructor uses +/- grading
- Course policies: attendance policy, policy on late or missing assignments, use of technology in the classroom, etc.
- Policy regarding academic integrity
- Tentative class schedule, including topics of course and associated dates of their coverage (if known in advance)
- Statement regarding accommodations for students with disabilities, e.g., “UNC Asheville is committed to making courses accessible to persons with documented disabilities. Students requiring reasonable accommodations must register with the Office of Academic Accessibility by providing supporting documentation. All information provided will remain confidential. For more information, please contact the Office of Academic Accessibility (insert contact information).”

In addition, recommended syllabi elements include:

- A statement that the syllabus class schedule is subject to change, and if changes are made, the form through which they will be clearly communicated to students
- Expectations regarding class participation and other classroom behaviors
- Information regarding use of a content management system (e.g., Moodle) and other required instructional technology programs
- Instructor’s pedagogical approach
- Resources for students who are struggling (e.g., Writing Center, tutoring opportunities)
- Inclement weather policy
Important Academic Policies and Procedures

I. Office Hours: 3.1.4.2

II. Final Exams: 5.2.1.2

III. Student Excused Absences for University Events: 3.1.4.3.4

IV. Faculty Missing Class: 3.1.4.3.1

Faculty Evaluation

I. Overall philosophy of faculty evaluation: 3.3

II. Student evaluation of instruction: 3.3.3.1

III. Annual evaluation: 3.4

IV. Reappointment, Tenure, and Promotion: 3.5

V. Post-Tenure Review: 3.7

VI. Tenure Policies and Regulations: 14.2
## Online Course Evaluations, UNC Asheville

### I. Indicate the amount of progress you made on each of the following objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>No Apparent</th>
<th>Slight</th>
<th>Moderate</th>
<th>Substantial</th>
<th>Exceptional</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing creative capacities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing speaking/discussion skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to analyze and evaluate ideas, texts, and arguments</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Optional: How much did this course assist you in developing writing skills?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Optional: How much did this course assist you in developing quantitative skills?</td>
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<td></td>
</tr>
</tbody>
</table>

### II. During this course, my instructor...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hardly Ever</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained the course material clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created a classroom environment that encourages students to be actively involved</td>
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<td></td>
</tr>
<tr>
<td>Displayed an interest in student learning</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was accessible outside of class</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave assignments that contributed to my understanding of the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided useful feedback on my performance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Helped me develop an appreciation for the subject</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made me think</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Overall Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating the instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What grade do you expect to earn in the class? (A, B, C, D, F, S, U, AU)

### Qualitative Items

A. What are the major strengths of the instructor?
B. What are the major weaknesses of the instructor?
C. What aspects of this course were most beneficial to you?
D. What do you suggest to improve the course?
ANNUAL FACULTY RECORD

Please include this cover sheet with your completed Faculty Record.

Annual evaluation and the Faculty Record are discussed in Section 3.4 of the Faculty Handbook.

Name: __________________________________________     Academic Year: ____________________________

Rank/Title: ______________________________________     Department/Program: ________________________

Administrative Assignment (if any): ______________________________________________________________

Those with administrative assignments as chair/program director complete the form for Annual Administrative Review and attach it to the faculty record.

Fall reassigned hours: ____   Purpose: ___________________________________________________________

Spring reassigned hours: ____   Purpose: ___________________________________________________________

I. TEACHING

(A) List courses taught in each semester, including information about the contact hours, enrollment, and nature of each course (e.g. required, service course, elective).

(B) Briefly outline teaching contributions to Integrative Liberal Studies and other university programs (e.g. honors, MLA).

(C) Briefly outline teaching innovations used to enhance student learning, including new course development.

II. SCHOLARSHIP, CREATIVE AND PROFESSIONAL ACTIVITY

(A) List scholarly and creative activities for this year indicating the status for each (e.g. in progress, submitted for peer review, published/presented). Please include work on grants (e.g., submitted/ accepted, funded/not funded), copyrights, patents, software created, etc.

(B) List undergraduate research performed under your supervision.

(C) List other professional development activities such as membership and offices in professional organizations; professional consultancies; contributions as editor, judge or reviewer; conferences, seminars or projects in which you participated; research for new course preparation; etc.

III. SERVICE

(A) List department service including departmental committees or projects, assessment, major advising, etc.

(B) List university service including freshman/ILS advising, committees or task forces, ILS assessment, etc.

(C) List co-curricular activities to enhance faculty-student relationships (e.g. student club advisor, intramural coach, orientation).

(D) List community service that directly relates to your professional training and expertise (e.g. commissions/boards of directors, public lectures/workshops, and work with local media).

IV. FACULTY GOALS AND PERFORMANCE

(A) Briefly outline your progress on the faculty goals listed in last year’s Faculty Record and summarize any other information that you consider relevant to this evaluation.

(B) List faculty goals for the upcoming year in the areas of teaching, scholarly/creative activity, and advising/service.

Revised for 2011-12
FACULTY PERFORMANCE APPRAISAL

Name ____________________________ Appraisal year: __________________________

I concur with the faculty member's goals for the upcoming academic year. ___ yes ___ no (explain below)

I. EVALUATION PROFILE: Circle the phrase which best describes the faculty member’s performance in the following areas:

Teaching:

<table>
<thead>
<tr>
<th>Significant Accomplishments</th>
<th>Exceeds Expectations</th>
<th>Effective (Meets expectations)</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>

Scholarship/Creative Activity

<table>
<thead>
<tr>
<th>Significant Accomplishments</th>
<th>Exceeds Expectations</th>
<th>Active (Meets expectations)</th>
<th>Inactive</th>
</tr>
</thead>
</table>

Service

<table>
<thead>
<tr>
<th>Significant Accomplishments</th>
<th>Exceeds Expectations</th>
<th>Active (Meets expectations)</th>
<th>Inactive</th>
</tr>
</thead>
</table>

Administrative Performance (if applicable)

Taken from Administrative Performance Review, attached to the faculty record.

<table>
<thead>
<tr>
<th>Significant Accomplishments</th>
<th>Exceeds Expectations</th>
<th>Effective (Meets expectations)</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>

II. EVALUATION NARRATIVE: The purpose of the narrative is to explain and support the ratings assigned above. It is not necessary to summarize the faculty member’s record. Instead, evaluate the quality of the faculty member’s work as a teacher, scholar/artist, and community member in the context of departmental trends and norms, standards in the profession, and faculty workload (e.g. teaching, advising). Evaluate the faculty member's progress on last year's goals and use of reassigned-time, if provided, and comment on the faculty member's goals for the upcoming year. Because annual evaluation is formative as well as summative, please indicate any areas for improvement and any recommendations for specific actions that should be taken.
CHAIR MERIT RECOMMENDATION

The merit recommendation should be consistent with the description of merit categories in section 3.4.3 of the Faculty Handbook and should incorporate performance in any administrative assignment such as department chair or program director, as documented in the Administrative Performance Appraisal.

______ Superior _______ Accomplished ________ Standard ________ Below Standard

_____ Request for salary base adjustment for equity

Rationale for base adjustment for equity:

Signature: ________________________________ Date: __________________

Chair or Program Director

Request conference with Dean: ____ (required in the event of non-concurrence with faculty goals)

FACULTY NOTIFICATION

I have read and had the opportunity to discuss this document with my department chair or program director. My signature does not necessarily indicate approval.

Signature: ________________________________ Date: __________________

(To be signed and returned to the chair/director before forwarding to the Dean.)

Request conference with Dean to discuss Chair’s Evaluation: _____

DEAN RECOMMENDATION

When the Dean has a concern about a Chair’s recommendation, s/he will consult with the Chair. If the Dean disagrees with the Chair’s recommendation, s/he provides written notice to both the Chair and the faculty member of the change in recommendation and of his/her rationale. The Dean, in consultation with the Provost, may select any faculty member for "Exceptional Merit Recognition."

Concur / disagree with the Chair's/Director's recommendation.

Final recommendation:

___ Exceptional _______ Superior _______ Accomplished ________ Standard ________ Below Standard

Signature: ________________________________ Date: __________________

APPEAL TO THE PROVOST

A faculty member may appeal the recommendation of the Dean to the Provost within ten working days of receipt of the Dean's recommendation.
Additional Academic Policies

1. Student Disabilities (faculty handbook 5.2.6)
   - Accommodation of students with documented disabilities
   - Office of Academic Accessibility (see next section)
   - Campus-wide Accessibility Committee

2. Adverse Weather (faculty handbook 3.1.4.3.2-3)
   - Decisions by 5:30 a.m. (website, email, adverse weather phone line)
   - Late start schedule

3. Academic (dis)Honesty (faculty handbook 8.3.1-2)
   - Syllabus statement
   - Report to Pat McClellan

4. Disruptive Behavior in the Classroom (faculty handbook 5.2.11)
   - “Part of the role of a faculty member is to ensure that each student has a learning environment free from disruption.”
   - Consult with Pat

5. Student Grievances (faculty handbook 8.3.4)
   - Students may file grievances by contacting University Conciliator
   - Syllabus clarity of policies very important
Student Support Services

Advising and Learning Support (http://advising.unca.edu/learning-support, 350-4500; dedicated faculty line 258-7675)
- Interim Director: Karen Cole (kcole@unca.edu)
- Located on the ground floor of Ramsey Library (011)
- Coordinates advising and registration for students, facilitates advisor assignments, and coordinates Peer Mentoring Program for LA 178 courses
- Coordinates the Academic Recovery Program along with other programs for academically at-risk students
- Can assist faculty with advising or curricula questions, academic concerns about students, academic policy questions, and registration procedures

Career Center (http://career.unca.edu, 251-6515)
- Director: Marlane Mowitz (mmowitz@unca.edu)
- Located in Highsmith University Union (#259)
- Information about internships, resumes, career decision-making and options; one-on-one appointments with career counselors; part-time and full-time job listings
- Staff are available for class presentations
  - Overview of Career Center Services (15 minutes)
  - Exploring Majors and Career Options (50 minutes or more)
  - Job/Internship Search - Resumes, Cover Letters, and Interviewing (50 minutes or more)
  - Graduate School Planning (50 minutes or more)
  - Senior Roundtable - Informal Q & A (50 minutes or more)

Health and Counseling Center (http://healthandcounseling.unca.edu/, 251-6520)
- Director: Jay Cutspec (jcutspec@unca.edu)
- Located off-campus, at 118 W. T. Weaver Blvd. (across the street from the main entrance to campus), open M-F (8:00-4:30)
- Provides medical and mental health care to students free of charge
- Outreach programs can be provided by Counseling staff
- Coordinates a peer education program (Peers Educating Peers and Advancing Health, or PEPAH), which educates students about health and wellness issues, while providing advanced students with leadership opportunities.

Math Lab (http://math.unca.edu/joe-parsons-math-lab, 232-5191)
- Director: Peter Kendrick (kendrick@unca.edu)
- Located 3rd floor Robinson (RBH 323)
- Provides extra help in math, free of charge; supervised by math instructor and student helpers
- Students can drop in (no appointment needed); hours are extensive
Office of Academic Accessibility (formerly the Disability Services Office) (http://oaa.unca.edu, 232-5050)
- Director: Joshua Kaufman (kaufman@unca.edu)
- Located in One Stop (011 Ramsey Library)
- Coordinates services for students with disabilities; resource for faculty regarding accommodations, instructional support, advice, and referral
- Recommended paragraph for syllabus: “Accommodations for Students with Disabilities: UNC Asheville is committed to making courses accessible to persons with documented disabilities. Students requiring reasonable accommodations must register with the Office of Academic Accessibility by providing supporting documentation. All information provided will remain confidential. For more information please contact the Office of Academic Accessibility at (828)232-5050 or academicaccess@unca.edu or visit them in the OneStop Student Services Center.”
- Important advice about academic accessibility: It is always easier to plan accessibility of course material from the beginning. For resources on Universal Design for Learning/Instruction (UDL/UDI) and accessible curriculum development, please visit https://oaa.unca.edu/literature and http://libguides.unca.edu/tltr_accessibility

Peer Tutoring (https://advising.unca.edu/pt, 251-6596)
- Director: Deaver Traywick (traywick@unca.edu)
- Located in Ramsey Library, in the University Writing Center (#136, see below)
- Provides free individual tutoring and drop-in tutoring sessions for over a dozen subjects in natural sciences, social sciences, and languages

Student Grievances
- The Faculty Conciliator changes annually, but is listed on the AA website (http://academicaffairs.unca.edu/faculty-conciliator)
- Students who feel that they have been judged or treated unfairly by a faculty member can file a grievance with the Faculty Conciliator
- Procedures are detailed in the course catalog (http://catalog.unca.edu)

Writing Center (http://writingcenter.unca.edu, 251-6596)
- Director: Deaver Traywick (trawick@unca.edu)
- Located in Ramsey Library, 1st floor (#136); open M-Th, 10-7, and F, 10-4
- Provides students with free one-on-one consultations about writing assignments
- Offers in-class presentations to faculty on writing issues
Academic Advising Info and Related Lingo*

**Academic advisor:** Each student is assigned a faculty advisor to assist with program planning and serve as a liaison to other campus services. First-semester students are advised by their colloquium instructors; declared majors/transfer students receive advisors in their major departments. Some students have multiple advisors, e.g., a Licensure advisor, OneStop advisor, or Athletic advisor.

**Academic calendar:** Posted on the registrar’s website under “calendars and schedules” ([http://registrar.unca.edu/calendars-and-schedules](http://registrar.unca.edu/calendars-and-schedules)), the calendars (organized by semester, past, present, and future) list all semester breaks, undergraduate research symposia, reading day, and final exam period. In addition, several important advising-related deadlines are presented, e.g., the last day to withdraw from classes, registration periods. This is a site worth bookmarking every semester and helpful to use when making up syllabi.

**Academic grievances/Faculty Conciliator:** Students should discuss academic grievances first with the course instructor and if necessary with the instructor’s department chair. Unresolved grievances may be brought to the Faculty Conciliator. Procedures for students pursuing grievances are detailed in the university catalog.

**Academic honesty:** Acts of plagiarism or cheating, or assisting in these acts, are considered academic dishonesty. Depending on the gravity of the offense, the instructor may issue a grade of zero for the assignment/test or a failing grade in the course, or recommend to the Provost other serious university sanctions, including dismissal. Contact Pat McClellan to report any incidences of academic dishonesty in your classes.

**Academic Recovery Program (ARP):** UNC Asheville utilizes a tiered Academic Recovery Program (ARP) for students who do not meet the criteria for Good Academic Standing. The program varies in intrusiveness by tier, but each level serves as a student support system and a means of monitoring student performance throughout the semester.

**Acronyms:** Abbreviations for names that use the first letter of each word. Course meeting days use acronyms (e.g., MWF = Monday/Wednesday/Friday, TR = Tuesday/Thursday). Acronyms also are used for building names (e.g., KAR = Karpen Hall) and academic programs (e.g., LAC = Liberal Arts Core).

**Add/drop period:** The first week of each semester, during which students may change their class schedules without notations on their transcripts. After this period, courses can only be added late by petition or removed from the course by completing a withdrawal application (see “Withdrawal”).

**Administrative drop:** Faculty may drop students who do not attend the first class meeting from their class rolls by emailing OneStop at [onestop@unca.edu](mailto:onestop@unca.edu). The policy frees space for students who are wait-listed for the course.

**Application for graduation:** A form that must be submitted online by a designated date in the semester prior to graduation (i.e., December 1st deadline for May graduates, June 1st for summer graduates, and September 1st for December graduates). Students who miss the application deadline must petition and pay a fee to be considered for graduation.

**AVID HE:** UNC Asheville received a grant from the Dell Foundation to join AVID HE (Advancement Via Individual Determination-Higher Education), an academic and social support initiative geared toward enhancing student success. Beginning in the fall semester of 2014, UNC Asheville is welcoming 100 first-year students to AVID HE, offering such opportunities as targeted sections of the first-year seminar course, specially-trained academic tutors, library space, and residential life programming.

**Declaration of major:** A process that formally registers a student as seeking a particular major. The listing for each department in the UNCA Catalog explains how to declare a major in that discipline. Many departments have
requirements that must be completed prior to declaration. Major declarations must be signed by the department chairperson and processed in OneStop.

**DegPar/GradPlan:** Software that provides students and advisors with unofficial degree audits. DegPar is being phased out and will be replaced by GradPlan beginning in 2014.

**Early and midterm alerts:** The Assistant Provost for Academic Administration will periodically ask faculty to file electronic reports (via the “Mid-term grades” link in OnePort) regarding any student who is performing inadequately in class. Faculty members indicate the nature of the student’s issue, e.g., attendance problems or academic difficulty, and OneStop advisors follow up with each student who is given an alert. Academic problems are a key factor in student attrition. Students who earn GPAs under 2.0 (semester or overall) or who do not successfully complete at least 67% of their classes are placed on Academic Warning and can be suspended. If these academic problems are not corrected after one semester of warning, students with more than 60 attempted hours can lose their ability to receive all types of financial aid. The alert system, and OneStop’s subsequent communications to students having academic difficulty, is intended to reinforce the conversations faculty are (ideally) already having with students. OneStop advisors will talk with students about their need to seek academic assistance and make changes in their behaviors. Contact Karen Cole (kcole@unca.edu) with questions.

**Final exam period:** Each course has a required class period at the end of the semester for either a final exam or an alternative learning activity. Students meet in their regular course classrooms at times determined by the course meeting pattern (e.g., MWF). The Final Exam Schedule is posted under the calendars and schedules section of the Registrar webpage (registrar.unca.edu).

**Grade changes:** Any time faculty members need to change a student’s final grade (with the exception of Incomplete grades defaulting), they must come to OneStop to complete the appropriate form.

**Incomplete grades:** A student may request an incomplete grade when unforeseen/unavoidable/extenuating circumstances prevent completion of a course. Faculty can use their discretion in agreeing to the request and should not feel obliged to accommodate a request. (For example, incomplete grades should not be assigned when a student’s performance in class has been poor; they are not intended to be a grade-raising tool.) Faculty who opt to assign a student an incomplete grade are urged to meet with the student to develop a written agreement regarding the work that needs to be completed, the deadline, and the grade that will be assigned if the student fails to complete the work by the deadline. The faculty member can then give (or email) the student a copy of the agreement and keep a copy (note that it is no longer necessary that a copy of the agreement between faculty member and student be filed in OneStop). Incomplete grades are assigned via the regular Grading screen in OnePort.

**JumpStart:** A newly-developed program serving a cohort of 50 select first-year students entering UNC Asheville this fall (2014). Students' schedules are set so they take two academic courses (7 or 8 credit hours) for the first half of the term and two other courses for the second half of the term; they will also receive special support and guidance as they transition into the university setting.

**Late start class schedule:** A modified class meeting schedule that the Provost may designate on bad-weather days; it is posted on the UNC Asheville web site at [http://registrar.unca.edu/late-start-schedule](http://registrar.unca.edu/late-start-schedule). Late starts are announced on radio/TV, the Snow/Emergency phone line (259-3050), and the UNC Asheville web site, and faculty members are emailed about late starts (or cancellations) as well.

**Liberal Arts Core (LAC):** The name for UNC Asheville’s core curriculum in liberal arts (often called “gen ed” at other universities). The LAC was adopted quite recently, so information on the website is not entirely up-to-date. Most current is the registrar’s website: [http://registrar.unca.edu/liberal-arts-core](http://registrar.unca.edu/liberal-arts-core).
Office hours: All faculty are required to set aside time each week to meet with students outside of class. Office hours should be listed on course syllabi and be provided to department office assistants.

Online Orientation and Advising (OAR) course: All entering students at UNC Asheville are expected to complete an online course that introduces them to key features of the curriculum and academic policies. Participation in the course is required for transfer students in order to receive a RAN and register for classes; first-year students must complete OAR in order to receive a RAN and be able to make modifications to the schedules built for them by OneStop staff.

OneStop Office: Located on the ground floor of Ramsey Library, OneStop includes the Registrar’s Office, the Advising and Learning Support Office, Study Abroad/Away Programs, Disability Services, the Cashier’s Office, and the Bursar’s Office. For any faculty questions about academics, call the Faculty Line at (828) 258-7675.

OneStop Advisors: These Advising and Learning Support staff members serve as advisors for undecided students, entering students, and students whose faculty advisors are off-campus or otherwise unavailable. If there is a question you can’t answer regarding academics, OneStop advisors are a first point of contact. OneStop advisors are available to assist with any advising need, particularly if you’re teaching an LA 178 class.

Pre-registration and advising period: A period of 2-3 weeks each semester, usually after the mid-semester break, when students meet with their academic advisors to plan their schedules for the upcoming semester; students also receive their registration access numbers (RANs), which are required to access online registration. Faculty may schedule individual appointments or meet with students during office hours; many faculty use Doodle (doodle.com) to schedule appointments with advisees electronically. For a wonderful website with helpful links for advisors, see http://advising.unca.edu/quick-links-advisors.

Pre-registration: Currently enrolled students may pre-register for the next semester during designated times after pre-registration advising. Times are determined by seniority and are listed in an email from the Registrar’s Office. Students who do not pre-register, or whose schedules are canceled for tuition/fee nonpayment, complete the process during registration just before the start of the semester.

Registration Access Number (RAN): A 6-digit code that serves as a personal identification number and is used by students to access the registration system in OnePort. RANs change each semester and are provided to students by their advisors at or after the advising appointment each semester (with the exception of students enrolling at UNC Asheville, who receive their first RAN from OneStop). RANs are listed on the advisor’s list of advisees in OnePort.

Registration overrides: Faculty members may opt to give students permission to enroll in a class they are teaching when the class is closed or the student doesn’t have a particular pre-requisite. (Overrides for some programs, e.g., Humanities, may follow special protocols; when in doubt, please ask before granting.) Overrides are given in OnePort; the instructor looks up the student’s name and/or student number and then can grant three different types of overrides: closed class override, pre- or co-requisite override, or time conflict override. An override does not register a student for a class; students must still register through their own OnePort accounts after receiving the override. Faculty should be judicious in their granting of overrides.

Repeat Course Form: Completion of this form is required if a student wants to re-take a class in which he or she made a grade of C- or less. The completed form must be submitted to OneStop and a OneStop staff member must register the student for the course. Students are limited in the number of hours they can exclude from their gpa upon successful course completion (2 courses, up to 8 semester hours). After the 8 replacement hours have been used, students can repeat other courses in which they earned a C- or less, but BOTH grades count in the gpa.
Withdrawal from a course: Once the drop/add period ends, students may only be removed from a class by withdrawing from it. Students are limited in the number of courses from which they can withdraw.

- The last day to withdraw is the end of the 6th week of classes (see academic calendar for exact date).
- Students may withdraw from a maximum of three (3) courses during their enrollment at UNC Asheville.
- Late Withdrawals: In order to petition for a late withdrawal (i.e., a withdrawal desired after the deadline has passed), students are required to demonstrate they have been regularly attending the class and are passing the class. They must have extenuating circumstances that account for their inability to complete the class.
- Students who withdraw from all classes in a semester must meet with a OneStop advisor or the Assistant Provost for Academic Administration prior to registering for additional courses.

*Thanks to Karen Cole (Advising & Learning Support) and Lisa Friedenberg (Academic Assessment & Psychology) for assistance in developing this resource.
Email
Official UNC Asheville email accounts are not necessarily private. While general monitoring is not allowed, according to the Information Technology Privacy Policy (http://administration.unca.edu/policies/128), there are several circumstances under which electronic resources can be examined. Per the policy, your university email could be scrutinized “to satisfy a response to a public records request, administrative or judicial order or request for discovery in the course of litigation. Users should be aware that public records statutes are very broad in their application. Some records are protected from disclosure, however, most university records and logs contained in electronic form require disclosure if a public record request is made. Users should remember this when creating any electronic information, especially email.”

Email volume can be high at UNC Asheville, and students often receive (and may come to expect) quick responses. Some advice:
- Keep responses short and succinct. Do not get into extended email debate (e.g., about grades, policies, extensions): Ask that students see you in person to discuss such matters.
- While the 24-7 mentality can be frustrating, strive to keep your responses respectful. Polite emails go a long way in cultivating positive relationships.

Sexual Harassment Awareness & Prevention Training

By September 1st, HR asks that you complete the required University training module on sexual harassment awareness and prevention, which you can access through Moodle. HR will receive automatic notification when you successfully finish the training.

UNC Asheville Sexual Harassment Policy (for full policy, see http://administration.unca.edu/policies/49)
A. Introduction
Sexual harassment and discrimination are illegal and endanger the environment of civility and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Asheville is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination and sexual exploitation of professional relationships violate the University’s policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act of reprisal, interference, or any other form of retaliation, whether direct or indirect, against an individual for raising concerns covered by this policy are also violations of this policy and are prohibited.

B. Sexual Harassment Definitions (See Title 29 Code of Federal Regulations 1604.11)
Two categories of sexual harassment between members of the opposite or same sex are recognized:
1. Quid Pro Quo - Sexual harassment presented as a “bargain” (quid pro quo – ‘something in exchange’). Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes “bargained-for sexual harassment” when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case, apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome. As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct as in the case of a supervisor and subordinate or teacher and student or it may be indirect when the harasser has the power to direct others who have authority over the victim.
2. Environmental Sexual Harassment – Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has
the purpose or effect of creating an intimidating, hostile or offensive environment which unreasonably interferes with another’s work, academic performance or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening and unproductive. However, there is no requirement that evidence of actual emotional or physiological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in the policy, the record as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated or pervasive course of conduct, whereas “bargained-for sexual harassment” can be based on a single act. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

Environmental Sexual Harassment: Potential Examples
- Sexually-explicit photos or art in campus offices that might embarrass students
- Emails to students containing sexual jokes or comments in poor taste
- Idle chatter of a sexual nature or containing sexual descriptions
- Jokes, teasing, or anecdotes in the classroom about sexual or gender-based topics
- Repeated comments about a student’s appearance or clothes
- Turning a conversation with a student to sexual matters or dating history
- Touching a student or engaging in physically demonstrative behavior with a student (e.g., hugs)
- Failing to stop a classroom discussion that involves harassing comments from one student to another

Filing a Complaint
- Quid Pro Quo: Should be reported to a supervisor or manager; department chair or dean; Vice Chancellor; or Human Resources (HR). If reporting to HR, contact Rusty Marts (direct line 350-4589; HR line 251-6605).
- Environment Sexual Harassment, two options:
  - Explain to harasser that behavior is offensive and needs to stop (document offensive behavior and actions taken to attempt to make it stop)
  - Report the harassment (as above, to supervisor, chair, vice chancellor, or HR)
- Complaints are investigated and resolved at the management level or within HR.
Other University Information and Resources

Bookstore (www.unca.edu/bookstore)
Amy Ridenour, Bookstore Manager (251-6416, bkstmgr@unca.edu)
Richard Shorts, Course Materials Manager (251-6684, bstrtext@unca.edu)

1. **Book Orders:** Any course materials required for your classes can be provided by the UNC Asheville Bookstore, including textbooks and supplies. Orders are generally due two weeks before pre-registration so that students can see the full cost of their courses, including materials, when they register, as required by the Higher Education Opportunity Act. For example, for classes to be taught in the spring semester of 2015, pre-registration begins November 3rd; book orders will therefore likely be due October 14th. (If changes are necessary after that deadline, contact Richard for assistance.)

2. **Textbook Rentals/Alternative Formats:** The bookstore also offers a textbook rental program, which typically saves students 50% off new book prices. In addition, digital formats are offered (e.g., Brytewave, inkling), providing increased flexibility, cost savings in comparison to traditional textbooks, enhanced accessibility for students with disabilities, a lessened carbon footprint, and access from mobile devices. Contact Amy or Richard for additional information.

3. **Discounts/UNC Asheville support:** Faculty and staff get a 10% discount on most items in the bookstore such as gifts, clothing, snacks, and general reading books. In addition, over 12% of every sale at the UNC Asheville Bookstore goes directly back to the campus.

Campus Recreation (recreation.unca.edu)
Campus recreation programs and facilities are open to faculty, their spouses or partners, and dependent family members (along with students, staff, alumni, and Osher Lifelong Learning Institute members). Your OneCard serves as your entry identification; family members need to purchase recreation passes for $50/year. In addition, faculty can purchase guest passes for friends or visitors for $5.

Indoor facilities include a pool, indoor track, multi-purpose courts, and racquetball courts, as well as the Sherrill Center fitness room; outdoor facilities include a track, disc golf course, climbing wall (off campus at the nearby Montford gym), and tennis courts (at the Crowne Plaza Resort). Hours of each facility are listed on the website. Currently, the Sherrill Center fitness room and locker rooms are open M & W, 7 a.m. – 10 p.m.; T & Th, 6 a.m. – 10 p.m.; and weekends, 10 a.m. – 7 p.m. Group fitness classes, open to faculty, staff, and students, are offered at many times when school is in session.

Financial Procedures
Reimbursement for purchases and travel is tricky, to say the least. More than one previous first-year faculty member suggested passing the following information onto you: **Do not spend any money for which you seek reimbursement without first contacting your chair and administrative assistant!** Both should be able to help you through the (often complicated) paperwork, e.g., travel requests require prior authorization (an official form); purchases must go through the purchasing office; computer-related needs go through IT. Ask questions!

Inquiry ARC (inquiryarc.unca.edu)
Director: Dr. Lorena Russell, Literature & Language (lrussell@unca.edu)
The Inquiry ARC program is UNC Asheville’s first Quality Enhancement Program (QEP) and is designed to improve students’ critical thinking. (QEPs are one aspect of university accreditation required by our regional organization, the Southern Association of Colleges and Schools (SACS-COC).) Since the fall semester of 2012, we have offered a selection of Inquiry ARC courses, across all academic divisions, to students; faculty teaching such courses receive extensive professional development in critical thinking pedagogy and agree to incorporate specific experiences in
courses that support the Inquiry ARC objectives. We will report our progress in achieving our goal of enhanced critical thinking in spring 2018.

To join Inquiry ARC, please apply during our fall and spring applications cycles that run early every semester. In cooperation with the CTL, we also offer roundtables, workshops, First Fridays/Thursdays, reading circles, informal mentoring, and receptions.

We offer faculty a stipend of $1,000.00 for their first course redesign, and then $250.00 for a second semester. Interested faculty can continue to participate as Inquiry ARC mentors for $250.00 per semester. We also provide additional support for classroom materials as well as funding off-campus professional development opportunities such as conferences centered on critical thinking.

Institutional Review Board (irb.unca.edu)
Chair: Dr. John Wood, Sociology & Anthropology (irb@unca.edu)
For research that involves human subjects, be sure you are current on UNC Asheville’s Institutional Review Board (irb.unca.edu). (The Institutional Review Board is an ethics committee that is tasked with reviewing, approving, and monitoring research and classroom activities that involve the use of human subjects.)

- At UNC Asheville, all research and classroom-based activities involving human subjects require prior IRB approval. For information on how to apply for review of research or classroom-based projects, go to irb.unca.edu. If you have questions or are unsure whether your proposed activities required IRB review, contact the IRB Chair (Dr. John Wood) at irb@unca.edu.
- In order to receive IRB review, complete the following steps (more information is available on each link).
  - Complete CITI ethics training.
  - Access IRBNet training videos and detailed instructions.
  - Register for IRBNet at irbnet.org.
  - Submit all IRB application materials at irbnet.org.
- From the IRB: The UNC Asheville Institutional Review Board (IRB) is charged by the University with reviewing all University activities involving human research subjects, according to the Department of Health and Human Service’s Code of Federal Regulations (CFR) for the Protection of Human Subjects (45 CFR 46), in order to safeguard the welfare and rights of research participants, including research related to class assignments. The UNC Asheville policy on human subjects applies to all faculty, student, and staff research involving human subjects, regardless of funding source. The UNC Asheville IRB reviews behavioral research protocols; investigators wishing to conduct invasive biomedical research activities should seek approval from an external IRB certified for such review.

Key Center for Community Citizenship and Service Learning (keycenter.unca.edu)
Director: Selena Hilemon (shilemon@unca.edu)
Faculty Director: Lise Kloeppel, Drama (lkloepp@unca.edu)
The Key Center for Community Citizenship and Service-Learning works to connect faculty and students with civic organizations and citizens with needs in collaborative, long-term partnerships, providing undergraduates applied learning experiences that strengthen communities and address societal concerns.

The Key Center offers professional development workshops for faculty interested in building civic engagement experiences into their classes. Courses with significant service expectations can be designated as “service-learning” (SL) courses, and students who take six credits or more of SL-designated coursework and complete a Public Service Project can apply to graduate as “Community-Engaged Scholars.” Faculty interested in having a course SL-designated are required to participate in a service-learning training workshop. Workshops are typically offered each semester.
The Key Center's Faculty Fellows program seeks to promote a community of practice among UNC Asheville faculty dedicated to utilizing service-learning pedagogy, community-based research, and/or public scholarship to enhance student learning and develop more democratic, reciprocal campus-community partnerships. The program is designed to increase the quantity and quality of SL-designated courses, develop faculty leadership, and advance institutional change in the effort to increase understanding of and reward for service-learning and public scholarship as meaningful professional work. Proposals are accepted at the end of each year to support projects for the following academic year.

Undergraduate Research Program (urp.unca.edu)

Director: Dr. Mark Harvey, Psychology (mharvey@unca.edu)

You probably already know that UNC Asheville prides itself on its emphasis on undergraduate research. The Undergraduate Research Program (URP) is a well-organized and well-oiled machine, and you will likely be involved in it as a student research advisor at some point.

Students who do research typically sign up for either a department-specific research course (ask your Chair) or a variable-credit 499 course in their home department. All 499 courses require the completion of a special form (available on the Registrar’s website, see http://registrar.unca.edu/sites/registrar.unca.edu/files/forms/Undergraduate_Research.pdf), which has to be signed by the student, student’s academic advisor, research advisor, and department chair.

In both the fall and spring, URP hosts an all-day research symposium; regular classes do not meet that day so that students can present at, or attend, the event. The fall symposium typically occurs the Monday after Thanksgiving break (the day before Reading Day); the spring symposium usually takes place during the last week of classes. If students wish to present at the symposia, abstracts are due approximately one month in advance. The application is online, at the URP website. Additional presentation opportunities for students include a statewide undergraduate research conference (SNCURS) in November, the national conference on undergraduate research (NCUR) in April, and two other regional undergraduate research conferences in the spring. Some are more competitive than others, but if accepted, students’ fees and travels are paid by URP.
## Faculty Development Funding

**Funding Sources for Faculty Development Activities (2013-2014 – new version coming soon)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Contact Info 2013-2014</th>
<th>Purpose of Funding</th>
<th>Details (amount, application, dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Teaching &amp; Learning</td>
<td>Melissa Himelein (<a href="mailto:himelein@unca.edu">himelein@unca.edu</a>),</td>
<td>On-campus faculty development (e.g., books for reading groups, speakers for faculty workshops)</td>
<td>Applications are accepted on a rolling basis until funding for the program is exhausted. Funding is limited to a maximum award of $400. See criteria and application at <a href="http://ctl.unca.edu/sites/ctl.unca.edu/files/Faculty_Financial_Request_form_aug13.pdf">http://ctl.unca.edu/sites/ctl.unca.edu/files/Faculty_Financial_Request_form_aug13.pdf</a>.</td>
</tr>
<tr>
<td>Curricular Enhancement</td>
<td>Gwen Ashburn (<a href="mailto:gashburn@unca.edu">gashburn@unca.edu</a>, Humanities), Jeff Konz (<a href="mailto:jkonz@unca.edu">jkonz@unca.edu</a>, Social Sciences), Keith Krumpe (<a href="mailto:kkrumpe@unca.edu">kkrumpe@unca.edu</a>, Natural Sciences)</td>
<td>Activities or projects that enhance student learning in specific courses or program/curricular areas.</td>
<td>No specific due date. Funding is limited to $750 unless funding is for a field trip, in which case additional funding may be authorized to cover faculty expenses. Download application at <a href="http://academicaffairs.unca.edu/teaching-resources">http://academicaffairs.unca.edu/teaching-resources</a>.</td>
</tr>
<tr>
<td>Deans’ Faculty Development Account</td>
<td>Jeff Konz (<a href="mailto:jkonz@unca.edu">jkonz@unca.edu</a>)</td>
<td>Special opportunities, “of unusual benefit to the university,” that support faculty professional activity (i.e., not ordinary faculty travel to conferences).</td>
<td>No specific due date. Funding is limited to $750. Download application at <a href="http://academicaffairs.unca.edu/forms">http://academicaffairs.unca.edu/forms</a>.</td>
</tr>
<tr>
<td>Engaged Collaborative Humanities Project</td>
<td>Sophie Mills CPO 2850 (<a href="mailto:smills@unca.edu">smills@unca.edu</a>)</td>
<td>Stipends, publicity, or receptions for visiting speakers; stipends or food for faculty development activities (e.g., Humanities retreats); purchase of books for reading groups; faculty travel for research or conferences. Projects that focus on collaboration and engagement between the humanities and other academic areas are encouraged.</td>
<td>Stipends between $1,500-$2,000 (plus funds for materials) will be available for up to 3 projects which promote the engaged Humanities. Applications (1-2 pages) should: (a) be submitted by November 1 to Sophie Mills; (b) clearly state the project’s purpose, participants, and significance and/or originality; (c) explain how the project will combine a traditional “humanities” field (e.g., classics, philosophy, history, Anglophone or other literature and languages) with another discipline; (d) include a brief timeline, including where the project will be disseminated and the completion date; and (e) specify a budget if funds for specific materials are requested. Project completion by the end of the 13-14 year is preferred, but is not mandatory. Preference will be given to projects which may potentially reach audiences beyond UNCA and/or communities with limited exposure to traditional humanities. Preference will also be given to applicants who did not receive a stipend last year.</td>
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<tr>
<th>Program</th>
<th>Contact Information</th>
<th>Description</th>
<th>Additional Information</th>
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</table>
| Honors Program                                         | Patrick Bahls (pbahls@unca.edu)  
http://honors.unca.edu/ | Faculty development for faculty teaching in honors. Specifics yet to be determined for upcoming year. | Contact Patrick Bahls for current information. |
| ILS Summer Workshops                                   |                                                           | Stipends for faculty participating in summer workshops related to ILS curriculum. | In recent years, 10-11 programs have been offered, with faculty stipends per program ranging from $150-$450. The summer program is announced in March, and most workshops take place in May. |
| Inquiry-ARC                                            | Lorena Russell (lrussell@unca.edu)  
http://inquiryarc.unca.edu/ | Stipends for faculty participating in Inquiry-ARC pilot program. Funding to support faculty research and professional development in the area of critical thinking. | First-time faculty participants teaching courses for Inquiry ARC receive a $1,000 stipend to compensate them for involvement in the required learning circle, workshop, and assessment. They receive $250 the second time for assessment work. Contact Lorena Russell regarding application cycle due dates. Inquiry ARC also supports faculty research and professional development in the area of critical thinking, and supports funding for faculty presentations on critical thinking. |
| Key Center for Service Learning                        | Lise Kloeppel (lkloeppe@unca.edu)  
http://keycenter.unca.edu/ | Key Center funding priorities vary. Previous purposes included funding the Key Center Fellows program (a learning community of faculty teaching service-learning designated courses), service-learning classroom experiences, and faculty and student travel to service-learning conferences. | Previous funding for Key Center Fellows consisted of a $1500 stipend and $250 for course-related expenses. Support for service-learning in courses ranged from $50 to $300. |
<p>| Mills Distinguished Lecturer Fund                      | Keya Maitra (<a href="mailto:kmaitra@unca.edu">kmaitra@unca.edu</a>) | Visiting distinguished lecturers in the Humanities. (Available only to faculty in Classics, Foreign Languages, History, Literature and Language, Philosophy, and Religious Studies.) | In 2012-2013, $2900 was available to fund visiting (guest) speakers for large lectures, classes, and/or faculty workshops. Requests for funding were due in early December. |
| Mills Faculty Research Development                     | Keya Maitra (<a href="mailto:kmaitra@unca.edu">kmaitra@unca.edu</a>) | Faculty research in Humanities, including conference travel expenses, | In 2012-2013, $2900 was available to fund 1-2 awards. Applications for funding were due in early December. |</p>
<table>
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<tr>
<th>Award for Humanities Faculty</th>
<th>books and supplies, or other professional development expenses. (Available only to faculty in Classics, Foreign Languages, History, Literature and Language, Philosophy, and Religious Studies.)</th>
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<tbody>
<tr>
<td>North Carolina Center for Health &amp; Wellness</td>
<td>Rebecca Reeve (<a href="mailto:rreeve@unca.edu">rreeve@unca.edu</a>) <a href="http://ncchw.unca.edu/">http://ncchw.unca.edu/</a> Multidisciplinary, community-engaged faculty/student team research in priority areas of NCCHW (currently childhood obesity, workplace wellness, and healthy aging) In 2011-2012, four grants were awarded with a maximum of $20,000 per grant. Applications were due in late March. Funding for 2013-2014 is uncertain.</td>
</tr>
<tr>
<td>University Research Council</td>
<td>Keith Krumpe (<a href="mailto:kkrumpe@unca.edu">kkrumpe@unca.edu</a>) (New URC Chair to be determined fall, 2013.) Faculty scholarship, typically either conference travel for presentation of research, or equipment or supplies for conducting research. The 2013-2014 total budget will be $6000, split in varying amounts among deserving applicants. Applications for funding are typically solicited in late fall or early spring, with funding released mid-spring.</td>
</tr>
<tr>
<td>University Service Council</td>
<td>Edward Johnson (<a href="mailto:ejohnson@unca.edu">ejohnson@unca.edu</a>) Service-learning projects USC Chair will send out a call for proposals in the fall, to be reviewed by the USC. The Council has $4,000 to support service activities proposed by faculty and staff. Grants usually range from $250 up to a maximum of $1,000. Contact Ed Johnson regarding application criteria.</td>
</tr>
<tr>
<td>University Teaching Council</td>
<td>Sam Kaplan (<a href="mailto:skaplan@unca.edu">skaplan@unca.edu</a>) Participation in activities that involve pedagogical innovation (e.g., design or redesign of courses, peer mentoring, attendance at pedagogy conferences) In 2013-2014, applications are due Monday, October 21st. Faculty may request up to $600 toward travel or purchase of supplies or equipment. Depending on funding availability, a second call may be issued in the spring semester.</td>
</tr>
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</table>
First Day of Class
Importance of first day: impression formation, tone for semester, motivation for class
• Study findings (Herman & Foster, 2008; Herman, Foster, & Hardin, 2010; McGinley & Jones, 2014)
• Syllabus exercise

Consider a new approach:
• The Usual: introductions/icebreaker, syllabus overview, brief introduction to class
• Possible variations (per studies): more about who you are, reciprocal interview, more active icebreaker (e.g., “find someone who...”)

First Weeks
1. Student names: Remember the importance of learning names! Some strategies: photos [OnePort can help], name tents, first day pair introductions, index cards

2. Prepare but don’t overprepare: Classic research by Robert Boice on “quick starters” – new faculty who adapt readily and experience success in both teaching and research – suggests that new faculty often spend more time than is necessary or helpful on course (and, often, lecture) preparation. Sure, being on top of one’s game is critical – but keep in mind that students aren’t empty vessels waiting to be filled with our up-to-date, critically researched, and perfectly organized information.

3. Actively seek advice about teaching: UNC Asheville has a strongly teaching-oriented culture; your colleagues will love answering your questions. If you aren’t finding answers from senior colleagues, shoot me an email or give me a call – I absolutely love this aspect of my CTL work.

Down the Road
Six Things That Make College Teachers Successful (Mary Clement, 2013, August 1, The Teaching Professor)

Study the knowledge base of teaching and learning.
You have chosen to teach in higher education because you are a subject-matter specialist with a tremendous knowledge of your discipline. As you enter or continue your career, there is another field of knowledge you need to know: teaching and learning. What we know about teaching and learning continues to grow dramatically. It includes developing effective instructional strategies, reaching today’s students, and teaching with technology. Where is this knowledge base? Books, articles in pedagogical periodicals, newsletters, conferences, and online resources provide ample help. Take advantage of your institution’s center for teaching and learning or other professional development resources.

Accept all who enter the classroom door.
Much has been written about underprepared students who enter college. Since more students attend college now than ever before, it is only rational that some are not as prepared as we might expect. Institutions are dealing with this issue, but instructors must do some rethinking about how they teach, in order to meet the needs of all learners in their classrooms. Ungraded pretests and interest inventories can be used to see what your students already know about the content you will be teaching next. Students in all classes need help learning how to learn the material. You may not have imagined that you would be teaching vocabulary in your college courses, but that may be just what your students need. Above all, students should not be berated if they don’t know things that weren’t taught in high school. Accept students where they are and help them to go forward. They need a college education!

Plan for instructional management.
For decades, college instructors never thought of classroom management as something they had to plan, but times have
changed and today’s college students need to know what’s happening. Posting a visual outline of what will be done during the class helps students follow the lesson and stay on task. Various aspects of teaching, such as distributing papers, taking attendance, and making time for students to ask questions, need to be part of course planning. Put policies in the syllabus about attendance, disturbances, cell phones, etc., and then review those policies with students. You set the tone of the class, and management procedures are needed.

Teach with a variety of strategies.
Study the literature and learn about approaches such as learner-centered teaching, guided inquiry, active learning, lecture, group work, and online discussion. Use what works best given your content and your students’ learning needs. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge. Students learn more easily when they’ve been given the rationale for what they are learning, and when they understand why the teacher has chosen certain instructional methods and learning activities.

Use assessment to inform students of their achievement.
Today’s students are used to checking their grades online so they know where they stand at any given time in the semester. Grading policies need to be clear and grading scales easy to use. Share your grading policy in writing on the syllabus and then show exactly how it works after the first big exam, paper, or assignment. Remind students that assessment is more than the assigning of a grade. Assessment helps them to understand their achievement and helps teachers meet their needs.

Keep the passion.
It is very easy to become disheartened by student complaints, lack of administrative support, budget cuts, and job insecurity. However, what is it that drew you to your discipline originally? For most of us, it was a true passion for the subject, a desire to learn all about it, and a further desire to then share that knowledge. In higher education, we have opportunities to learn, research, teach, and shape the future of our disciplines and influence the larger world through our disciplines. Successful college teachers recognize that many of today’s college students have learning needs. Taking actions like these helps them to meet those challenges successfully.

Contact Mary C. Clement at mclement@berry.edu.