

Southwestern University



RESOURCE BOOK FOR NEW FACULTY

2015-2016

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New Faculty Orientation

Wednesday, August 19, 2015
Marsha Shields Ballroom (McCombs Campus Center)
8:30 a.m. to 12:00 p.m.

8:30 a.m. Continental Breakfast and Resource Tables

A time for you to meet with other new faculty, as well as to take care of anything you've not yet done on campus related to getting settled – office keys, parking permits, post office box, W-4 forms, etc.

9:00 a.m. Introduction of SU Staff and New Faculty
(Name, teaching responsibilities, teaching experience)

9:30 a.m. Developing Teaching Strategies – Fine-tuning Your Syllabus

- Resource Guide for New Faculty
- Fine-Tuning Your Syllabus – page three of the Resource Guide; sample syllabi in Appendix I.
- Discussion of some basic issues that vary by institution – calendar, student load, accommodations, grading system, attendance policies, etc.

11:00 a.m. The Student Bill of Rights and the Honor Code

11:15 a.m. Who are our students?

11:30 a.m. Title IX and Sexual Assault Awareness

11:45 a.m. Instructional Technology

12:00 a.m. The Library and Supporting Faculty Teaching

12:30 p.m. SU ID card - walk over to the Smith Library Center to get ID

*Reminder: We need your official transcripts on file in the:
Office of the Dean of the Faculty
Southwestern University
PO Box 770
Georgetown, TX 78627*

NEW FACULTY ORIENTATION SESSIONS 2015 FALL SEMESTER

Date	Location	Topic
Monday, September 14 11:30 a.m.	Margaret Shilling Dining Room	Center for Academic Success & Records – Presenter: Dave Seiler
Monday, October 5 11:30 a.m.	Margaret Shilling Dining Room	More on the Honor Code – Presenter: TBD
Monday, November 2 11:30 a.m.	Margaret Shilling Dining Room	Sexual Violence Prevention and Awareness – Presenter: Jason Bonick

Note: We encourage you to be in contact with our professional librarians in early fall to learn more about our library and how they can help you with instruction.

Syllabi need to be on-file with your department chair.

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I. INTRODUCTION

Welcome

Welcome to Southwestern University! In order to help you navigate as a new faculty member in our community, we've prepared this resource book. The material is organized in a way designed to mirror when you might be most likely to need it. Thus, it starts with things directly related to your course design and syllabi. Next it moves to information that might help you with issues arising during the first week of classes, etc.

A library of resources

This resource book is not intended to replace information in the *Faculty Handbook*, *Student Handbook*, or *Catalog*. Those publications are your official sources for policy information. **Please remember that it is important to read through the entire *Faculty Handbook*.** Because it is a large document, and you may not yet have had a chance to read it, this resource book is designed to help you organize some of that information. You might think about developing a library of print and electronic resources. You will find the following list of resources very helpful as you join the Southwestern community:

- The *Faculty Handbook* is the official source for many policies related to faculty positions. www.southwestern.edu/offices/dean/
- The *Staff Handbook* is the official source for many policies related to staff positions, including positions with faculty rank. <http://www.southwestern.edu/live/files/2216-staff>
- The *Student Handbook* includes policies related to students. www.southwestern.edu/studentlife/
- The *Catalog* outlines academic policies (grading, absences, dropping and adding courses, requirements for the major, course descriptions, etc.). www.southwestern.edu/academics/registrar/catalog/
- www.southwestern.edu/businessoffice/ This Web site has many of the instructions and forms that you will need regularly - e.g. Check Requisitions, etc. (Several of these are found in Appendix 9.)
- www.southwestern.edu/library/ This Web site for the library includes a wide variety of tools for your teaching and research.
- www.southwestern.edu/offices/dean/ This Web site includes information on faculty development opportunities, teaching and advising awards, councils and committees, etc.

Diversity of backgrounds

New faculty members join our community with a diversity of backgrounds. Some of you have years of experience and have taught in a variety of settings. For others, this may be the first teaching job after graduate school. For yet others, you may be visiting and teaching one or two courses. The focus in this resource guide is to provide you with information that will help you no matter what your level of teaching experience. The guide highlights aspects of Southwestern that may be unique.

Please provide us with feedback

Each year we update this information, so if you have ideas for other helpful information for inclusion, please let us know. Please contact Julie Cowley (cowleyj@southwestern.edu, x1510) in the Office of the Dean of the Faculty with suggestions.

II. COURSE INFORMATION AND LOGISTICS

Book Orders

You are receiving this resource book as the semester is about to start. Thus your books have likely already been ordered. If your books are ordered, all of this information applies to future semesters. Books are ordered through the Southwestern University Bookstore, operated by Follett Higher Education Group. Generally, books for the fall and summer sessions are ordered by April 1 and books for the spring semester are ordered by November 1. The Bookstore can get books more quickly than this, but generally, the books are more expensive because they cannot order in bulk and cannot get used copies. You will receive a reminder e-mail from the Bookstore, along with some specific policies. Books can be ordered on the bookstore website, www.southwestern.bkstr.com using the Online Adoption tool. You will need to create a username and password as well as enter a one-time Institutional passcode of “1254”. This tool will allow you to search for titles and submit orders and will keep an active order history for you to review each semester.

If you prefer, you can also complete a form and send it via campus mail or email bookstore@southwestern.edu. To order examination copies, you need to contact publishers directly. The publishers often require that you write to them on University letterhead. A booklet with contact information for most publishers is available from the Southwestern University Bookstore.

Sometimes it is preferable to put together a course packet. This requires more preparation as it often takes over a month to gain copyright permission. If you prefer this option, provide the Southwestern University Bookstore with the articles and handouts, as you want to see them arranged, approximately six weeks before needed. Your contact in the Bookstore will help you select various options, such as cover color and binding type. They will arrange pricing and delivery to the printer. They will also arrange for copyright permission for each article. Once copied, they will sell them in the Bookstore and provide you with a single copy. It is wise to get an estimate of the cost to students before the order is placed.

Course Design

A number of resources can be very helpful as you work on course design. One very useful book is *Teaching Tips* by W.J. McKeachie—it will probably give you many ideas as you design your course(s). Many disciplines in a liberal arts setting like Southwestern aim to encourage the development of research skills in our students. One source that can be helpful in thinking about this is *Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices*, ed. by K.K. Karukstis and T.E. Elgren. The next section of this resource book focuses upon your syllabus, and highlights issues that may be unique to Southwestern.

Your Syllabus and Course Information

Prior to the start of the academic year, the Dean of the Faculty will distribute a memo describing the required components of syllabi. Syllabi of every course you teach are turned in to your department/program chair to be kept on file. The following checklist includes Southwestern policies that may directly affect how you fine-tune your syllabus.

Fine-Tuning Your Syllabus

Syllabi vary considerably by discipline, teaching philosophy, level of course, and university/college setting. This should provide a checklist for examining your syllabus before you have it copied.*

Contact Information:

- Your name
- Your department
- Your office number
- Your office phone number (Indicate your norms for returning calls.)
- Your e-mail addresses (Indicate how you prefer to be contacted.)
- Your office hours (Do you also allow drop-ins?) (Faculty members are required to announce and post office hours—see “Some Southwestern policies...” in this section.)
- Use of the Web for course information? (See Section VI for information about Moodle.)

Basic Information:

- Name of the course; course number (See “Some Southwestern policies...” in this section.)
- Semester
- Meeting times and places (See “Some Southwestern policies...” in this section.)
- Objectives/Student Learning Outcomes of the course (See “Course Goals and Objectives” for more information about course objectives.)
- Texts and assigned readings (required; suggested; where available; on reserve?)
- General outline of the course
- Specific outline of the course, with readings, assignments, due dates, etc. – double- check the calendar against the University Calendar; does it conform to the Student Bill of Rights? (See the “Student Bill of Rights” later in this section.)
- Some things you might want to note on your calendar: Classes are not in session during the fall on Labor Day, Fall Break, or Thanksgiving (Wednesday – Friday) and they are not in session during the spring on MLK Day, Good Friday, or Spring Break. The 2016 Research and Creative Works Symposium is held on April 12. Classes will not be in session on that day to allow the students to participate and attend the symposium. The Academic Calendar, as well as a lot of other useful information, can be found on the Southwestern University Web site (www.southwestern.edu/calendar/). Also, see Appendix 5.
- Absences due to Religious and Cultural Traditions. Each year the University Chaplain’s Office will distribute a list of major religious holidays. Even before that, while you are developing your syllabus, you will want to be aware of major religious holidays that may affect your students. Appendix 12 includes a list of some of the major religious holidays. For example, this year Rosh Hashanah begins at sundown on September 13 and Yom Kippur begins at sundown September 22. All syllabi should include the following policy on Absences due to religious and cultural traditions:

Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances: As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed. The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

- Note that the “normal” student load at Southwestern is 4 courses (16 credits). Some students have a higher load due to labs, ensembles, etc.

- A statement about accommodations for student disabilities (an example, provided by the Center for Academic Success and Records, is provided at the end of this section).
- You might also want to include information about the resources available at the Debby Ellis Writing Center (Mood 306).
- The final examination schedule is posted on the Southwestern University Web site at www.southwestern.edu/academics/registrar/calendar.php, if you want to include this on your syllabus. This schedule generally cannot be modified. (More information about final examinations can be found later in this section.)
- During the Spring Semester only, senior grades for May and August grads are due early (by 12:00 p.m. May 3 – this is Tuesday in the week of final exams). Thus, you will need to arrange with all seniors for them to take their finals (or complete final papers, etc.) early. It is not common practice to let seniors “skip” the final examination.

Evaluation

- Explicit information on how grades will be determined
- Use of + and - grading. You should let students know what the cut-offs are for earning each grade. (More information about grading at Southwestern, including the assignment of “Incomplete”, and the use of P/D/F can be found later in this section.)
- Explicit attendance and participation policy for the course. Putting your attendance policy in writing on the syllabus is critical. Although the University has a policy that allows faculty to withdraw students for lack of attendance through the ninth week of classes, it cannot happen unless you specifically state your attendance policy. (Information on the University policy on excused absences is found later in this resource guide and can be found in the *Faculty Handbook*.)
- Explicit information about the University policy on involuntary withdrawal from classes. (More on this is found in the *Catalog*, and later in this section.)
- Clear guidelines on late assignments.
- Information about any required activities outside the normal class period, like field trips, lectures, performances, etc. Note – if you are taking a field trip, you need to have the dates written in your syllabus - particularly if the field trip will require missing other classes. (Additional important information about field trips can be found later in this section.)
- Quizzes, exams, etc. (Make-ups? State your policy.)
- Projects, assignments, papers (Honor Code, group vs. individual grades, make-ups, etc.). (More information about the Honor Code can be found in the *Faculty Handbook*, and later in this section.)
- Night exams – Some faculty elect to give their exams in the evening rather than during the regularly scheduled course time. The rationale is typically to allow students a longer time period than the 50 or 115-minute time block of most classes. The disadvantage of including night exams is that they frequently conflict with other student activities or classes, such as orchestra, theatre, or chorale. If you are going to have night exams, you need to make this information available during the registration period AND you need to have the information in your syllabus. In addition, you need to be flexible with your students who have other class-related obligations.

Norms for the course:

- Information about the Honor Code, plagiarism, etc. See the *Faculty Handbook*.
- Any other specific rules or guidelines for students related to the course and how it is structured-ground rules for discussion, etc.

Sample statement about accommodations for students with disabilities for inclusion in course syllabi:

“Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should contact the Center for Academic Success and Records to determine their eligibility to receive accommodations”.

*Chapter 2 (“Countdown for Course Preparation”) in Wilbert J. McKeachie’s *Teaching Tips* provides some very useful advice for preparing the syllabus and your course. Sample syllabi are in Appendix 1 of this publication, and an article from *The Chronicle of Higher Education* entitled “If Your Syllabus Could Talk” may be found in Appendix 14.

Here are some things you might want to keep in mind as you plan your course.

Some Southwestern policies that may affect your syllabus

(These are listed in the order that they appear on the preceding checklist.)

Office Hours

Faculty members are required to announce and post hours that they will be available to students in their offices. The general expectation is that you set three to four hours each week and have an avenue available for students to set other times by appointment. Some faculty members prefer to have an open door policy. Talk to colleagues about the pros and cons of this decision. It is also good to talk to members of your department about “departmental culture” in this regard.

Course Numbering

The course numbers at Southwestern University are two digits followed by a hyphen and then three digits. The first two numbers represent the department or area. The first number following the hyphen may indicate whether the course is upper-level or not. (A number of 0 or 1 usually indicates lower level.) The third number following the hyphen indicates the number of credit hours that the course earns. For example, 16-314 is an upper-level history course earning 4 credits.

Class Meeting Times

Classes at Southwestern University are typically 4 credits. The weekly course schedule is available on the Record’s Office Web site (www.southwestern.edu/academics/registrar). A copy of it is also included in Appendix 2. You should also refer to the document “Scheduling Courses and Other Academic Activities which outlines policies for scheduling course activities between 5:00 p.m. and 7:30 p.m. This document is also included in Appendix 2.

Distribution Requirements – General Education

See the *Catalog* for detailed curriculum information and to determine if your course satisfies a general education requirement. In general, the distribution requirements include at least 2 courses (6 credits) from the Humanities Division, at least 2 courses (6 credits) from the Natural Sciences Division, at least 2 courses (6 credits) from the Social Sciences Division, 1 course from Math (3-4 credits) or 1 course from Computer Science (3-4 credits), 1 course from Lab Science (3-4 credits), 1 course from Intercultural Perspectives, which helps students to understand and interrogate their relation to the world (3-4 credits) and 1 course from Social Justice, which allows students the opportunity to understand how difference is used in the maintenance of structures of power and inequality (3-4 credits) and at least 2 courses (6 credits) from the School of Fine Arts.

Course Goals and Objectives

It is important to think about your goals and objectives, and determine the best methodology to meet those goals. You will also want to have conversations with others in your department about how your course will fit in with the existing curriculum. Some courses, for example, may be designed to work toward specific student learning outcomes that are listed in the department assessment plan. Other

courses fulfill distribution requirements (see above). McKeachie, Chapter 2, can be useful in helping you think about course goals and objectives.

Student Bill of Rights

Southwestern University has a Student Bill of Rights that may directly affect some aspects of your syllabus and your course. The full text is found in the *Faculty Handbook*. This subsection is reprinted from that source.

A.In the Classroom

Course Syllabus – At the beginning of every course, faculty members shall provide the students with a course syllabus containing the following basic pieces of information: a. attendance policy (including the policy on Absences Due to Religious and Cultural Traditions), b. grading policy (e.g., what percentage tests, papers, attendance, class participation, etc. count toward the course grade), c. required activities outside the normal class period (including tests, lectures, field trips, performances, and other events). These activities must be scheduled in accordance with the Scheduling Courses and Other Academic Activities Policy posted on the Office of the Dean of the Faculty website (<http://southwestern.edu/offices/dean/forms.php>). Students should be advised of revisions to the syllabus in a timely fashion; any syllabus changes that concern attendance policy, grading policy, or required activities outside the normal class period must be done in writing, with a copy sent to the department or program chair.

Announcement of Tests, Papers, and Projects in a Regular Semester – All tests worth 10% or more of the final course grade shall be announced at least one week before they are administered. All papers and projects worth 10% or more of the final course grade shall be announced at least three weeks before they are due.

Return of Assignments to Students – All tests, papers, and projects shall be graded and made available to the student no more than three weeks after the assignment is turned in. No test worth 10% or more of the course grade shall be administered until at least one class period after the previous test worth 10% or more of the final course grade has been graded and made available to the student. No paper worth 10% or more of the final course grade shall be due until at least one class period after the previous paper worth 10% or more of the final course grade has been graded and made available to the student.

Reading Load/Major Assignments at the End of a Regular Semester – No more than 20% of the total reading load for the course shall be assigned during the last two weeks of the regular semester. No assignment worth 20% or more of the final course grade shall be initiated in the last full week of the regular semester. (In this context, an assignment is considered "initiated" when it is both assigned and students have gained the information, knowledge and skills necessary to be capable of beginning the assignment or studying/preparing for another form of assessment).

Teacher Tardiness to Class – Students may leave after they have waited ten minutes for a faculty member who is late for class. If the faculty member has notified the class that he or she will be late and requests that the students wait for his or her arrival, the ten minute limit does not apply. This rule does not apply to final examinations. Students shall wait for the faculty member to arrive or until notice is received that the examination is cancelled.

B.Procedure

Should a student have reason to believe that the "Academic Rights for Students" has been violated, the student should request a conference with the faculty member involved, within 14 days of the alleged violation. If no informal resolution between the student and the faculty member can be reached, the

student should meet with the faculty member's department chair. If no resolution is reached after meeting with the department chair, the student then requests a conference with the Associate Director of Academic Success. The Associate Director shall evaluate the alleged violation and advise the student about his or her academic rights and try to affect an informal resolution between the student and the faculty member involved.

If no satisfactory settlement is reached at this level, the alleged violation may serve as a basis for grade appeal. The student should follow the procedure for Appeal of Grades as stated in the *Student Handbook* and the *Faculty Handbook*.

Approved by the Faculty on April 27, 1993 and amended on January 22, 2013

Final Exams, Final Exam Schedule, and Study Days

All courses at Southwestern University are required to have some sort of final evaluation. This may entail a comprehensive exam, other exams, a major paper, or some other sort of final project. The schedule for final exams is listed on the Web at: www.southwestern.edu/academics/registrar/calendar.php. Study Days include the weekend following the last day of class and preceding the start of finals weeks. No activities (curricular or extra-curricular including tests, finals, make-up work, etc.) requiring student participation are scheduled during Study Days.

Grading

Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are awarded (you do not have to use the plus/minus system). A general description of each is given in the *Catalog*. You are required to state your grading policy clearly in your syllabus. Some courses are designated as P/D/F; in this case, grades ranging from A+ to C- earn a "P".

Incompletes

The grade of "Incomplete" shall be given only in the case of a medical emergency or some other emergency situation beyond the student's control. The grade of "Incomplete" may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student's signature, must be submitted to the Center for Academic Success and Records (CASAR). If a student is unable to provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 p.m. on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records. (*Faculty Handbook*)

P/D/F

Students may elect to take up to 16 credits of courses on a Pass/D/Fail basis, at their discretion during their junior and senior years. This does not count courses that are only offered P/D/F. Courses taken to fulfill the distribution requirement or courses taken towards a major, minor, university requirement for a degree, or fulfilling the general education requirement cannot be taken on a P/D/F basis. Students need to register this preference at registration OR within the first five weeks of class. **The procedure after registration is to use an Add/Drop card and drop the graded course while adding the P/D/F course.** The instructor's signature is required for this change. After the first two weeks of classes, the advisor's signature is required on the card. The rationale behind the policy is to allow students to sample electives that they might not feel they have the proper background for as part of broadening their education. The intention is not so students can "take it easy."

Excused Absences

It is expected that students attend all regularly scheduled classes for which credit is granted. You should have a very specific attendance policy included in your syllabus. In the case of extended illness or other emergency, the Center for Academic Success and Records notifies faculty members by e-mail, voice-mail, or in writing. It is then up to the faculty member to decide whether the situation justifies an excused absence. For more information on this, see the *Student Handbook*. Students who are absent from class because they are participating in intercollegiate athletics, class-related field trips, ensemble tours, interviews at graduate schools, or faculty-sponsored attendance at professional conferences will be excused from classes (the specific policy is available in the *Student Handbook*). It is the responsibility of the student to inform you before the event and to work with you to determine how the work will be made up. For these types of excused absences, you should receive a notice from the Center of Academic Success and Records or from the Dean of Students Office prior to the event. The Religious Holidays Absence Policy states that students are to notify their professor(s) as far in advance as possible if they will miss class due to the observance of a cultural or religious holiday. The student is then expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed. For a full copy of this and other policies related to religious observances, please go to,

www.southwestern.edu/offices/spiritualandreligiouslife/ and click on “Policies” and/or Appendix 10 of this publication.

Involuntary Withdrawal from Classes

As noted in the *Catalog*, “When, prior to the last day to drop courses (after the 10th week of class), excessive absences, as defined by the instructor in the course syllabus and the University Excused Absence Policy, jeopardize a student's work in any course, the instructor may request that the Records drop the student from the course. After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an F. Students will be notified of this action by the Records Office.”

Field Trips

Some courses have required field trips. If you are scheduling a required class field trip that meets outside of your regularly scheduled class, you should include the requirement in the online course description, and you need to have the dates and expectations listed in your syllabus. You should ask the Center for Academic Success and Records to send an e-mail to the students’ faculty members that lists the students who will be on your trip and explaining their absence. The ultimate responsibility for informing other professors and making up missed work lies with the students. Be sure that they are aware of this. If you are planning on taking University vans or cars on your field trip, you need to reserve these well ahead of time with Helyne Knauth in the Physical Plant. NOTE: In order to drive a University vehicle, you must take and pass a short course and exam and have completed a driver’s license check. Sign-ups for the course can be done through Derek Timourian (x1665). Paperwork to conduct a driver’s license check is done through the Campus Police Department.

Honor Code

Southwestern University operates under an Honor Code. You will want to include a reminder of this on your syllabi. In addition, all independent work (including exams) should have the following pledge written and signed at the end of the work: “I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.” Because of the Honor Code, there shall be no deliberate proctoring of exams. However, the person giving the exam may enter the room and remain in the room as he or she sees fit. Faculty may require students to sit in alternate chairs of a row and in alternate rows, if desired. As soon as the exams or assignments are received, the faculty member should check to see if the pledge has been written and signed. If not, you should contact the student for an explanation

as soon as possible. Any irregular work should be reported immediately to the Dean of Students. The Constitution of the Honor Code, as well as specific procedures for a hearing before the Honor Code Council Hearing Board and Non-Judicial Resolutions, are included in the *Faculty Handbook*. One of the more common violations of the Honor Code involves plagiarism. You may want to include specific information about plagiarism in your syllabus. (The official University policy on plagiarism is found in the *Faculty Handbook*.) If a suspected act of academic dishonesty occurs on a final examination or final paper, you should assign a grade of “X” on the Grade Sheets that you turn in to the Records Office. You will also need to include a form explaining the nature of the problem, and agreeing to submit the grade in a timely manner. (You will be able to assign a grade following resolution of the academic dishonesty case.)

III. A FEW OTHER THINGS ABOUT THE CURRICULUM THAT MAY HELP YOU UNDERSTAND WHERE YOUR COURSE FITS IN RELATION TO UNIVERSITY-WIDE PROGRAMS

First-Year Seminar (for first year students) and Advanced-Entry Seminar (for transfer students)

First-Year Seminar (FYS) and Advanced-Entry Seminar (AES) is a required course for all entering first-year and transfer Southwestern University students. Seminar topics are determined by participating faculty. Each seminar has up to 18 students. Students begin their FYS/AES work during the summer and start attending their seminar during the New Student Orientation in the week before classes begin. Once regular classes start, they continue their seminar during Tuesday/Thursday either at 8:30 a.m. or 10:00 a.m. The FYS and AES course continues through the seventh week of classes. Particularly if you have a lot of first-year and transfer students in your course, you may want to think about the fact that they will have final papers/projects/exams for this course during the seventh week of the semester, just before fall break. It may be unwise to schedule major assignments due at this time.

Faculty are given the opportunity to apply to be part of the FYS/AES program each fall. In order to apply, you will need to submit a proposal of a course you'd like to teach that includes how this proposed course will fulfill the goals of the First-Year Seminar and Advanced-Entry Seminar. Contact Julie Cowley, Associate Vice President for Academic Affairs, (cowleyj@southwestern.edu, x1510) for more information.

Paideia

Southwestern provides an educational experience that is interdisciplinary, integrative and intentional. This approach to education is called "Paideia," a word the ancient Greeks applied to an approach to education that was holistic in its scope and that prepared students for a life of productive citizenry. Paideia is being transformed. The new version of Paideia is required for all incoming students starting in fall 2014.

Paideia helps students to connect different classes and departments in ways they never knew possible. They collaborate with other students, faculty and staff on projects centered on a particular theme. Students will have the opportunity to participate in civic engagement and intercultural learning experiences that allow them to apply their new found knowledge beyond the classroom. Three interconnected courses (a "cluster") followed by a team-taught interdisciplinary Paideia Seminar, will further help to connect the dots. The seminars provide the opportunity for the student and their "cohort" to reflect on their clustered courses and explore how their interdisciplinary experiences relate to their major.

For more information on Paideia go to <http://www.southwestern.edu/paideia/>

IV. MATERIAL THAT YOU MAY FIND USEFUL DURING THE FIRST FEW WEEKS OF CLASSES

First Day of Class

The first day of class is a time for you to distribute the syllabus and to have a conversation about the content and expectations for the course. You should be very specific about going over your course policies and reminding students of relevant University policies at this time. Many faculty also dig right into the material on the very first day. McKeachie, Chapter 3, has some helpful information about the first day of class.

Add/Drop of Classes

Once registered, students may modify their schedules with the appropriate approvals—signatures or other means as specified by the Records Office. Addition of courses is subject to approval by the instructor or academic department offering the course. Students may drop a class through the 10th class day without any approvals by completing the transaction form used by the Records Office. After the 20th class day, approvals from the instructor and academic advisor are required.

Change of Registration (add/drop) cards are available in the Records Office. Online adds and drops will also be available within certain windows of time. Students who stop attending a course without following the procedures outlined above receive a grade of “F” for the course.

Students may add courses through the second Wednesday of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth week through the end of the 12th week of classes, students may drop courses with a record entry of “W”. The “W” will appear on the students’ transcripts but will not be counted as part of his or her academic grade point average. After the last day of the 10th week of classes, students may not drop courses. All deadlines are at 5:00 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

The Add/Drop Dates and Procedures, along with copies of several forms from the Records Office, are included in Appendix 3 of this Resource Book.

Academic Warning System for All Students

Each semester the Office of the Dean of the Faculty coordinates the Academic Warning System (AWS) for all students. The goal of the program is to identify students who are struggling in a course and to refer them to the variety of resources available on campus. Faculty identify students through WebAdvisor and provide notations about the nature of their concerns. Students identified through the system receive an immediate e-mail containing helpful information about available campus resources. The online system is available throughout the semester.

Privacy of Student Records (FERPA)

It is against federal law for you to share any student information other than “directory information” with anyone but the student unless you have the written consent of the student. This means that you cannot discuss academic information with parents or others. You cannot post academic information with any personally identifying information such as social security numbers or parts of social security numbers. You may share information with University officials on a “need to know” basis. If parents do call, you can discuss general course information, such as the syllabus, but you should not share grade information without written consent from the student. It is always a good idea to include students in the same

conversation so that all parties hear the same message. If in doubt about conversations with parents, consult Kim Morter, Assistant Dean for Academic Success and Director of Records (morterk@southwestern.edu, x1186). FERPA questions should be directed to the Records Office.

V. INFORMATION THAT WILL BE IMPORTANT LATER IN THE SEMESTER

Course Evaluations

There is a single form to use for teaching evaluations. A copy of this form is reprinted in Appendix 4 of this publication. About two weeks prior to the last day of class, you will receive a packet of evaluations along with instructions for administering them. In general, you need to allow approximately 20 minutes of class time in order for students to complete the forms. You should leave the room and have a student collect the forms and turn them in to the Office of the Dean of the Faculty. Once they are received in the Office of the Dean of the Faculty, electronic files will be created. Evaluations will be emailed to faculty within two weeks after the final grade deadline. The completed forms will be used in the University's routine faculty evaluation process.

Mid-Semester Evaluations

In addition to the standard course evaluations that are used by the University at the end of each semester, you may find it useful to do some type of mid-semester evaluation in your course. This can be very helpful in terms of gauging the learning that is happening up to that point. You may discover things that can be improved or modified for the remainder of the semester. Appendix 4 includes information about mid-semester evaluations, including several possible formats for collecting feedback from students in your classes.

Information Services (IS) Division Department Liaisons

Information Services provides liaisons to all academic and administrative departments. The definition of a liaison is a person who helps organizations or groups work together and provide information to each other. Each of the liaisons is charged with meeting with representatives of their respective academic or administrative department at least once a semester to discuss needs for library and technology resources, share information about services and programs, and to learn about plans and activities of the department.

Engagement and Education

- Liaisons serve as a primary IS link to department/program faculty and staff, taking the initiative to facilitate ongoing communication about resource and service needs.
- Liaisons help educate faculty and staff about issues of scholarly communication, open access, institutional repositories, and digital collections.
- Liaisons help educate faculty and staff about policies and practices regarding appropriate use of technology, copyright, confidential information and intellectual property.

Resource and Services

- Liaisons use their knowledge of the academic program and administrative functions to acquire and maintain an appropriate set of library resources and technologies, as well as develop services and programs to support the academic and operational activities of the university.
- Liaisons actively participate in joint projects to define, review and adjust the set of university library and technology resources available to support the academic program and administrative operations of the departments.

Liaisons – Academic Departments & Programs

Administrative Departments & Programs

Animal Behavior	Amy Anderson		Academic Success & Records	Jennifer O'Daniel
Art & Art History	Katherine Hooker		Admissions	Jennifer O'Daniel
Biology	Amy Anderson		Athletics	George Godward
Chemistry & Biochemistry	Amy Anderson		Business Office	Laura Gatlin
Classics	Jason Dean		Career Services	Trish Aiken
Communication Studies	Carol Fonken		Financial Aid	George Godward
Economics and Business	Theresa Zelasko		Health Services	Laura Gatlin

Education	Theresa Zelasko		Human Resources	Trish Aiken
English	Carol Fonken		Institutional Research	Jennifer O'Daniel
Environmental Studies	Amy Anderson		Intercultural Learning	Laura Gatlin
Exercise & Sports Studies	Theresa Zelasko		Physical Plant	Trish Aiken
Feminist Studies	Joan Parks		Post Office	George Godward
History	Carol Fonken		Dean of the Faculty Office	Laura Gatlin
International Studies	Hong Yu		Residence Life	Laura Gatlin
Kinesiology	Amy Anderson		SUPD	George Godward
Latin American Studies	Joan Parks		University Relations	Trish Aiken
Math & Computer Science	Hong Yu			
Modern Languages & Literature	Carol Fonken			
Music	Katherine Hooker			
Philosophy	Jason Dean			
Physics	Hong Yu			
Political Science	Joan Parks			
Psychology	Joan Parks			
Race & Ethnicity Studies	Joan Parks			
Religion	Jason Dean			
Sociology & Anthropology	Joan Parks			
Theatre	Katherine Hooker			

VI. ACADEMIC SUPPORT RESOURCES FOR FACULTY

Moodle

Southwestern uses Moodle as its Learning and Content Management System (LMS/CMS). Features include creation of online content with text, images, video and audio. Moodle also provides online delivery of quizzes/exams, forums, grade book with secure student access to grades assignments submissions, choice of different languages, and calendar for assignments, projects and upcoming events. The Research and Digital Scholarship group conducts Moodle workshops and walk-in sessions throughout the year. Announcements of the dates and times are sent through email and campus notices.

Queries about Moodle may be directed to Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu.

Google Apps for Education

Southwestern is a Google Apps for Education campus and this suite of apps is available to all faculty, students and staff. Features include the ability to collaborate on documents, spreadsheets and presentations with your students and colleagues, creation and delivery of surveys, questionnaires and data collection tools, interactive video web presentations/meetings/conferencing to bring remote guests into your classrooms and interact with students at other institutions, and your YouTube page for organizing video content. The Research and Digital Scholarship group conducts Google workshops and walk-in sessions throughout the year. Announcements of the dates and times are sent through email and campus notices.

Queries about Google may be directed to either Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu or Theresa Zelasko, Research and Instruction Librarian at zelaskot@southwestern.edu.

Library Academic Support

The Information Services web site does a good job of describing the many services provided by the Library. If you are planning an assignment utilizing library resources or digital technologies, you would benefit from collaborating in advance with one of the Research and Digital Scholarship professionals. RADS provide in-person and online research support as well as an instructional program covering a wide range of topics related to the research process, and will be happy to work with you to meet your goals. More information about library research support can be found at <http://www.southwestern.edu/infoservices/departments/research/>.

Get It! is a single service for both interlibrary loan and library acquisition requests. With Get It!, you can click directly on a link from our online catalog, WorldCat Local, to request either an interlibrary loan or library acquisition for any book, CD, DVD, score, or article that you identify using WorldCat Local. More information about library acquisitions can be found at

http://www.southwestern.edu/infoservices/departments/libraryresources/links_for_faculty.php.

Each academic department or program has a library liaison who is responsible for the collection in that discipline and for helping faculty with acquisitions. Please also feel free to call on your library liaison with questions.

Audiovisual Needs

Most classrooms at Southwestern are equipped with a variety of AV equipment. You can find exactly what is in each classroom online: <https://goo.gl/LVAqS9> and find instructions online: <http://goo.gl/zVHzQm>. If you require additional equipment, or have problems or questions about the equipment, you may arrange for help by calling x7333 (or (512) 819-7333), emailing infodesk@southwestern.edu or looking online at <http://southwestern.edu/infoservices/departments/av/>.

You can reserve additional equipment by first clicking on “Equipment” and then “Reserve A/V Equipment Online.” It is best to make your reservation at least two business days in advance. If you are experiencing problems operating the equipment, please, call the InfoDesk at x7333 (or [\(512\) 819-7333](tel:5128197333)). They can usually walk you through a solution or come to your classroom immediately. ALWAYS prepare backup methods of presentation and arrive early to ensure everything is in working order. Stuff happens.

Center for Academic Success and Records (CASAR)

The Center for Academic Success and Records provides students with comprehensive, individual academic support. Students are encouraged to visit with an adviser in Academic Success and Records for assistance with time management, study skills, concern about individual academic performance and motivation, and for information about academic policies and procedures. The Center for Academic Success and Records also coordinates services for students with disabilities who need academic accommodations in specific courses, program modifications, or other academic assistance. Please call x1952 for more information or to make an appointment with an Academic Success and Records adviser. The Records Office coordinates all aspects of registration, records, transcript evaluations, room scheduling, degree completion and the University *Catalog*.

Students with Disabilities

Students with disabilities are encouraged to register with the Center for Academic Success and Records as soon as possible or at least two weeks before accommodations and services are needed. If the disability has not been officially diagnosed, the Center for Academic Success and Records can assist the student in finding professionals for the testing. The University does not conduct testing. If the student already has the appropriate documentation, the Assistant Director of Academic Success will assist the student in determining the appropriate accommodations and in issuing an accommodation notification to the appropriate professors. Common accommodations may include, but are not limited to: extended-time testing, reduced-distraction testing, and note-takers in the class.

Web Advisor

Web Advisor is an online tool that is used for Web registration, advising, checking course rosters, and submitting final grades (with approval from the Records Office). Before using Web Advisor, you will need to obtain a user ID and password at New Faculty Orientation. Web Advisor is accessible through the SU portal.

VII. FACULTY RESOURCES

Administrative Assistants – Faculty Support

There are four administrative assistants available to help you with your work. They are generally assigned based on your building location. They are mostly used for duplicating of material (with prior notice), for helping to arrange for speaker and candidate visits, and for other types of support work. You should have a conversation with the administrative assistant assigned to your building to find out about the other assistance she can provide. Refer to Appendix 5.

Faculty Funds for Teaching, Research, and Travel

Internal funds are available for travel to professional meetings, research projects, curriculum development, and collaborative research with students. Application dates are printed on the Office of the Dean of the Faculty website at www.southwestern.edu/offices/dean. Questions may be directed to Alisa Gaunder, Dean of the Faculty (x1418) or Ken Mello, chair of the Awards and Honors Committee (x1964).

External Grant Seeking

If you are thinking of applying for an external grant, or if you would just like to explore potential sources of funding for your scholarly work, contact Larkin Tom, Director of Foundation Relations, (toml@southwestern.edu, x1432) or John McCann (mccannj@southwestern.edu, x1233) for an individualized consultation. Also, be sure to review the grants Web site at www.southwestern.edu/offices/dean/grants/. This resource lists upcoming deadlines and general information on grants and foundation opportunities by academic discipline.

Brown Working Papers

The Brown Working Papers in the Arts and Sciences is a series of unpublished (at the time of submission) professional papers from current and former SU faculty and students and staff. To date, these have primarily been drafts of articles or book chapters that are on their way to completion (or under revision) and conference papers. These papers are advertised on our Web site and in search engines, and interested parties can either download copies from there or contact Dirk Early, Professor of Economics and Associate Dean of the Brown College of Arts and Sciences, to receive a hard copy (in a specially designed cover). “Publication” in this series in no way precludes publication elsewhere – the hope is actually just the opposite.

The University does not retain any sort of rights to this material; the copyright remains unquestionably with the author. The University is only providing the resources to make such scholarship available to others in the academic community and beyond. The author retains complete rights to and control over their work. Every author is also provided with five (5) copies of the paper. To view Volumes 1 – 8 (as well as a special issue), go to www.southwestern.edu/academics/bwp/index.php. During the academic year, many of these papers are presented by their authors in afternoon talks. For more information about either the papers or the talks, please feel free to contact Dirk Early, earlyd@southwestern.edu.

Associated Colleges of the South (ACS)

Southwestern University is a member of the Associated Colleges of the South consortium. The consortium is very active. The Presidents and Deans of the member institutions meet several times a year to discuss issues in higher education. Faculty members from the ACS are eligible for disciplinary-based programs (e.g. women’s studies, environmental studies, Latin American Studies), technology workshops, teaching and learning workshops, and travel abroad. A newsletter is sent electronically to all faculty, and the ACS Web site is available at www.colleges.org.

VIII. FACULTY CONCERNS

Establishing and maintaining your tenure file

In your second, fourth, and tenure review years, tenure-track faculty will be asked to submit your “professional file,” a collection of your teaching, scholarship, and service work from Southwestern University. You should begin talking to your department chair once classes get underway as far as what should be included. Common elements usually include: a copy of your current *curriculum vitae* (a sample, fictional *c.v.* can be found in Appendix 7), syllabi, samples of assignments, abstracts or manuscripts, proposals for research, and evidence of participation in the community (Southwestern and beyond). Your professional file should also contain copies of your Annual Report. At each review you will also include reflections on your teaching, scholarship, and community service. These files are maintained by you, but are filed in the Office of the Dean of the Faculty. The files are reviewed annually by the appropriate associate dean, members of the Faculty Status Committee, or your department chair. Careful organization of the file facilitates the reading and synthesis of your file. Samples of the Annual Report are included in Appendix 8.

Availability of Curriculum Vitae

To allow faculty to see the range of professional activity and achievement of tenured members of the teaching faculty, the Dean of the Faculty will keep a folder containing curriculum vitae, which will be available to the Southwestern community and updated annually.

Faculty Evaluation

A report on guidelines for evaluation is included in Appendix 7. Pre-tenure faculty members have two comprehensive reviews (years two and four) prior to the tenure review. Reviews for years one, three, and five are conducted by the department (or program) chair.

Current Faculty Status Committee practice is also described in Appendix 7. The purpose of including this here is to unlock what might seem like a mysterious process. As noted above, Appendix 7 also includes a fictional sample *Curriculum Vitae*, illustrating both the format and content of types of things you would include in the *c.v.* that you prepare for your professional file. This was developed by members of the Faculty Status Committee.

At the end of their first year at Southwestern, a meeting is held with the tenure-track faculty member, their chair, and the appropriate academic dean. This meeting is to discuss the expectations for tenure and promotion specific to their department. This meeting is not an evaluation of the faculty's work. Instead it is designed to further clarify the tenure review process, in particular, how Southwestern differentiates between professional activities and professional achievements.

Committees and Campus Governance

During the first year of a tenure-track appointment, you will not be assigned to serve on any committees. As the year progresses, you may be asked to sit on ad hoc committees or search committees. It is expected that you are free of committee work during your first year. You should discuss any requests for committee service with your department chair; do not feel obligated to serve on committees during your first year. The one exception would be if your own department is conducting a search – you should participate in this. Following months of work by the Governance Reform Task Force with faculty, student, and staff representation, Southwestern faculty approved a new committee structure in the spring of 2014. The coordinating committees are Curriculum, Faculty Steering, Staff Steering, Strategic Planning and Budget, and Student Government Association. The approved New Committee Structure document is available on the Dean of the Faculty's Office Web site. Committees are either elected or appointed. During the late spring, tenured and tenure-track faculty will be asked to give your preferences for appointed committees.

During your second year, you will serve one committee – usually one that you named as one of your preferences.

Policy changes brought forward by the various committees are voted upon at faculty meetings. Faculty meetings are held in the McCombs Center at 11:30 a.m. on the fourth Tuesday of the month. The agenda for the meeting (and minutes from the preceding faculty meeting) are circulated via e-mail. It is expected that full-time Southwestern University faculty will attend faculty meetings. Part-time and visiting faculty members are encouraged to attend. Policies regarding voting in faculty meetings are explained in the *Faculty Handbook*. The meetings are generally led by the President and include reports from the President, the Dean of the Faculty, and the various committees. The meetings are scheduled for one hour.

Areas, Departments, and Schools

The Dean of the Faculty is the Chief Academic Officer for the campus. Southwestern University is divided into two academic areas: The Sarofim School of Fine Arts and the Brown College of Arts and Sciences. The Sarofim School of Fine Arts includes the departments of art and art history, music, and theatre, and has an associate dean. The Brown College of Arts and Sciences is divided into three academic areas, each having an associate dean: the Humanities, the Natural Sciences, and the Social Sciences. The areas are further divided into academic departments.

Summer School

You are not required to teach during the summer terms, although many faculty members elect to do so. In fact, the summer is often your time to carry out your professional research and creative works agenda. It is also a time when many faculty collaborate in research and creative works with students. Southwestern University does have a summer school program divided up into three summer sessions. The first two sessions, May and June term, last for three weeks and basically every day represents a week in the traditional semester. Students pay a reduced rate for the summer classes, and faculty are paid based on a formula that includes the number of students and the number of credits. You can only teach one course per three-week session. The third summer session is for special courses that don't fit into a three-week session. For example, students desiring credit for summer research typically sign up for this third session.

IX. SOUTHWESTERN UNIVERSITY AND ITS CORE VALUES AND PURPOSE

A Brief History of the Founding of Southwestern University

Southwestern University's roots go to the first college in Texas (1840), Rutgersville College (near La Grange, Texas), established by Methodist minister Martin Ruter. Ruter, previously president of Allegheny College in Pennsylvania, responded to the call from William Barrett Travis to start an institution of higher education in the new nation of Texas. Rutgersville College was born. The charter of Rutgersville College was passed on to four other efforts to bring higher education to Texas: Wesleyan College (1844); McKenzie College (1848); Soule University (1856); Texas University (Georgetown 1872), later to be named Southwestern University. The first four colleges were constituted by the Texas Conference of The United Methodist Church. When it made its move to Georgetown, it was constituted by all five Conferences located in Texas. Today Southwestern is constituted by the six annual Conferences in Texas. Representatives from each Conference are elected to serve on our Board of Trustees. Many of these Conference representatives are alums of Southwestern.

As a United Methodist-related college, Southwestern must maintain a high level of academic excellence and be fully accredited by the appropriate regional and national accrediting associations. Scholarships and financial aid are available to all students, regardless of religion. The United Methodist Church does award some scholarships specifically to students who are United Methodist. As with other United Methodist colleges, there is a significant value placed on service, diversity, community and international education. Like higher education more generally, United Methodist colleges value critical thinking in all areas of academic endeavors including religion, ethics and values analysis.

Southwestern University's Institutional Mission Statement

Officially adopted by the faculty and the Board of Trustees in 1972, amended in 2001, 2008 and 2011.

Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions and the professions of society. As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.

Southwestern University's Core Purpose

Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.

Southwestern University's Core Values

- Cultivating academic excellence.
- Promoting lifelong learning and a passion for intellectual and personal growth.
- Fostering diverse perspectives.
- Being true to oneself and others.
- Respecting the worth and dignity of persons.
- Encouraging activism in the pursuit of justice and the common good.

X. COMMUNICATION VEHICLES AT SOUTHWESTERN UNIVERSITY

Campus Notices

The Campus Notices system allows anyone on campus to post a notice and target that notice to the most appropriate audience (faculty, staff, students or everyone). The system is accessed by going to the University portal at <https://my.southwestern.edu/> and clicking on the Campus Notices button on the left hand side of your screen. Campus users can log in using their e-mail address and password. Notices may be scheduled for delivery the next day or at another future date. Notices in a variety of categories are accepted, including Official University News and Notices; Club, Organization and Extracurricular Notices; Community Service and Fund-Raising; and Personal Notices.

Emergency Notification System

Southwestern operates an Emergency Notification System (ENS) that is used to notify the campus community of significant emergencies. The ENS is used for emergencies only.

The system features rapid notification by e-mail, landline telephone, mobile phone, text messaging and TDD/TTY. In the event of an emergency, you will be contacted through all channels for which you provide information. All members of the campus community must provide their contact information via Web Advisor which may be accessed through the University portal at <https://my.southwestern.edu/>.

After logging into the Portal, you should see a “Web Advisor” tab. Click on it. Then click on “Employee” or “Faculty.” The next page will contain a menu item “Contact Information.” Click it to access the web form and provide/update your information.

The form is self-explanatory. You may provide up to 3 phone numbers and 1 alternate, non-SU e-mail address. Notification will be sent to your Southwestern e-mail address by default. Please do not include your on-campus telephone number. A separate system is used for notification via on-campus numbers.

If you have questions about the ENS or the form, please contact Todd Watson at tkw@southwestern.edu or 512.863.1508.

Faculty Notables

Notables should continue to be submitted using the form at <http://southwestern.edu/academics/facultynotables.php> in order to appear on the websites. Please contact your administrative assistant if you would like the same information to show up on your departmental page. Additionally, you can find a list of regional and national media placements that Southwestern students, faculty, and staff have received [here](#). Included is the date of the placement, the media outlet in which it appeared, and, if possible, a link to the archives or the actual story.

Megaphone

The *Megaphone* is the student newspaper. It is published once a month during the academic year. Submissions should be sent to megaphone@southwestern.edu. The *Megaphone* is available online at www.southwestern.edu/studentlife/orgs/megaphone/.

Southwestern Magazine

Southwestern magazine is the official University magazine. It is published twice a year by the Office of University Relations-Communications. Deadlines are several months in advance of publication. Submissions or ideas for stories should be directed to sucommunications@southwestern.edu.

News from SU for Parents

News from SU for Parents is an electronic newsletter that is e-mailed monthly (except during the summer) to all parents of Southwestern students. It is published by the Office of Parent Relations. Submissions for *News from SU for Parents* should be sent to parents@southwestern.edu. Deadlines are the 10th of each month, and the newsletter is mailed the 15th of each month. Archived editions of *News from SU for Parents* are located at www.southwestern.edu/gateways/parents/.

News from SU for Alumni

News from SU for Alumni is an electronic newsletter that is e-mailed quarterly to all alumni for whom the University has addresses. It is published by the Office of Alumni Relations. Submissions for *News from SU for Alumni*, SUAlumni.net, or The Association Facebook page, should be sent to alumni@southwestern.edu.

News from the Dean of the Faculty

News from the Dean of the Faculty is an electronic newsletter sent to faculty members approximately every two weeks.

Southwestern Online

Southwestern Online is your online resource for the stories of Southwestern University. Here, you can engage on a monthly basis by learning about the people, places and programs of the University. We encourage you to share your comments on specific articles and your suggestions for future topics. You can find Southwestern Online at http://southwestern.edu/su_blogs/suonline/.

Staff Steering Committee

Staff Steering Committee publishes a newsletter for staff members each semester. Current and back issues can be found online at www.southwestern.edu/councils/SAC/news.html.

XI. NAVIGATING AROUND SU

In addition to the communication vehicles noted earlier, the following gives you some information about navigating around SU:

su-fac-off@southwestern.edu

You are automatically subscribed to su-fac-off@southwestern.edu. This is the way that official notices are sent to the entire faculty from the President, the Dean of the Faculty's Office, the Fiscal Affairs Office, and the Records Office. It is used very sparingly. You won't be able to send a message via this listserv. Most announcements are sent via Campus Notices.

su-faculty@southwestern.edu

You may hear faculty talking about su-faculty@southwestern.edu. Subscription is voluntary, but you may post announcements about SU events. Most announcements are sent via Campus Notices.

www.southwestern.edu/offices/dean

This is a Web site where a lot of information and resources for faculty members can be found. You should get in the habit of visiting this site on a regular basis.

Events Calendar

The Southwestern University Events Calendar is a Web-based calendar that provides faculty, staff, students, and the community easy access to information about what is happening on campus. It also provides faculty, staff and students an opportunity to promote their approved events. To view the calendar, visit the SU Home Page and click on Calendar. To add an event, click on "Add Event" on the right hand side. You may also request assistance from your building's faculty administrative assistant.

Facility Scheduling

The current schedule of facility usage may be viewed at <http://www.southwestern.edu/calendar/>. Choose the "Facilities Calendar." To request a facility, click on "Scheduling a Facility" and choose 25LIVE. You are able to download a guide for instructions. Please note that the University has identified priority events and days over which programs are not to be scheduled. For more information review the *Faculty Handbook*. Administrative Assistants can assist with facility scheduling.

Faculty/Staff Forum

This is a series of lunches held approximately once a month with speakers from campus or around the area who talk on issues of interest to staff and faculty. Announcements will be made to let you know the topic and date. Contact Susie Bullock at x1937 or bullocks@southwestern.edu if you would like to give a presentation or have an idea for a forum.

University Vehicles

The University maintains 3 -15-passenger vans (capacity of 11 passengers only). These are to be used for official University business. The department requesting the van will be charged per mile. If you are using a University vehicle, rental agency vehicle or personal vehicle for University business, you have to have a valid Texas driver's license. To reserve a van, contact Helyne Knauth at 512-863-1916 [x1916] with the dates needed, the department to be charged, and the name of the driver. To drive the vans, you must have passed a short course on van safety offered by the University and have had your driving record checked by the S.U. Campus Police. Contact Derek Timourian at x1665 for more information.

Important Phone Numbers

An online directory is available now via the SU portal. You may search by name, department, title, or e-mail. Dialing "0" from a campus phone will get you the campus operator; from off-campus, the operator can be reached at 512-863-6511. You can also reach the campus police at 512-863-1657.

Important Acronyms

ACS: Associated Colleges of the South – The consortium to which we belong.

AES: Advanced-Entry Seminar - This is a required course for all incoming transfer students. It begins during New Student Orientation and continues for 7 weeks into the semester. It is a two-credit course. The course is taught in small sections of 12-16 students and has common goals including writing, research, critical and creative thinking, and informed discussion skills.

CC: Curriculum Committee –Issues of relevance to the academic program are addressed in this committee (e.g. curricular reform, catalog copy, approval of new courses and programs, academic policies).

FAB: Fine Arts Building – The building where the departments of Art and Art History, Music, and Theatre are housed. Some members of the visual arts are housed with their studios and teaching studios in a separate building. The FAB also contains two theaters, a recital hall, practice rooms, and a gallery space.

FABBIES: This is the nickname for the students who spend great periods of time in the FAB. They gave this name to themselves.

FJSH: Fondren Jones Science Hall – The building where the departments of Physics, Biology, Chemistry and Biochemistry are housed.

FSC: Faculty Steering Committee – Issues of relevance to faculty members are addressed in this committee (e.g. sabbatical policy, benefits, parental leave policy, salary).

FWO: Frank W. Olin Building – The building where the departments of Communication Studies, Psychology, and Modern Languages and Literatures are housed.

FYS: First-Year Seminar - This is a required course for all incoming first-year students. It begins during New Student Orientation and continues for 7 weeks into the semester. It is a two-credit course. The course is taught in small sections of 12-16 students and has common goals including writing, research, critical and creative thinking, and informed discussion skills.

IFC: Inter-fraternity Council - This is an organization with representatives from all of the different Greek organizations on campus.

IS: This is the unit that encompasses the A. Frank Smith Library and Information Technology. Staff are located in the Library (SLC) and Prothro Center (PRC) buildings. The Information Desk on the first floor of SLC provides circulation, reference, reserves, Pirate Card, and technology services. Call x7333 or come by in person.

IT: This is the part of Information Services that provides you with technology and A/V support – both in your office and in your classrooms and laboratories. In addition to providing you with your computer hardware, ***all technology (hardware and software) purchases must be approved through this office.*** IT also provides technology workshops, individual consultations, and

support for computer problems in the various student computer labs and classrooms on campus. An **Information Desk** is available for you to call with technology problems (x7333), or you can visit them near the entrance of the A. Frank Smith Library Center.

KEW: Kyle E. White Building – The building where the Departments of Religion and Philosophy are housed.

Student Government Association : Issues of relevance to student affairs are addressed here (e.g. alcohol policy, paper policy, student judiciary, student government).

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges - This is the regional accrediting body that assesses SU's operations. Through the SACSCOC, we undergo an extensive self-study and an external review every ten years. The University was reaffirmed in June 2013.

Strategic Planning and Budget Committee: Receives, reviews, and disseminates information about the University's budget; collates and conveys information regarding budgetary needs, faculty and staff positions, compensation and benefits, institutional priorities, etc. for appropriate committees; and advises the President on all such matters.

Faculty Experts Database (Adding or editing profiles in the Faculty Experts Database)

Official faculty web pages may be developed by going to the “Profile” tab located in the MySouthwestern portal which can be accessed from the Southwestern home page or by going to <https://cas.southwestern.edu/cas/login?service=https://my.southwestern.edu/uPortal/Login>.

Some basic content such as your phone number, title and office will appear by default on your profile. This information is drawn from various databases, which means you will never need to update it. The portal allows you to add additional information such as your education, research and professional publications. It is your responsibility to keep these fields up to date.

There is a “Profile: Media” box. Please edit and submit the requested information if you want to be included in our Faculty Experts Guide that is available to the news media (www.southwestern.edu/experts). This tab enables you to provide information on subjects you can knowledgeably discuss with the news media.

The profile application allows you to upload a photo of your choosing, or you can use your Pirate Card photo as a default. Your official profile will automatically be linked off your departmental web page.

Faculty members may still have personal web pages, and the profile application has a field that enables you to link to such pages.

For assistance in creating official faculty web pages, contact Hal Haskell at x1554 (haskell@southwestern.edu) or Ed Hillis at x1066 (hillise@southwestern.edu).

The following pages show what the interface for creating your profile looks like.

YOU ARE SIGNED IN AS: HAL HOME SITE MAP HELP WEBMAIL WEBADVISOR MOODLE PIRATECARD SIGN OUT

mySouthwestern

Welcome myBackpack Profile News Library Moodle WebAdvisor WebMail Profile Admin + Add Tab

CUSTOMIZE

Tip #13: Feedback is always appreciated -- portal@southwestern.edu

PROFILE: CONTACT INFO

Basic Directory Information

Below is your information as recorded in the main Southwestern University directory. If your information below does not appear correctly please contact the Provost office for assistance.

Name: Haskell
Title: Part-Time Assistant Professor of Classics
Department: Classics
Office: MBH 223
Phone Ext: 1554
Email: haskellp@southwestern.edu

Below is your information as recorded in the main

PROFILE: DETAILS

Additional Information

Honors & Awards

- National Endowment for the Humanities Fellowship, 1994/95
- Fulbright Commission Grant, 1994, senior scholar award
- Institute for Aegean Prehistory, 1988, 1990. research awards
- Harriet Pomerance Traveling Fellowship (Archaeological Institute of America), 1977-78, research award

PROFILE: IMAGE

Image Upload

You can upload a JPG, GIF, or PNG (File size limit is 340KB)

TIP: An ideal image size should not be wider than 200px.

mySouthwestern - Windows Internet Explorer

https://my.southwestern.edu/portal/tag.3b9c4fca8d78af48.render.userLayoutRootNode.target.n273.uPnP_por

File Edit View Favorites Tools Help

Google Search Web Search Bookmarks Settings Mail Address Book Calendar Notepad

mySouthwestern

Welcome Ellen Help Site Map Preferences Logout

SU Home PirateCard

SU Insider Community Library WebMail myOffice WebAdvisor Admin Tools

Add Content Change Layout Pick Theme

SU Search Search

Profile

My Profile

Edit My Profile For the Media

Media

Filling out this form means your name and information will be included in the Experts application.

Specific subjects or issues you can knowledgeably discuss [\[Edit\]](#)

Experience with the news media (especially electronic media) [\[Edit\]](#)

I am willing to talk to the press Yes No

Done

start Aas time permi... copy for 2009... mySouthweste... Southwestern ... Editor - Photos... photos 10:13 AM

XII. FREQUENTLY ASKED QUESTIONS

Logistical Issues – Navigating Around SU

1. How do I order business cards?

Go to www.southwestern.edu/offices/creative/ and click on the “Business Card Order Form” link. Cards take about 2 weeks for printing. You should check with your department chair before placing an order.

2. Paydays and Paychecks? How do I set up Direct Deposit?

Paydays are established for exempt and nonexempt employees. Exempt employees are paid on a monthly basis on the 25th of every month. If the 25th falls on a weekend or a holiday, employees will be paid on the preceding workday. Employees will receive their paycheck through campus mail, from the payroll office or from their supervisor. Direct Deposit is available for monthly and bi-weekly paid employees, including a secondary direct deposit distribution. All questions regarding paychecks should be directed to the Payroll Office in the Business Office. A copy of the Authorization Agreement for Automatic Deposits (Credits) can be found in Appendix 11. The form can also be found on the Human Resources web site (<http://www.southwestern.edu/hr/forms>).

3. How do I mail (and have the department pay for) professional mail?

At the mailroom, there are small sheets of paper that ask for account numbers and academic departments. Fill these out and paperclip them to your stack of mail. It is best to use University envelopes for your professional mail. Account numbers may be obtained from your department or program chair. Official University stationery may be purchased from the Bookstore (using a department account) or perhaps obtained from the faculty administrative assistants. Check with your department chair to see how it is typically handled in your department.

4. How do I request a classroom for a one time or infrequent event?

If the time requested is between the hours of 8:00 a.m. and 5:00 p.m., check with the Records Office. They schedule classrooms during those hours. Don’t assume because it is a classroom that it will be available in the evenings or during “slow times”. If you need a room beyond those hours, go to www.southwestern.edu/scheduling and log on using your SUID and password. Then click on “Create an Event” in the middle of your screen. You will receive written confirmation (by e-mail) after the room reservation has been approved. Administrative Assistants can help you with room reservations.

5. How do I arrange for refreshments on campus?

Officially, all refreshments served in the Campus Center need be ordered through Sodexo. Request a price list from x1901. In other buildings, outside food may be brought in. Administrative Assistants can help you with these arrangements.

6. How do I get reimbursed for University-related expenses?

For purchases under \$100, you may be reimbursed immediately using a petty cash voucher. Fill it out (including the account number to be charged that you may obtain from your department chair), attach the receipts, have your department chair or program chair sign the reimbursement form, and give it to the front desk in the Business Office. If the expenses exceed \$100, you need to fill out a check request form. This form requires an account number, a description of the purchase, the purpose of the purchase, and your department chair’s signature. It also needs to be accompanied by the receipts. Checks are written once a week. Turn in your check requisition form by noon on Tuesday to be paid during the same week. Turn in the form to Lori McBee in the Business Office.

Check Requisition forms are available online at www.southwestern.edu/businessoffice/ (Appendix 9). Administrative Assistants can assist you with reimbursements.

7. How do I purchase supplies for laboratories?

Paula Sutton is the purchasing agent in the Business Office. Ultimately the signed forms need to come to her. She also knows whether we have contracts with particular vendors and therefore can order using purchase orders. Use a Requisition Form (available online at www.southwestern.edu/businessoffice/ and in Appendix 9), and completely fill out the vendor, vendor's contact information, what you are ordering (complete with item numbers and price) and total the amount due. You will also need to briefly state for what the items are to be used (e.g. first-year biology lab supplies). This form needs to be signed by your department chair. Check with your department to see if anyone else participates in the purchasing process. NOTE: It is important to plan ahead and not order supplies a day or two before they are needed. Shipping other than standard air is very expensive and is costly to your department budget. The request also takes a day or so to clear the Business Office. **AS WITH MOST OF THESE TYPES OF THINGS, IT IS CRITICAL THAT YOU CHECK WITH YOUR DEPARTMENT OR PROGRAM CHAIR TO SEE HOW YOUR DEPARTMENT OR PROGRAM HANDLES THE PURCHASING PROCESS.** Administrative Assistants can assist you with supply orders.

8. How do I request software for my office computer?

All software and hardware purchases must be approved in advance by your department/program chair and by Information Technology (IT) in advance. You should also check with IT to see if the University already owns the software.

9. How can I track my budgets (including start-up funds)?

To the best of your ability, you should track these on your own as you spend the funds. If you know the account number, you can access account information from the SU Portal, Web Advisor tab. You can access your budget account by selecting "Budget Summary" or by selecting "Budget Selection" and entering the account number. Your administrative assistant is also a great resource.

10. Who are the "people to know" when it comes to travel, reimbursement, supplies, and funding? Most of these issues should come through your department/program chair. Ask what the policies and customs are in the department. In most cases, any reimbursement or ordering requires the signature of the department or program chair.

11. What are the various opportunities for me to get funding with the institution for research and projects?

There are many funding sources, and they vary depending on the use (research, curriculum revision, travel) and on whether they involve students or are part of a larger program. Check out www.southwestern.edu/offices/dean/. You will find information on internal funding under Faculty Resources for Research, Faculty Resources for Teaching, and Undergraduate Research. Internal funds are an excellent way to start projects that will eventually attract outside funding.

12. What do the department /program chair and associate deans of the areas/school really do? How can they help me?

NOTE: The term "program" refers to our interdisciplinary programs that are composed of faculty members from multiple departments (e.g. animal behavior, classics, environmental studies, feminist studies, international studies, and Latin American studies; all programs have program chairs who function in similar ways to department chairs). Department /program chairs are hardworking folks! In addition to their regular faculty duties, they convene the department/program for faculty meetings, coordinate the class schedule, chair search committees for faculty searches within the department,

manage the departmental or program budget, have signing authority on many student and administrative forms, coordinate grant writing for departmental or program initiatives, chair department/program reviews for their department/program, mentor new faculty in their department, provide leadership to the department /program, write the annual departmental/program report, provide feedback to faculty and to the Faculty Status Committee as faculty move through the tenure and promotion process, and sit on many committees as a result of their chair position.

The role of the associate deans has developed throughout the past academic year. The current responsibilities of the area chairs include convening area meetings on the second Tuesday of the semester; arranging joint meetings with other areas at least once a semester; attend biweekly meetings with the Dean of the Faculty before and after area meetings; attend department chair meetings; work with the Dean of the Faculty on various curricular, department, faculty and programmatic issues; assisting faculty in preparing for 2nd and 4th, tenure and promotion reviews; assisting faculty applying for internal funding; monitoring section sizes, oversee department-level curriculum reform, help development benchmarks for faculty loads; provide advice on visiting position and adjunct requests; oversight of department assessment; solicit external reviews for faculty undergoing reviews for 2nd year, 4th year, tenure and promotion.

Department chairs and associate deans are appointed.

13. How do I set up my voicemail account, and who can explain all the features?

Instructions for setting up your voicemail and a telephone user guide are available at http://www.southwestern.edu/its/faculty_staff/phones.php. If you need further assistance, you may contact the Telecommunications Coordinator at x1500. One helpful feature on our voicemail system is the ability to record temporary “away from the office” messages.

14. What are the deadlines for the internal grants?

Detailed descriptions of these programs may be found on the Dean of the Faculty’s Office Web site at www.southwestern.edu/offices/dean/. John McCann (x1233) can answer questions about both internal and external grant programs.

15. How do I acquire supplies needed for class/teaching and/or for my office?

The Bookstore stocks all kinds of office supplies and will also order most anything for you. To purchase through the Bookstore, you may charge items to your department. There may be a limited number of people with signing authorization in your department, check with your department chair. Some departments order office supplies through outside vendors using the same process as described for ordering other kinds of supplies. Still other departments keep a “stockpile” of supplies somewhere in the department so that you don’t need to run down to the Bookstore every time you need a new pen. You should check with your department chair to see how it is done in your department. Your building’s Administrative Assistant is also a great resource.

16. How are start-up funds for new tenure-track faculty typically spent? What is considered a “valid” use of the funds? In the past, how have new tenure-track faculty members used their funds?

For the most part, faculty have used their funds for research/creative works supplies and/or equipment.

17. How often should I be on campus?

The *Faculty Handbook* states that full-time faculty are normally expected to be on campus five days a week during the regular semester when they are teaching. In addition to meeting your classes and being accessible to students during office hours, there are often department or University responsibilities to complete. Many faculty schedule specific blocks of time in order to work on their

professional activity. Talk to your department and/or program chair for more clarification.

18. How can Counseling Services be a resource to me when dealing with a troubled student?

Counseling Services is available for you in two different ways – first, as a referral resource and partner to assist students through various difficult situations in order to minimize academic damage. Students may have personal problems that interfere with their academic work. (Range of problems include: test anxiety, writer's block, depression, anxiety disorders, personal crisis such as death in the family or sexual assault, bizarre behaviors, etc.). Counseling Services puts a priority on getting those students "back in the game." Second, Counseling Services will also help advise you if you aren't sure about a perceived issue with a student. If you see a student who appears to have personal problems that are interfering with their ability to perform in class, you can either call Counseling Services for confidential advice, or refer the student directly to Counseling Services.

19. How do I get class materials duplicated?

Your SU ID card also serves as your copy card. It will automatically charge your department's account for each copy made. Student workers are available to help with photocopying when you have materials ready far enough in advance. Talk with your administrative assistant to help arrange work to be done by student workers. If you are making more than 25 copies and are prepared 24 hours in advance, it is more economical to use the risograph. This is done by taking the original and a description of the number of copies needed to Susie Bullock in Olin Building 219. You will need to know your department's account number.

20. How can the University Chaplain be a resource to me when working with students in the classroom?

The University Chaplain is available as a consultant to you when religion enters the classroom in inappropriate ways. This may happen when students knowingly or unknowingly attempt to "take over" a discussion or project by inappropriately sharing religious experiences, beliefs or commitments, by students trying to change the boundaries of the topic, or by students questioning the integrity of class expectations or dynamics or even the course itself. (See <http://www.southwestern.edu/offices/spiritualandreligiouslife/> or call x1527)

Logistical Issues – In my class and/or with my students

21. How do I invite a speaker to give a seminar or visit my class?

If you are thinking of providing a stipend, or if any additional expenses are involved (e.g. travel and lodging), be sure that there is money allocated for this in your budget. Guest speakers (paid and non-paid) also require additional paperwork to be completed (namely a contract to be signed by University personnel and the speaker) through Norma Gaines, Executive Administrative Assistant for Fiscal Affairs (Appendix 10). Note: Administrative assistants can assist you with arranging for seminar speakers.

22. How do I put a book on reserve for my class?

You need to complete a Reserve Request Form online or in print for each course in which you are placing items on reserve. You can access the forms on the Information Services website or request them at the InfoDesk. Be sure to submit your requests for the semester as early as possible. Items placed on reserve are usually available to students in less than a day, but may take as long as 3 days during especially busy times of the semester. For more detailed information, including copyright permissions, go to http://southwestern.edu/infoservices/departments/operations/reserve_request.php.

23. How do I get an AV cart into my classroom?

Contact the AV folks at x1666. Allow at least 24 hours.

24. *Can I serve alcohol to, or allow alcohol consumption by, students on “official University events”?*

Only if the students are 21 or older. And, even then, you could become responsible for their behavior after they consume alcohol you provided. If you are considering an activity off-campus that will involve alcohol, you will want to chat briefly with the Dean of Students (who works with students regarding the events they host that involve alcohol) to be sure you are complying with all applicable laws and are not putting yourself in legal jeopardy. You will also want to consult with your department chair about alcohol on University- sponsored events (like field trips that yield credit) as opposed to class dinners (which are optional).

25. *What technology is available that I can use for my classes and how do I learn about those?*

Southwestern is a Google Apps for Education campus and this suite of apps is available to all faculty, students and staff. Moodle, our content management system (CMS), allows you to place content, receive assignments and grades for your classes online. Examples include your syllabus, online quizzes/exams, forums, assignment submissions and much more. You can place video and audio clips on your Google Drive or your YouTube page and easily add links to those on your Moodle class sites. Google Apps features include the ability to collaborate on documents, spreadsheets and presentations with your students and colleagues, creation and delivery of surveys, questionnaires and data collection tools, interactive video web presentations/meetings/conferencing to bring remote guests into your classrooms and interact with students at other institutions, and your YouTube page for organizing video content.

Each classroom at Southwestern is equipped with in-room speakers, projector, screen or HDTV, and connections to attach your iPad/laptop/tablet. With the exception of the Cullen classrooms, all include a Mac or Windows computer, a document/object camera and external DVD/CD player. A touch screen console allows you control what is being displayed on the screen. The Research and Digital Scholarship group conducts Moodle and Google workshops and walk-in sessions throughout the year. Announcements of the dates and times are sent through email and campus notices. For Instructional Technology information needs or questions, please contact Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu.

26. *How and when should I refer a student to the Center for Academic Success and Records (CASAR)?* Usually, if the student is showing a high absenteeism rate, is not keeping up with assignments, is showing academic difficulty, or if the student has a sudden change in academic performance, you should call the CASAR at x1286. One colleague suggested that the best answer to this question is when you don’t want to or don’t feel able to deal with the student’s problem on your own.

27. *What do I do when a student begins to miss a lot of classes?*

(This is a more specific version of the last question.) First, contact the student. If you do not hear from the student, contact the CASAR and ask them to query the student’s other professors. (You will probably start to get some of these query e-mails.) It can be really helpful to know if the student is having attendance problems in multiple classes, and the CASAR can begin to work with the student if necessary.

28. *What is a reasonable amount of reading and other out-of-classroom work that I can expect from my students?*

Talk to your colleagues and consult the semester credits policy in Appendix 13. While we may expect a certain amount of time spent per credit hour, data from the NSSE (National Survey of Student Engagement) indicates that many students spend less time than we expect.

29. *How can I deal with excessive absenteeism in my classroom? Can I prevent this behavior?*
Be sure to include an attendance policy in your syllabus and explain it verbally on the first day of class. The policy should include the maximum number of absences for any reason above which a student cannot pass the course. When excessive absences jeopardize a student's work in any course, you may initiate the involuntary withdrawal process prior to the end of the ninth week of classes by contacting the Records Office.

30. *When is the "regular" course calendar altered or abridged?*

Major University events can alter or abridge the regular course calendar, such as during the Brown Symposium. Students are allowed to miss class, but remain responsible for all assigned work.

31. *If I am ill, or if an emergency arises, how do I cancel my classes? (What is the official procedure?)*

Call your building's Administrative Assistant to put a sign on the room door.

32. *What (and when) is Fall Break? Senior final exams?*

Fall Break occurs in October (October 12-13), and includes a Monday and Tuesday in which classes are not held. Senior final exams are given in the spring semester ONLY. In order to get spring grades for seniors turned in on time, you must arrange with the student an earlier time to take their final exam (or turn in their final paper/assignment). University policy requires a final evaluation of some kind in all courses. The date to turn in senior grades in the spring semester is typically one week earlier than all other grades and falls early in the week that you give your other final exams.

33. *If my assigned finals time is inconvenient, can I move the exam time to another slot?*

Generally not.

Getting to know other faculty, social issues, and living a balanced life

34. *What sort of extra-curricular and/or social activities am I expected to attend?*

Full-time faculty are expected to attend Matriculation Convocation, Fall Faculty Conference, and Commencement. The Admissions Office sponsors lunches with prospective students – it is important to participate in some of these events. There are many events and activities that occur on our campus. You certainly aren't expected to attend them all, but attending campus events is a good way to learn about the institution. If you are unsure about your level of participation, talk to your department/program chair.

35. *What sort of cultural life is on campus? What do events cost? What time are the events? How do I find out about what's going on?*

The Sarofim School of Fine Arts offers a full schedule of concerts, production, lectures and exhibits in a variety of spaces on and off campus. All performances and presentations are free to SU faculty. Theatre productions are normally at 8:00 p.m. Most musical events take place at 7:00 p.m. Art History lectures and Gallery art exhibit openings occur at various times, from 4:00 p.m. to 7:00 p.m. When exhibits are in place, the Gallery is open 8:00 a.m. to 5:00 p.m., Monday-Friday. All events are on the calendar and the SU Web site. All events are also publicized in Campus Notices, and the *Williamson County Sun* regularly runs articles and schedules of SU arts events.

36. *I can't always get to evening events. Are there other ways for me to take in the cultural life on campus?*

In addition to the evening events, the School of Fine Arts regularly presents daytime events, such as lunchtime theatre and student musical performances. For example, on most Fridays at 3:00 p.m.

throughout the year, the Music Department presents *Musicale*, a brief (hour or less) presentation by advanced musical students-voice, keyboard, strings, etc. A great way to end your week is to stop in to hear extremely talented students perform some beautiful music in an informal setting. These *Musicales* are listed in Campus Notices. If you would like to plan ahead, call Allison Fannin at x1504 for a copy of the semester schedule. The Gallery is open all day whenever there is an exhibit in place; feel free to drop by the Gallery in the FAB to take a look.

37. Where do faculty members hang out when they're not in class, lab, studios, library, committee meetings, or offices?

Complimentary coffee is available in the Merzbach Lounge in the Campus Center. Faculty sometimes gather here for informal conversation with colleagues. Computer and faculty-authored publications are also available in the lounge.

38. Are there unwritten, Southwestern cultural "rules" that can be found in ways other than in observation?

Wow! The best way to determine the culture of a new place is to spend some time carefully observing. I don't know of any shortcuts!

39. Where can I go for lunch or after work for dinner and/or a drink in Georgetown?

Talk to your colleagues about their favorite lunch and after work haunts. On campus, there is usually at least one table of faculty and staff who gather together informally for lunch in the Campus Center. Off campus, within a 5 minute drive, you'll find: Dos Salsas, Chipotle, El Charrito, Fish City Grill, Wildfire, The Monument, Longhorn Steakhouse, Chili's, Applebee's, Roots Bistro, Sonic, Schlotzsky's, 600 Degrees, Subway and Cotton Patch. There are many others, so ask your colleagues!

40. What are some quick ideas for meeting other faculty?

Put a candy jar in your office with free chocolate – let everyone on your floor know they are welcome to come get some (people will stop by and bring you news when they do); eat several lunches a week in the Commons and sit down uninvited with groups of faculty; stop by the Merzbach Lounge in the McCombs Center (free coffee!). The point – it takes a commitment to engage yourself. Meeting faculty outside your own department will fill in the blanks about institutional history, how to do things in the institution, etc. One needs to actually “study” the oral traditions of the institution like an anthropologist might. One also needs to study the “text” traditions found in various manuals, Web pages, and other documents.

41. Where can I get coffee on this campus or in the town?

The library's coffee bar is open from 8:30 a.m. to 11:30 a.m. in the morning, and 7:00 p.m. to 11:30 p.m. Monday through Thursday, Friday mornings 8:30-11:30 a.m., and Sundays 1 p.m. to 11:30 p.m., and is staffed by students. They serve certified organic free trade coffee, and also hot tea, chai and cocoa at a very reasonable price. The student-run Korouva Milk Bar is a great place for coffee – and some years, they even deliver! The Cove (in the Campus Center) serves Starbucks coffee, and free brewed coffee (no lattes) is available in the Merzbach Lounge in the Campus Center. Cianfrani's, located on the Square, serves coffee and coffee drinks. They roast their own beans. It is a Georgetown hangout. The Library serves Cianfrani's coffee during certain hours. There are two Starbucks located near the University; one at the corner of Austin Avenue and Williams Drive and the other is in the Wolf Ranch Shopping Center.

42. Do faculty play on intramural teams? How can I find out more?

Absolutely! Anna Castillo in the Intramural Office can sign you up (x1606). In general, there are faculty teams for bowling, golf, racquetball, tennis, soccer, softball, and flag football. You can always start an intramural team.

43. *I need ...to join a Pilates Course!...to join an aqua fitness course! ...camping gear! Where can this happen?*

For Pilates or Aqua Fitness, contact Derek Timourian at x1665. To borrow camping gear, contact the SIRA office at x1649. Check out the SIRA Web site for all of the programming and equipment rental information: www.southwestern.edu/offices/sira/fitness/

Library Issues

44. *How can I get into the Library during the summer and over holidays?*

Faculty can access the Library when the university is operating but classes are not in session. During business hours, you can swipe your pirate card on the reader facing the fine arts building. This also applies during late night hours. Please consult the website for the most up to date hours:

<http://southwestern.edu/infoservices/about/hours.php>.

45. *How quick is interlibrary loan? Can I check out books from UT-Austin?*

Interlibrary loan forms are available on the Library's Web site (www.southwestern.edu/library/departments/ill/index.php). The time it takes to receive your request depends upon whether you are requesting an article or a book. Articles can often be received within 24 hours. Books take longer – generally one to two weeks. Books may be checked out from UT-Austin using a TexShare card.

Professional Activity Issues for Tenure-track Faculty

46. *How will I be evaluated within my department? (i.e. what is my department's specific criteria for advancing through tenure and promotion?)*

Talk to your department chair and to members of your department.

47. *Although I will not be assigned committee work during my first year, can I volunteer to serve on a committee if I have a special interest in that particular group (i.e. academic program committees such as environmental studies)? Or is it recommended that I refrain from committee work during my first year?*

Talk to your department chair. Usually it is recommended that you use your first year to become adjusted to the college and to become more familiar with your academic department. If you have interests in a particular academic program, you may wish to participate in those meetings.

48. *When preparing or updating my CV for my first-year review – how should I present my professional record in ways that will best provide my chair and the Faculty Status Committee with the information that they need to best evaluate my progress? (i.e. should I produce a special "Southwestern version" of my CV to be used internally?)*

Many faculty elect to prepare two versions of their CV – an internal version that includes committee service and course preparation, and an external version. In your first year, you typically aren't serving on University committees, so you might choose to supplement your CV with documentation – such as the syllabus for your newly-developed courses.

49. *What sorts of progress will my chair and the Faculty Status Committee (FSC) be looking for during my first year at SU?*

During your first year, the FSC (or your department/program chair) will primarily be looking at your work within your department and at your initiation of professional activity. How have your courses gone (as judged by your teaching evaluations)? What sorts of research plans have you sketched out for yourself? What are your plans for achieving this?

50. *What role do first-year faculty members typically play during area/faculty meetings?*

This may vary from area to area, but generally, new faculty contribute (and are encouraged to do so) in unit discussions. Faculty meetings are held monthly and are led by the University President. There are many opportunities for comments and questions. It is often wise to remember that it may take some time to get a sense of campus history, campus policy, and unit and faculty politics before making absolute statements. This is true for both division meetings and faculty meetings.

APPENDICES

- Appendix 1: Sample Syllabi
- Appendix 2: Course Times
- Appendix 3: Some Useful Information from the Records Office
- Appendix 4: Material Related to Course Evaluations
- Appendix 5: Administrative Assistants – Faculty, Fall 2015
- Appendix 6: Academic Calendar
- Appendix 7: Information about Faculty Evaluations
- Appendix 8: Sample Brief Annual Reports
- Appendix 9: Business Office Forms
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Appendix 1: Sample Syllabi

Developmental Psychology

Evolutionary Biology

Introduction to Art History: Image, Object, Text

Music and Identity

Developmental Psychology

Description: A theory and research-based overview of the ways in which nature and nurture combine to produce developmental outcomes in the biological, cognitive, intellectual, personality, and social domains, focusing on childhood & adolescence. Prerequisite: 33-103 or 33-104.

Student Learning Outcomes: students will demonstrate a basic understanding of

1. current theory and research in the field of Developmental Psychology.
2. the characteristics, strengths, and weaknesses of basic methodologies used to answer developmental questions, and be able to critically evaluate the knowledge produced by these methodologies.
3. the many ways that nature and nurture act and interact to produce normative development and individual differences.
4. how culture and context can influence development while at the same time recognizing human universals.
5. how the science of developmental psychology can enrich one's understanding of one's own and other's developmental trajectories.

Instructor: Dr. Jacqueline Muir-Broaddus
Email: muirbroj@southwestern.edu; phone: 863-1571

Office Hours: FWO 214; M/W 11-12; T/Th 1-2.
At other times, please drop by or make an appointment.

Class: MW 1:25 to 2:40, FWO 209

Class web site: Select Moodle from the SU portal
If you haven't already done so, enroll in the psychology list serve at
<http://www.southwestern.edu/mailman/listinfo/su-psych>

Texts: Berk, L. (2009). *Child Development* (8th ed.). Boston, MA: Pearson.
The correct version is a NEW copy of "Books a la Carte Plus MyDevelopmentLab" with ISBN 10:0205775381, which comes with pre-paid web access to MyDevelopmentLab and MyVirtualChild. Do NOT purchase a used copy or sell your used copy...the access code is good for only one student. This ISBN is for the shrink-wrapped packet with an unbound text and access code enclosed. You can access the etextbook, sample test questions, etc., at www.mydevelopmentlab.com.

DelCampo, D. S., & DelCampo, R. L. (2010). *Taking Sides: Clashing views on controversial issues in childhood and society* (8th ed.). Guilford, CT: McGraw-Hill/Dushkin.

Additional required readings: All readings posted on class Moodle site.

Grotuss, J., Bjorklund, D. F., & Csinady, A. (2007). Evolutionary developmental psychology: Developing human nature. *Acta Psychologica Sinica*, 39 (3), 439-453.

Plomin, R., DeFries, J. C., McClearn, G. E., & McGuffin, P. (2008). *Behavioral Genetics* (5th edition). New York: Worth Publishers. NOTE: There are 3 parts [pp 163-167, 156-157 (fig 8.7), & Ch. 16 pp 305-333]

Steinberg, L. A. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist*, 64 (8), 739-750.

Harris, J. R. (2000). Socialization, personality development, and the child's environments: A comment on Vandell (2000). *Developmental Psychology*, 36 (6), 711-723.

Attendance:

You are expected to attend all classes and exams as scheduled. I have observed that students who do not attend class earn poor grades, and worse, they do not learn much. You are responsible for making yourself aware of missed material and announcements.

Tests and assignments must be completed as scheduled. Absences are excused only for participation in university-approved events (i.e., varsity athletics, field trip, performance, holy day, etc.) and must be made-up as soon as possible. At my discretion, absences may also be excused for severe illness (doctor or hospital note required) or personal emergency. In all cases please notify me in advance or as soon as circumstances permit. Due to time constraints and the fact that most work takes place before the presentation date, group seminar presentations are not normally re-scheduled due to the absence of a group member, regardless of the reason for the absence. However, I *may* be able to reschedule under some circumstances *if* given advance notice.

Students with disabilities:

Southwestern University will make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director for Access and Academic Resources within the Center for Academic Success, located on the 1st floor of the Prothro Center for Lifelong Learning (863-1286; carterk@southwestern.edu). Students seeking accommodations should notify the Assistant Director at least two weeks before services are needed. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member. For more information, go to <http://www.southwestern.edu/offices/success/>.

Honor Code:

Students should act "with honesty and integrity", as the SU honor code requires, which includes properly citing the work of others and collaborating with others only when it is specifically authorized (e.g., seminar presentations). With respect to this class it is also a violation to make use of old exams and in-class quizzes in any way.

Assignments and Evaluation (325 points total)

Exams (160 points):

In the belief that informed opinions are grounded in research-based content knowledge, your understanding of developmental concepts will be evaluated via four exams based on the text, class material, and readings. The four exams are non-cumulative.

Exam #1: 25 points
Exam #2: 40 points
Exam #3: 40 points
Exam #4: 55 points

Quizzes (70 points):

Berk text (50 pts): Go to <http://www.mydevelopmentlab.com/>, select Berk's *Child Development* 8th edition, register (once), and then complete the pre-test and post-test quizzes for at least 8 of the 13 assigned chapters (1,2,3,5,6,7,8,9,10,12,13,14,15). If you complete more than 8 I will use

your 8 best scores. If you have technical problems, reboot your computer (as for all computer problems!) and make sure the caps lock isn't on. If it still isn't working consult <http://www.mydevelopmentlab.com/help.html>. If the problem remains, contact Pearson's tech support using the contact information at the bottom of the mydevelopmentlab web page, including online web chat. For example, use 888-433-8435 or <http://247pearsoned.custhelp.com>.

Complete the pre-test *before* reading each chapter and the post-test *after* reading/studying each chapter. Although you should study for the post-test, you may consider it an open book test (that is, you may use the book to find and check answers). You may also work with one or more classmates as long as the work is *truly* collaborative. That is, you may select answers through discussion but it is a violation of the honor code to simply copy answers selected by another student. The "study plan" shows your score out of 25 on both the pre-test and post-test as well as topics needing further study, but grading will be based on post-test scores only. Immediately upon post-test completion you MUST print the resulting "study plan" and also email it to yourself (click the button on the top right of the screen and enter your email address). I say "must" because failing to do this will NOT excuse you in the event you lose your study plans or your login becomes nonfunctional. The date stamp on the post-tests must be no later than the due date for that chapter. In the case of *excused* absences (documented illnesses etc.), post-test scores are due the day of the subsequent class. I understand that "stuff happens" so I will accept ONE "free" late quiz from each of you regardless of reason up to one week past the due date (but no later than the final Quiz Report due date) as long as the reason is stated on the report. In fairness to others, do not ask to submit more than one unexcused late quiz or to extend the final deadline.

On the due date that is listed on the course schedule, please bring to class a completed Quiz Report (available on Moodle) summarizing your best 8 post-test scores. Please attach your study plan printouts so that I can verify the scores and date stamps.

Taking Sides and posted readings (20 pts): For each of the four supplementary readings posted on Moodle and for every *Taking Sides* issue (but NOT Berk text chapters), short 2-point quizzes will be given at the beginning of class on the dates they are assigned to be discussed. Quiz grades are intended to simultaneously tap attendance and punctuality so no make-ups will be given except for *excused* absences. I will drop your two lowest grades.

Paper: (25 points)

In order to provide you with the opportunity to further explore developmental concepts, please write a short (3-4 pages) typed and double-spaced paper based on an interview, an analysis of some component of your life or the life of a close friend/relative, an observation or assessment of one or more children, and/or outside research into some topic within Developmental Psychology. These options are further detailed below. Feel free to be creative. Whatever it is that you choose to do, I will evaluate it in terms of the accuracy, insight, depth, and sophistication with which you have critically examined or applied developmental concept(s). I will also consider the quality of your written expression. Although outside resources are not required, they are often needed to achieve a sophisticated analysis. Papers must incorporate specific course-related terms and concepts, which must be underlined (note that terms are almost always 1-3 words) and referenced with a source and page number. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above.

1. **Interview:** Interview a parent, child, teacher, social worker, etc. about any course-related topic. For example, interview a parent and consider the extent to which you and/or your parent illustrate or deviate from text coverage of developmental issues? Include your written list of questions with your paper as an Appendix (it won't count in the page limit). Because the paper is short use only limited direct quotes from your interviewee; I want *your* insights and analysis of this individual's remarks with respect to course content.
2. **Analysis of life events:** Analyze some component of your own life or the life of someone you know well with respect one or more topics in Developmental Psychology.

3. Observation: Observe children and analyze your observations with respect to course content (e.g., development of play).
4. Popular press vs. developmental science. Study one or more popular press sources, such as a child-rearing book, magazine article, or program such as Nanny 911 or Dr. Phil (drphil.com), and evaluate it in the context of developmental theory and research. Perhaps consult J. Rankin's 2005 book called *Parenting experts* (available in the library).
5. Child assessment. With parent *and* child permission, ask children to answer questions or engage in activities to demonstrate developmental phenomenon, such as categorization, object permanence, belief-desire reasoning, conservation, peer relations, etc. (see text index). Check out the activities described in the text or the *Research Manual in Child Development* in Olin 213. You may also test your own hypotheses by varying previously used tasks/questions or inventing new ones and analyze your observations in the context of course concepts. Make children feel they are doing well by saying "good", "okay", etc.

Taking Sides Group Seminar: (45 points)

This assignment is an opportunity to explore the application of developmental research and theory to real-world issues that you find interesting and relevant, while providing a common foundation for student-led discussions and an opportunity for in-depth research. In short, the goal is to explore an issue of interest and then share your insights with your peers. Please select an issue from *Taking Sides* no later than the second class and on the basis of class selections groups of 3-4 will be formed. On the day that each issue is assigned for presentation, everyone should come to class having read and thought about the issue and the questions posed on the handout. After I administer a short quiz the presenters will engage us for 30-45 minutes, including discussion. So that I can evaluate the quality and quantity of your work, presenters must submit (hard copy and/or email) ALL seminar materials (sources, notes, etc.) at the end of class. An emailed evaluation will address ACCURACY, CLARITY, DEPTH, SOPHISTICATION, ENTHUSIASM, & INTEREST.

(1) Handout (5 pts; group grade): Each group will send me a 1-2 page handout that I can post on Moodle at least one day before the scheduled presentation. The handout must include the issue name and number, the presenters' names, the presentation date, a summary of the main points of the two *Taking Sides* articles, and 3 objective (e.g., multiple choice, short answer, fill-in-the-blank) "sample" test questions AND answers. If they are well done I may use them on exams. In assessing your handout I will consider its usefulness as a study aid; thus, it should be thorough, accurate, clear, organized, and interesting. Also, arrange your handout to avoid wasting paper!

(2) Presentation of Issue (30 pts; group grade): Start by reading the two articles in *Taking Sides* and then do additional outside research concerning this issue. The text and the web can be a great source of ideas and arguments representing all sides and biases, but at least one source *must* be from the published peer-reviewed literature. You might also consider interviewing relevant persons for additional insights and examples. Organize your presentation so that you begin by introducing the "big picture" (the context and significance of the issue; why should we care?). Then, use your time to explore and critically analyze the issue at hand. Integrate what you have learned from your outside research, being sure to make clear the source of *each* of your ideas. Make your presentation as clear and interesting as you can. Formats such as simulated talk shows, school board meetings, etc. are effective vehicles because they provide a real world context around which to analyze your issue in an engaging and memorable way. It is rarely effective either to read verbatim from notes or text-heavy PowerPoints *or* to speak "off the top of your head". I also strongly suggest that you use at least some visual aids, such as PowerPoint, video clips, web sites, etc. But, know that complications *frequently* arise and rescheduling is rarely possible, so BEFORE your presentation time you MUST be sure you know how to use the equipment, check that your materials work correctly on the system, and download any online video clips (to avoid lag). If you are using a PowerPoint please email it to me before class so that I can put it on the

server. Finally, be sure to include ample time for class discussion. Develop 3-5 questions (it is fine if you don't get to them all) that raise specific and meaningful issues and then facilitate the ensuing discussion by interjecting controversial points and/or summarizing key points. Do not feel that you should save all discussion for the end; some discussion at the outset and in the middle is often most effective.

(3) Group Process Reflection and Evaluation (10 pts; individual grade): Group work is valuable and practical but often fraught with problems. To help make it a positive learning experience, students should individually complete a confidential reflection and evaluation. Before your first group meeting please read the document *Developmental Psychology Seminar Group Process Reflection and Evaluation* (posted on Moodle as *Group Process Form*), type your responses into this form as appropriate, and email me the completed document no later than the end of your presentation day (late evaluations will NOT be accepted and will receive a zero). In your evaluation, consider quantity and quality of contributions.

MyVirtualChild (25 points)

Vicariously experience the challenges and fun of parenting as well as see developmental concepts in action by raising your own virtual child. Use the URL www.myvirtualchild.com and access code provided with the Berk text. As with real parenting, this program is *not* deterministic (i.e., parent choice A does not consistently cause child outcome B). Rather, it is probabilistic, giving a sense of the kinds of decisions parents face and the kinds of outcomes that might reasonably occur given one's unique combination of genes, environment, and as in real life, a dash randomness. The simulation provides three questions for each of 12 ages from 9 months to 18 years. For any **FOUR** of the 12 ages (one between each of 9 months and 3 years, one between 4 and 7 years, one between 8 and 12 years, and one between 13 & 18 years), choose ONE of the questions and type the question, the child's age, and a thoughtful response to the question that is about one long paragraph in length. I will be looking for specific course terms and concepts in your answers to these questions, so please underline all developmental terms (terms are 1-3 words, not sentences!). Hence, carefully select rich questions that allow you to thoughtfully integrate developmental theory and research from the text and class. Each of the 4 responses is worth 5 points and completion of the simulation earns 5 points. Document completion by submitting the final page (your child will be 18 years 1 month old and it says "as you reach the end of the program"). Don't worry if you're not sure if it's the final page; if it "looks like" the final page it's close enough. You may also be asked to share some of your favorite parenting experiences and observations in class. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above. Active engagement with this simulation should earn a high grade and may also translate into higher test, quiz, and paper grades.

FINAL COURSE GRADES:

A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%),
C+ (78-79%), C (73-77%), C- (70-72%), D+ (68-69%), D (63-67%), D- (60-62%), F <60%

OPTIONAL EXTRA CREDIT (maximum = 5 bonus points total)

1) Class "show and tell" (up to 2 BONUS points):

Present to the class a cartoon, article, story, video clip, etc. & explain (~ 5 minutes) how it specifically illustrates course concepts.

2) Community-based learning (up to 5 BONUS points):

Community-based learning provides an excellent opportunity to observe the developmental concepts about which you are studying. You will receive up to 5 bonus points if you volunteer for at least 10 hours during the semester at an appropriate setting, and then give a short oral (3-5 minutes) or written report (my choice depending on time at the end of the semester). In this report you must explicitly link some of your experiences to class concepts; anecdotal stories illustrating "psychological concepts in action" are perfect vehicles for this. You will receive 3 points if you describe your experiences, 4 points if you explicitly link your experiences to course concepts, and 5 points if you reflect upon and analyze your experiences in the context of specific course concepts (the difference is depth). You may not earn bonus points for experiences that meet requirements for other courses, although it *may* earn extra credit in other courses. It is your responsibility to choose a site, meet with the contact person, and work out the details of your volunteer commitment. SU's Director of Civic Engagement Suzy Pukys (x 1987; pukyss@southwestern.edu) is happy to help you identify a site that meets your needs. For ideas about possible sites please consult the "Guide to Social and Public Services" found on our course Moodle page and also on the Office of Civic Engagement website <http://www.southwestern.edu/offices/civicengagement/>.

DR. BEN PIERCE
EVOLUTIONARY BIOLOGY
BIO50-304
Spring 2011



Evolution is one of the most important unifying principles in biology and is foundational for understanding almost all aspects of biology. This course will explore: (1) the mechanisms of evolution; (2) the patterns of evolution that have produced the past and present diversity of life on Earth; and (3) special topics in evolution that are the subject of current research in the field.

Lecture: MWF 8:00-8:50, FJS 148

Office: FJS 217

Office Phone: 512-863-1974

Home Phone: 512-863-7788

Cell Phone: 512-818-3638

Email: pierceb@southwestern.edu

Office Hours: Mon 9:00 am – 12:00 noon, 1:00 – 2:00 pm

Tues 1:00 – 2:00 pm

Wed 9:00 am – 12:00 noon, 1:00 – 2:00 pm

Thurs 1:00 – 2:00 pm

Office Hours at other times throughout the week by appointment.

Textbooks: *Evolution*, 2nd Ed. 2009. Douglas J. Futuyma. Sinaur Associates.

Evolution for Everyone: How Darwin's Theory Can Change the Way We Think About Our Lives. 2007. David Sloan Wilson. Random House.

Grades:	Exam I	- 100 points
	Exam II	- 100 points
	Final Exam	- 200 points
	Weekly Quizzes	- 120 points
	Class Discussion	- 50 point
	<u>Research Paper</u>	- 110 points
	Total Points	- 680 points

A+ = 100-97%	C+ = 79-77%
A = 96-93%	C = 76-73%
A- = 92-90%	C- = 72-70%
B+ = 89-87%	D+ = 69-67%
B = 86-83%	D = 66-63%
B- = 82-80%	D- = 62-60%
	F < 60%

Important Dates: **Exam I – Feb 16**
 Exam II – March 30
 Final – Tuesday May 3 (6:00 – 9:00 pm)

Tests: Exams I and II will consist of multiple choice, short answer, problem solving, and essay questions and will be given during class on the assigned dates. The Final Exam will have the same format, but will be comprehensive, covering material from the entire semester.

Quizzes: To help you keep up with the material, we will have a quiz every Wednesday, except for Wednesdays when we have a major exam. Quizzes will cover the material we have discussed in lecture and all reading assignments for the previous week. Your lowest quiz grade will be dropped.

Discussion: Part of your grade (50 points total) will be based on your ability to discuss the assigned readings. Each day, I will randomly select two or three students, with whom I will engage in an extended conversation about the assigned material. You will not know ahead of time when you will be called upon to discuss. Using the Socratic Method, I will ask each student a series of questions about the material. The student will be graded on his or her knowledge and understanding of the material and ability to discuss the information. Discussion grades will be based on the following scale.

50-45 pts	Excellent knowledge and understanding of material; knew and discussed the information well
45-40 pts	Good knowledge and understanding of material and ability to discuss it; knew most of the material but had limited understanding of a few points.
39-35 pts	Fair knowledge and understanding some of the material, but lacked knowledge of substantial amount information or had flawed understanding of major parts.
34-20 pts	Poor knowledge and understanding; did not read major parts of the assigned reading or had very poor comprehension and recall of the material.
0 pts	Unable to discuss any of the material or had an unexcused absence

Each student in the class will be called on at least two or three times during the semester. The overall grade for discussion will be based on the average grade for each discussion.

Research Paper: Part of your grade in the course will be based on a review paper that you will write on some aspect of evolution. The paper should be 8-12 pages of double-spaced type and must contain a number of original, scientific references.

Please come in during office hours to talk with me about your proposed paper topic. Your proposed topic must be approved by the date listed below. You will need to turn in a 200-300 word abstract of your paper, a detailed outline of what you will cover in the paper, and bibliography of the references you will use by dates listed below; these required assignments will constitute 9% of the grade for the paper. The topic, abstract, outline, and paper are due at the beginning of class on the dates assigned. For each day your paper or paper topics is late, your grade on that assignment will drop 10%, so be sure to get them in on time. Any assignment turned in on the due date but after the beginning of class will be considered one day late.

Research Paper Topic Approved – Feb 25
Abstract, Outline, and Bibliography Due – March 28
Papers Due – April 25

Missed Quizzes and Tests: If you miss a quiz for an excused reason, I will usually give you a makeup the following class day. If you miss a major test for an excused reason, we will arrange a time for you to take a makeup exam. Alternatively, I may not give you a makeup test or quiz, and instead, base your

grade on the average of your other quizzes or tests. This will apply if you cannot take a makeup quiz or exam within a few days of the regular quiz or test date.

If you miss a quiz or test for an unexcused reason, you will receive a grade of 0 for that assignment. Absences will be excused for official university-sponsored activities, illness, a death in the family, or an unavoidable emergency. If you will be absent for any of these reasons, you must inform me *before* the class to receive credit for an excused absence. Call, email, or text me if you will be absent for any reason.

If you know ahead of time that you will be absent, please fill out and turn in a Petition for Excused Absence before your absence. If your absence is unanticipated, please turn in a Petition for Excused Absence as soon as you return. The reason for the Petition is that I am forgetful, and this will remind me that we have discussed your absence and agreed on whether it will be excused or unexcused.

Attendance: It is important that you attend each and every class if you want to do well in this class. If you miss more than 25% of the class periods (10 absences from class) for unexcused reasons, I will request that the Registrar withdraw you from the course. Please make every effort to be present at lecture and lab on time.

Accommodations for Disabilities: Southwestern University will make reasonable accommodations for persons with documented disabilities. To arrange accommodations students should contact the Center for Academic Success, located in the Prothro Building. Professors must be officially notified by the Access and Academic Resources Coordinator that documentation is on file at least two weeks before the accommodation is needed. Please talk with me if you are seeking accommodations.

Honor Code: **Students are expected to follow the Honor Code at all times and will be required to sign the Honor Pledge on all quizzes, tests, and papers. All suspected violations will be taken seriously and dealt with under the approved procedures as found in the Student Handbook. Any student found guilty of violating the Honor Code in this class will be given an F in the course.**

My Goal: My goal is that every student does well in this course and masters the fundamentals of evolutionary biology. Please come in to see me if you are having difficulty, or not doing as well as you would like in the course. Often, I can offer suggestions on how you can better prepare for exams and be more effective in your studying.

Course Learning Objectives

By the end of the course, students should:

1. Be able to explain why evolution is of central importance to biology and how it serves as a unifying principle in biology.
2. Know some of the types of evidence that support the theory of evolution.
3. Be able to calculate genotypic and allelic frequencies within a population.
4. Be able to explain the assumptions and predictions Hardy-Weinberg law and why it is important. Be able to determine if a population is in Hardy-Weinberg equilibrium.
5. Know the effects of nonrandom mating on the gene pool of a population.
6. Understand the processes that lead to evolutionary change, including mutation, genetic drift, gene flow, and natural selection. Be able to explain the major effects of these evolutionary forces on allelic frequencies within a population.
7. Be able to explain, using evolutionary mechanisms, how adaptations arise.
8. To be able to articulate the differences between individual selection and group selection.
9. Be able to discuss the central issues involved in explaining the evolution of sexual reproduction and some of the current evolutionary theories for why sex is so pervasive.

10. Know the different types of sexual selection and how sexually-selected traits evolve.
11. Be able to describe the biological species concept, its strengths and weaknesses. Be able to explain different modes of speciation.
12. To be familiar with the types of molecular data that support the theory of evolution and understand processes that bring about patterns of molecular evolution.
13. Know what macroevolution is and be able to discuss different hypotheses about how macroevolutionary change occurs.
14. To be able to discuss the major events and broad patterns of evolution that have occurred on earth.
15. Be able to discuss the role of evolution in society and the evolution-creationism debate in the United States

COURSE SCHEDULE SPRING 2011

Date	Topic	Readings	
		Futuyma	DSW
Jan 10	Introduction, Evolution of HIV		
Jan 12*	Process of Evolution and History	Ch 1	Ch 1
Jan 14	Phylogenies	Ch 2	Ch 2
Jan 17	<u>Martin Luther King Holiday</u>		
Jan 19*	Phylogenies	Ch 2	Ch 3
Jan 21	Phylogenies	Ch 2	Ch 4
Jan 24	Patterns of and Evidence for Evolution	Ch 3	Ch 5
Jan 26*	Evolution and Society	Ch 23	Ch 6
Jan 28	Evolution of Central Texas Salamanders		Ch 7
Jan 31	Origin of Genetic Variation	Ch 8	Ch 8
Feb 2*	Genetic Variation in Natural Populations	Ch 9	Ch 9
Feb 4	Genetic and Phenotypic Variation in Populations	Ch 9	Ch 10
Feb 7	Linkage Disequilibrium		Ch 11
Feb 9*	Genetic Drift	Ch 10	Ch 12
Feb 11	Genetic Drift and Gene Flow	Ch 10	
Feb 14	Natural Selection	Ch 11	Ch 13
Feb 16 Exam I			
Feb 18	Natural Selection	Ch 11	Ch 14
Feb 21	Natural Selection	Ch 12	Ch 15
Feb 23*	Natural Selection	Ch 12	Ch 16
Feb 25	Evolution of Quantitative Traits (paper topic due)	Ch 13	Ch 17
Feb 28	Evolution of Quantitative Traits	Ch 13	Ch 18
March 2*	Evolution of Life Histories	Ch 14	Ch 19
March 4	Evolution in Action		
March 7	Evolution of Sex	Ch 15	Ch 20
March 9*	Evolution of Sex and Sex Ratios	Ch 15	Ch 21
March 11	Sexual Selection	Ch 15	Ch 22
March 15-19	<u>Spring Break</u>		
March 21	Sexual Selection	Ch 15	Ch 23
March 23*	Kin Selection	Ch 16	Ch 24
March 25	Genetic Conflict	Ch 16	Ch 25
March 28	Evolution of Human Behavior and Society (paper outline due)	Ch 16	Ch 26
March 30 Exam II			
April 1	Species	Ch 17	Ch 27
April 4	Speciation	Ch 18	Ch 28
April 6*	Coevolution	Ch 19	Ch 29
April 8	Evolution of Genes and Genomes	Ch 20	Ch 30
April 11	Evolution of Genes and Genomes	Ch 20	Ch 31
April 13*	Evolution of Development	Ch 21	Ch 32
April 15	Macroevolution	Ch 22	Ch 33
April 18	History of Life: Fossils and Origins	Ch 4	Ch 34
April 20*	History of Life: Early Evolution	Ch 5	Ch 35
April 22	<u>Easter Break</u>		
April 25	History of Life: Cambrian Explosion (paper due)	Ch 5	Ch 36
April 27	History of Life: Human Evolution		
April 29*	Evolution and Society	Ch 23	
May 3 6:00 – 9:00 pm– Final Examination			

*quiz

Petition for an Excused Absence

Name_____

Today's Date_____

Date of Absence_____

Reason for absence:

Student Signature _____

This absence will be considered:

Excused_____ Unexcused ____

Instructor Signature _____

Date_____

ARH71-104

Introduction to Art History:

Image, Object, Text

Southwestern University – Spring 2011

TuTh 10:00-11:15 / FAC 235

Prof. Kimberly Smith

FAC 232 / Tel 863.1349

smithk@southwestern.edu

Campus office hours: Wed 1:30-3:30,

or by appointment at

<http://tungle.me/kimsmith>

Course Description

This course offers a look at select art and artifacts made in various cultures and periods across the globe, from antiquity onwards. We'll move chronologically through these eras, but will simultaneously address key themes in the history of art.

This is an introductory course that covers a wide range of material, yet it is decidedly not a survey. We will be sacrificing some breadth in the interest of gaining a depth of understanding into certain important products of visual culture. In order to achieve this more "vertical" learning experience, the course is comprised of a series of case studies drawn from diverse periods in the history of art.

Each week, I'll give you a broad overview of the cultural and historical background in which these objects were made. We'll follow these lectures by discussions of focused readings from your course packet. In the course of engaging in these case studies, you'll also receive an introduction to some of the key methods used within the discipline of art history.

This course is intended for *first-years and sophomores*. It serves as an introduction to some of the basic objects and questions of art history, and its intended audience is first and second-year students. If you are a junior or senior, you need to speak with me about staying in the course.

Goals for Student Learning

- To understand how art functions within particular social and historical contexts
- To strengthen visual literacy by concentrating on the formal qualities of an image or object, and considering the ways in which these characteristics communicate meaning
- To read written texts with care, reflection and critical analysis
- To develop solid research and writing skills, focusing in particular on utilizing research and written argumentation to analyze works of art
- become familiar with some of the basic methodological premises of art history

Texts

Background material for this course will be assigned from publicly available websites, primarily the **Heilbrunn Timeline of Art History** hosted by the Metropolitan Museum, and the website **smarthistory.org**. These will provide good information and basic analysis of the artists, movements, styles, and historical periods covered in our class. If you would like to purchase an *optional* textbook to keep for later use, you are certainly free to do so. I would suggest *Art: A Brief Survey*, (3rd or 4th editions), edited by Marilyn Stokstad. I'll put a copy of this book on reserve in the library for your reference.

In addition to the websites, there are two textbooks for this course:

- Sayre, Henry M. *Writing About Art*, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2006. (5th edition is on reserve at the library)
- Course packet of selected readings, available at SU bookstore.

Course Website

- **In structure Canvas**

We will be relying heavily on the course website, since most of the background reading for the semester's topics will be online, and the links will be posted on our site. In addition, all class PowerPoints and all written materials handed out in class will be posted on the course website. You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will not be a valid excuse for not having that information. Check this site regularly for updates to the schedule, and all class documents (including the syllabus, works & terms handouts, study sheets, paper assignments, etc.)

You should receive an invitation this week to register for our Canvas course site. Please contact me a.s.a.p. if you haven't received an invitation by the end of the first week of classes.

Assignments and Expectations

Note: Be sure to note not only when an assignment is due, but whether it is to be turned in online or in class.

- **Attendance and Expectations**

You may miss three classes without consequence. More than three absences, however, will be considered excessive and each subsequent absence will affect your grade negatively, regardless of whether you have requested permission for the absence.

Approximately one day a week will be devoted to discussing particular aspects of the course material in fuller detail, and all students should come prepared ready to articulate their thoughts on the assigned course pack reading for that day. Your thoughtful participation in these discussions will not only improve your grade, but will also contribute to a successful and satisfying class experience for you and your colleagues.

Technologies:

- You are welcome to take notes on a **laptop**, but if you choose to do this, please sit in the back row so your screen doesn't distract the students behind you. Please use laptops *only* for note taking.
- You may not use **cell phones** in class for any reason (this includes texting). If I see a cell phone on, you'll be asked to turn it off and put it away. You get one free warning. If I have to ask again during the semester, your participation grade will be penalized.

- **Each day's reading assignment completed before class**

Websites will provide basic background for lecture days. The course packet readings will form the basis for our weekly discussions. You are expected to read these articles closely and thoroughly. Carefully consider the arguments presented in these texts, so that you can participate fully in class discussions and successfully respond to essay questions on the exams.

Although we probably won't discuss the Sayre book much in class, you should pay close attention to the assigned readings from this book to guide you in your writing assignments.

- **Formal analysis paper (2-3 pages)**

Due at the beginning of class Thursday, January 27

- **Two take-home exams (one mid-term and one final)**

Both exams will be open book, take-home exams. You may refer to online readings, class notes, course packet readings, and your textbooks. You may not talk with anyone else, however, about the test. Exam #1 (midterm) will be due Monday, March 7. Exam #2 (final) will be due Wednesday, May 4. *Make-up exams will be granted only in the event of a medical or personal emergency and, because of the extra study time, will be more difficult than the regularly scheduled exam.*

- **Research paper project**

This multi-stage project will focus on a work of art from the collections of the Blanton Museum in Austin. You will need to view this work in person at least once before Part 1 of the project is due. *If you do not have access to a car, or if making the trip to Austin poses a problem for some other reason, please see me as soon as possible.*

Part 1: Analysis of subject matter and form.

2-3 page paper due Tuesday, February 22.

Part 2: Researching the verbal frame

Annotated bibliography due at the beginning of class Tuesday, April 5.

Part 3: Interpretation and argument

6-8 page research paper due at the beginning of class Thursday, April 28.

Late Policy

Each day an assignment is late results in a 1/3 letter-grade deduction. For example, if you turn in a paper two days late which warrants a B+, your grade would be a B-. All assignments are due at the beginning of the class period. After the first five minutes of class, assignments will be considered late. Weekends and holidays DO count when determining how many days an assignment is past due.

Grading Percentages and Scale

Formal analysis paper	5%
Exam #1	20%
Exam #2	20%
Research Project – Part 1 (formal analysis)	10%
Research Project – Part 2 (annotated bibliography)	15%
Research Project – Part 3 (final paper)	20%
Class Attendance/Participation	10%

The following scale will be used for calculating letter grades:

A	95-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A-	90-94%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

Staying Informed

You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will NOT be a valid excuse for not having that information.

All written materials handed out in class will also be posted on the course Canvas website. Please follow the instruction in the Canvas email to register on the Canvas – Instructure site and access our course materials. *Be sure to check this site regularly for announcements, changes in assignments, or updates to the schedule. **You can also set your preferences on Canvas to be alerted through email, texts, etc. about course announcements, assignments, grades, etc.***

Accommodations for Students with Disabilities

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should register with the Center for Academic Success, located in the Prothro Center. Professors must be officially notified by the Access and Academic Resources Coordinator that documentation is on file at least two weeks before the accommodation is needed.

Honor Code

All work is to be completed and pledged in accordance with the Southwestern University Honor Code. For information on the Honor System, please refer to the Student Handbook.

Plagiarism is defined in the Faculty Handbook as “the submission of another’s work as one’s own without acknowledgement in the written work” (p. 85). Princeton University’s Word Net defines plagiarism as:

(n) Plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.

(n) Plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone’s words or ideas as if they were your own.

Plagiarism is a serious offense of the university’s honor code and should be avoided scrupulously. If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It’s better to ask than to be sorry later.

Office Hours

On Wednesdays from 1:30-3:30, I’ll be in my office (**FAC 232**) and available to meet about any of my courses, the art history program, or any other related topic. If these office hours don’t work with your schedule, I am always very happy to schedule appointments outside of office hours.

This year, I’m trying a new system for scheduling appointments. Go to <http://tungle.me/kimsmith> to find a time that I’m available. You can simply sign up for a slot and tungle.me will notify me of the meeting. (This must be done at least one day in advance, and you’ll be asked to propose more than one meeting time.)

Course Schedule

(please note: additions or revisions to this schedule may be made if needed)

Week 1

January 11 Introduction

January 13 Thinking Formally I
Sayre, 33-67

Week 2

January 18 Thinking Formally II: Formalist Interpretation of Ancient Chinese Art
Wang, "Crystallizing the 'Bleary Blur': Bronze Mat Weights and the Emergence of Plastic Thinking in the Western Han Dynasty"

January 20 Art of Antiquity I: Overview
Links to readings/videos on **Canvas**

5:00 p.m. *Tripp Evans lecture (Extra Credit opportunity)*

Week 3

January 25 Art of Antiquity II: Monumental Style and Politics
Peirce, "The Arch of Constantine: Propaganda and Ideology in Late Roman Art"

January 27 Islamic Art I: Overview
Links to readings/videos on **Canvas**
+ Discuss Research Project (Part 1) – read Sayre, 15-25
● *Formal analysis paper due in class*

Week 4

February 1 Islamic Art II: Aliaferia: Architecture, Audience and Literature
Robinson, "Seeing Paradise: Metaphor and Vision in taifa Palace Architecture"

February 3 African Art I: Overview
Links to readings/videos on **Canvas**

February 8 African Art II: Yoruban Sculpture and Political Rituals
Blier, "Kings, Crowns, and Rights of Succession: Obalufon Arts at Ife and other Yoruba Center"

February 10 *No class, Dr. Smith at conference.*

Week 6

February 15 Romanesque & Gothic Art in France I: Overview
Links to readings/videos on **Canvas**

February 17 Romanesque & Gothic Art in France II: Chartres & Local Histories
Spitzer, "The Cult of the Virgin and Gothic Sculpture: Evaluating Opposition in the Chartres West Façade Capital Frieze"

Week 7

February 22 Researching the Art History Paper – The Verbal Frame (Project: Part 2)
Sayre, 68-97
● *Research Project Part I (Formal Analysis) due in class*

February 24 Ancient and Medieval Asian Art I: Overview
Links to readings/videos on **Canvas**

Week 8

March 1 Ancient and Medieval Asian Art II: Japan's China
Watsky, "Locating 'China' in the Arts of 16th c. Japan"

March 3 *No class. Work on take-home exam.*

Week 9

March 7 *Take-home exam #1 due online by **midnight**.*

March 8 [Renaissance Art I: Overview](#)
 Links to readings/videos on **Canvas**

March 10 [Renaissance Art II: The Rise of the Artist in Europe](#)
 Rubin, "Signposts of Invention: Artists' Signatures in Italian Renaissance Art"

** spring break: march 14-18 **

Week 10

March 22 [Baroque Art I: Overview](#)
 Links to readings/videos on **Canvas**

March 24 [Baroque Art II: Beyond the Mirror](#)
 Klein, "Wild Woman in Colonial Mexico: An Encounter of European and Aztec Concepts of the Other."

Week 11

March 29 [Rococo and Neoclassicism I: Overview](#)
 Links to readings/videos on **Canvas**

March 31 [Rococo and Neoclassicism II: Signs & Semiotics](#)
 Johnson, "Corporality and Communication: The Gestural Revolution of Diderot, David, and The Oath of the Horatii."

Week 12

April 5 [Realism and Impressionism I: Overview](#)
 Links to readings/videos on **Canvas**
 • *Research Project Part 3 (annotated bibliography) due in class*

April 7 [Realism and Impressionism II: Class](#)
 Cusack, "Bourgeois Leisure"

Week 13

April 12 [Modern Latin American Art I: Overview](#)
 Links to readings/videos on **Canvas**
 + *Discuss Part 3 of the research project (interpretation and argument)*

April 14 [Modern Latin American Art II: Post-Colonialism and Gender](#)
 Baddeley, "'Her Dress Hangs Here': De-Frocking the Kahlo Cult"

Week 14

April 19 [Diasporas I: The Black Atlantic](#)
 Links to readings/videos on **Canvas**

April 21 [Diasporas II: Chinese Art](#)
 Links to readings/videos on **Canvas**

Week 15

April 26 [Global Contemporary Art](#)
 Reading T.B.A.

April 28 [Catch-up day](#)
 • *Research Project – Part 3 (final research paper) due in class*

Take-home Exam #2 (final) is due online
 by 5:00 p.m., Wednesday, May 4

COM75-644-01: Music and Identity – 4 Credits
Spring 2011 (Jan 11-May 5) / TH 8:35-9:50 a.m., Olin 322

Professor: Dustin Tahmahkera, Ph.D. – “Dr. Tahm”

Email: tahm@southwestern.edu

Phone: (512) 863-1610

Office: Olin 120

Office Hours: Tues and Thurs 1:00-2:00 p.m. and by appt.

Course Description:

This course explores the relationship between music, culture, and identity. Mapping connections between songs and identities within cultural, musical, and ideological contexts, the course involves critical and creative listening and analytical approaches to analyzing artists’ and fans’ musical identities, performances, and sonic interests as integral parts of audiotopias and music genomes.

Learning Outcomes

- To develop critical approaches for analyzing texts at the intersections of *music*, *culture*, and *identity*
- To understand and apply critical concepts from cultural communication studies and sound studies
- To become proficient in learning how to think and write effectively about topics concerning music and identity
- To develop critical writing and verbal skills in analysis, communication, argumentation, and interpretation

Required Texts

- Kun, Josh. *Audiotopia: Music, Race, and America*. University of California Press, 2005.
- Ed. Beebe, Roger, et. al. *Rock Over the Edge: Transformations in Popular Music Culture*. Duke University Press, 2002.

Required Web site

- Set up a free Pandora Radio account at <http://www.pandora.com/>.

Important Note: I will announce any changes to the schedule in class and/or by email.

E-mail Communications

- 1) When I send emails, I use Southwestern.edu accounts. Therefore, you must check your SU email or have SU messages forwarded to your primary account. You should check your email daily.
- 2) Always copy (cc:) yourself when you email classmates or Dr. Tahm so that you know if the message sent successfully. Your message copy serves as proof of an email in case of any dispute. Because you can always cc: yourself, it is inexcusable to say that you emailed but that your message was not delivered successfully.
- 3) When you send emails to classmates or Dr. Tahm, please communicate **clearly** and **respectfully**. Thank you.
- 4) I will generally check and respond to emails on weekdays. Please allow for more response time on the weekends. An email sent, for instance, on a Friday night, Saturday, or Sunday may not be answered until Monday. In general, please remember that this is *our* class; thus, we have to communicate and stay in touch. So, keep me informed and I’ll do the same for you. Thanks.

Services for Students with Disabilities

Southwestern University will make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director of Access and

Academic Resources within the Center for Academic Success (phone 863-1286; e-mail carterk@southwestern.edu). Students seeking accommodations should notify the Assistant Director of Access and Academic Resources at least two weeks before services are needed. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member.

Participation

You are expected to actively participate in class through listening critically and making critical comments. Active participation does not mean constant silence nor does it mean talking non-stop. I'd encourage a balance between listening and responding, commenting, and questioning. Please be prepared to critically discuss course material and assigned readings.

Honor Code

On each assignment, you must handwrite/type the following and also sign your name before it will be graded: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not."

Professional Conduct

1. Plagiarism: The University considers plagiarism and cheating very serious offenses. Plagiarism refers to presentation of another's work as your own, whether the work is copied word for word or paraphrased. You should always properly attribute the ideas of others in your writing by properly citing your sources. Cheating refers to copying from others, downloading papers from the Internet, and collaborating with others on individual papers. Cheating and plagiarism can lead to academic discipline and can lead to serious consequences for your college career including suspension or dismissal from the University. If caught cheating or plagiarizing, you will receive an automatic zero for the assignment. If caught a second time, you will be dropped from the course.

2. By being enrolled in this course, you agree to arrive on time, to listen attentively, to participate appropriately, to show respect to everyone in the classroom (including those with divergent opinions from yours), and to be hardworking scholars.

3. Laptops are discouraged but allowed with caution. During class, they are to be used only for taking notes. If I see that they are used for other purposes, you will be asked to stop using the laptop and/or leave the class.

4. No cell phone or electronic device usage of any kind is permitted. Place phones on silent.

5. Unless an emergency occurs, please stay in the classroom for the entire class.

GRADING

	Points
Reading Preps	50
Listening Engagements	40
Audiotopia Essay	100
"Edge" Chapter Presentation and Discussion	50
Music Genome Project Proposal	30
Annotated Bibliography	30
Music Genome Project	100
Genome Project Presentation	50

	450

Final letter grades for this course will be computed according to the following percentage:

A = 93+ (419 points or more)	A- = 90-92 (405-418)	B+ = 87-89 (392-404)
B = 83-86 (374-391)	B- = 80-82 (360-373)	C+ = 77-79 (347-359)
C = 73-76 (329-346)	C- = 70-72 (315-328)	D+ = 67-69 (302-314)
D = 63-66 (284-301)	D- = 60-62 (270-283)	F = 59 or less (269 or less)

For instance, if you have 360 out of 450 total possible points, you divide 360 by 450 and get .8 or 80%. On this grading scale, that is a B-.

Note about grading errors or questions: All questions and potential errors regarding the points received for any assignment must be brought to the attention of the instructor within three days of receiving the score. No change in or adjustment of points will be allowed after one week or after the last day of the course.

ASSIGNMENTS

All work must be turned in on time to avoid late penalties. For each day (including weekends) after the due date that the Audiotopia Essay, Project Proposal, Annotated Bib, or Music Genome Project is submitted late, ten points are deducted from that assignment's grade. The in-class *Edge* Chapter presentation and the Genome Project Presentation cannot be made up as a group or individually.

Unless I have announced that certain assignments should be submitted by e-mail or unless arrangements have been agreed upon beforehand between you and me, e-mailed assignments will not be accepted.

For typed assignments, please follow general MLA guidelines, including proper formatting, headers, and double-spacing throughout, and type in 12-point Times New Roman. You also are welcome to print on both sides of the paper.

- MLA site: http://owl.english.purdue.edu/handouts/research/r_mla.html
- Recommended: *MLA Handbook for Writers of Research Papers* (7th edition)

Portfolio:

For both parts of your Portfolio, you may handwrite entries in a notebook or type and print them out to keep in a folder. (Please keep them in chronological order from the first entry in front to the most recent entry in back). Be sure to bring each Prep and Engagement to class on the days we will be discussing them. While the guidelines for Portfolio assignments are designed to assist with increasing your understanding of course topics and to prepare you to discuss the readings and music in class, the Portfolio also can serve as a good resource for you, a collection of information that you may find useful to refer back to in the future, such as for your final Music Genome projects.

For each Portfolio entry, include a basic title (e.g., Prep #1, Engagement #1), centered, towards the top of the page. When the Preparations and Engagements are due to be turned in, I will check each entry to see that it was completed and that instructions were followed. For each missing prep or engagement, I will deduct 5 points from the final grade for the corresponding Part I or Part II portion of the Portfolio. During the semester, I may call on individuals so that they will share their Prep or Engagement responses. Being unprepared in such a situation may also result in point deductions.

Portfolio, Part I: Reading Prep[aration]s

It is your responsibility to yourself and to everyone else in our Music and Identity class-community to closely read all assigned readings and to be prepared to discuss them with each other. For each Preparation entry, please complete the following in 250-350 words:

- 1) Identify the author's thesis or main argument in the reading
- 2) Discuss/"converse with" one engaging or debatable key point or concept in the reading
e.g., Author Z says that _____. I partly agree because _____. ... I also disagree because _____.
...
- 3) Formulate one critical and complete question that is clearly in response to the key point or concept that you have just discussed and thus, is a question that responds to part of the reading's content.

Note: You are not required to bring a Prep on the day of your group's *Edge* chapter presentation.

Portfolio, Part II: Listening Engagements

Listening engagements (i.e., short music assignments) will be assigned and completed in class and/or as homework. These approximately 8-10 engagements will pertain to course topics and discussions.

Engagement #1 is due for discussion on Thurs, Jan 13:

Explore and familiarize yourself with Pandora.com's site and discussion of their work. Then listen to a music station you set up on Pandora for 1-2 hours and see what musical map Pandora lays out for you—you can influence it (thumb up or thumb down options) or choose to let it play once you have selected an artist. On Jan 13, be prepared to discuss your mini-musical genome (e.g., which songs played and by which artists (5-7 musical selections)? what textual clues can you gather for why Pandora arranged your station's musical map as they did?)

Guidelines for all of the following assignments will be provided and discussed during the semester:

***Audiotopia* Essay**

Individually, you will type an essay (4-5 complete pages) in response to an assigned topic based on or directly related to Kun's *Audiotopia* book.

***Rock Over the Edge* Chapter Presentation and Discussion**

You will be a member of a small group in which you present on and lead discussion of one chapter in the *Rock Over the Edge* textbook.

Music Genome Project Proposal

Intended to serve as a significant step towards the completion of your final Research Paper, the proposal (2-3 full paragraphs, 200-300 total words) should help both of us to gain a clearer idea of your research topic's direction and focus. In the proposal, I am looking for evidence of your proposing a promising and achievable research paper for the purposes of our course. The proposal serves as a good opportunity to "talk through" your topic. Please note that not all proposals are initially approved. You may be required to revise your first proposal. The Music Genome Project will not be accepted until the Project topic has been submitted and approved by me.

Music Genome Annotated Bibliography

The Annotated Bibliography will consist of 5-7 annotated sources that you are consulting for the development of your Music Genome Project. Specific requirements for sources and annotations will be provided during the semester.

Music Genome Project

Preferably with a classmate-partner, you will formulate, research, and type a research paper (5-7 complete pages) on an approved topic/theme, situated within music, culture, and identity, in which you analyze your music genome case study and apply critical discourse from the class and your research.

The theoretical frameworks and musical case studies in *Audiotopia* and *Rock over the Edge* may inspire numerous topic ideas for your project.

Music Genome Project Presentation

With your classmate-partner (if applicable), you will deliver a presentation about your Music Genome Project to the class, in which you will share your topic and research findings.

Attendance

Roll will be taken at the start of most, if not all, class meetings. To be counted as fully present for a class meeting, you must be in class on time and stay for the entire class. I do not distinguish between excused and unexcused absences, with the exception of university-sanctioned activities or religious observance. If you are going to miss class for either reason, please notify me at least one week prior to the anticipated absence. You are responsible for any materials missed during a regular meeting, including assignments given in your absence.

Here is how attendance point deductions will be determined:

Absent from 0-2 classes = no point deduction. Each absence beyond 2 classes will result in a 15-point deduction from your course point's total. For example, if you received 400 points from coursework but were absent from six course meetings, then 60 points (15 points x 4 absences beyond the first two absences) would be deducted: $400 - 60 = 340$. Due to absences, the final graded shifted from 88.9/B+ (for 400 points) to a 75.6/C (for 340 points).

For every two class meetings that you are late to class and/or that you leave class early without any prearranged agreement between us, a ten-point deduction from your course points total will result.

Maintaining consistency in excellent attendance and participation and arriving to class on time may factor favorably into a student's final course grade.

Important Note

This syllabus, which should be brought to every class meeting, is both an implicit and explicit contract between you (the student) and me (the professor). It is a vision-document because I developed it without any knowledge about you and your needs, and, as such, it remains a work-in-progress. I will announce any changes to the course, including its schedule, in class and/or by email.

Tentative Schedule

Date/Theme	Readings (should be read <i>before</i> the date they are listed)	Assignments due
Week 1: Jan 11 Music and Identity	Course Syllabus	
Jan 13 Musical Genomes	Pandora.com	Listening Engage-ment #1 (future engagements TBA)
Wk 2: Jan 18 Listening to American Identities	Kun “Introduction” (1-18)	Prep #1
Jan 20 Developing AudiotoPIas	Kun “Introduction” (18-28)	Prep #2
Wk 3: Jan 25 Listening, Really Listening	Kun “Against Easy Listening” (29-47)	Prep #3
Jan 27	Kun “Against Easy Listening” (continued)	
Wk 4: Feb 1 Listening to Jewish Americans and Cultural Belonging	Kun “The Yiddish are Coming” (48-66)	Prep #4
Feb 3	Kun “The Yiddish are Coming” (66-85)	Prep #5
Wk 5: Feb 8 Listening to James Baldwin listening to Bessie Smith	Kun “Life According to the Beat” (86-112)	Prep #6
Feb 10	Kun “Life According to the Beat” (continued)	
Wk 6: Feb 15 Listening to Langston Hughes listen to “America”	Kun “I, Too, Sing America” (143-165)	Prep #7
Feb 17	Kun “I, Too, Sing America” (165-183)	Prep #8
Wk 7: Feb 22	Appointments with Dr. Tahm	
Feb 24	Brown Symposium (no class)	Audiotopia Essay due by 5:00 p.m. on Feb 25 to Olin 120.
Wk 8: Mar 1	Music Genome Projects and Presentations	
Mar 3	Audiotopia Case Study: “Johnny Cash’s Indian Country Music”	

Wk 9: Mar 8	Audiotopia Case Study continued	
Mar 10	<i>Edge</i> “Introduction” (1-24)	
Wk 10: Mar 15-17	Spring Break	
Wk 11: Mar 22 Discourses/Histories	<i>Edge</i> (110-132)	Prep #9
Mar 24	<i>Edge</i> (133-160)	Prep #10
Wk 12: Mar 29 New Spaces/New Maps	<i>Edge</i> (161-190)	Prep #11
Mar 31	<i>Edge</i> (191-215)	Prep #12
Wk 13: Apr 5 New Spaces/New Maps	<i>Edge</i> (216-232)	Prep #13 (Apr 5) Proposal and Annotated Bib due by e-mail by 5:00 p.m. on Apr 6
Apr 7	<i>Edge</i> (255-290)	Prep #14
Wk 14: Apr 12 Desires/Affects	<i>Edge</i> (291-310)	Prep #15
Apr 14	<i>Edge</i> (311-334)	Prep #16 Portfolio, Parts I and II due
Wk 15: Apr 19-21	Appointments w/Dr. Tahm	
Wk 16: Apr 26-28	Music Genome Project Presentations	Music Genome Project is due by 5:00 p.m. on Apr 29.

Appendix 2: Approved Course Times

Scheduling Courses and Other Academic Activities

Approved Course Times, Fall 2012

Gridsub-subcommittee: Dirk Early, Suzanne Buchele

1/14/2012 10:00

Bold indicates change from previous semester.

Class Times:

3 Contact Hours	3 Contact Hours	4 Contact Hours	4 Contact Hours	4 Contact Hours	3-4 Contact Hours	Occasional Exam Block
50 X3	(75 or 80) X2	(100) X2	(75 or 80) X3	50 X4	One 2 hour block	One 2 hour period
A (8:00-8:50 MWF)	AB1 (8:30-9:50 MW)	AB2 (8:10-9:50 MW)	AB3 (8:30-9:50 MWF)	AT1 (8:00-8:50 MTWR)	AB4 (9-9:50 MWF+ 8-9 M,W,F)	EXAM1 (8-9:50am M,T,W,R,F)
B (9:00-9:50 MWF)	D1 (11:00-12:15 MW)	DE1 (11:00-12:40 MW)*	D2 (11:00-12:15 MWF)	BT1 (9:00-9:50 MTWR)	GR4 (3:00-3:50 M+3:00-4:50 W)	EXAM2 (12:00-2:00pm F)
C (10:00-10:50 MWF)	F1 (1:30-2:50 MW)	GR2 (3:00-4:40 MW)	F2 (1:30-2:50 MWF)	CU1 (10:00-10:50 MTWR) SPRING ONLY	WX1 (2:30-4:45 T+2:30-3:45 R)	EXAM3 (3:00-5:00pm F)
D (11:00-11:50 MWF)	GR1 (3:00-4:15 MW)		GR3 (3:00-4:15 MWF)	FV1 (1:30-2:20 MTWR)	N=3	N=7
E (12:30-1:20 MWF)*	T (8:30-9:45 TR)	T1 (8:10-9:50 TR)	N=4	GW1 (3:00-3:50 MTWR)		
F (2:00-2:50 MWF)	U (10:00-11:15 TR)			RX1 (4:00-4:50 MTWF)		
G (3:00-3:50 MWF)	V (1:00-2:15 TR)	N=4		N=6		
R (4:00-4:50 MWF)	W (2:30-3:45 TR)					
N=8	XR (4:00-5:15 TF)*					
	N=9					
[MW,MF,or WF for AB1,AB2,D1,DE1,F1]						
Night Classes (N): use 1 evening 7:30-10:00 or 2 evenings 7:30-8:45pm or 7:30-9:20pm						
Single day seminars use 2.5 or 3 hour lab times or night class times						
Sarofim School of Fine Arts Studio Classes Only						
Labs:						
Use University-wide class and lab times, plus:						
2 Hour Labs	2.5 Hour Labs	3 Hour Labs	4 Hour Labs	2.5 Hour Studios	3 Hour Studios	
(AB) 8:00-9:50 M,W,F	(ABC) 8:15-10:45 M,W,F	(FGR) 1:30-4:30 M,W,F	M,W,F*	(ABC) 8:15-10:45 MW	(EF) 12:00-2:55 MW	
(T) 8:00-9:50 T,R	(FG) 1:30-4:00 M,W,F	(TU) 8:15-11:15 T,R	(EFG) 1:00-4:50 M,W,F*	(EF) 12:25-2:55 MW	(TU) 8:15-11:15 TR	
(FG) 1:30-3:30 M,W,F	(GR) 3:00-5:25 M,W,F*	(VW) 12:45-3:45 T,R	(FGR) 1:30-5:20 W*	(GR) 3:00-5:30 MW	N=2	
(N) 7:30-9:30pm M,T,W,R	(TU) 8:45-11:15 T,R	(WX) 2:30-5:25 T*	(VWX) 1:00-4:50 T	(TU) 8:45-11:15 TR		
N=12	(VW) 1:00-3:30 T,R	(N) 7:30-10:30pm M,T,W,R	N=7	(VW) 12:30-2:55 TR		
	(WX) 2:30-5:00 T	N=12		(WX) 3:00-5:30 TR		
	(FGR) 2:30-5:00 F			N=6		
	(N) 7:30-10:00pm M,T,W,R					
	N=19					
*Restricted to courses with multiple sections or courses not required for the major.						
FYS/AES	U (10:00-11:15 TR)					
Ensemble I	E (12:30-1:20 MWF)					
Ensemble II	MTWR 5:30 start					
Night Classes	M,T,W,R 7:30pm start					
Meetings	Tuesday 11:30 - 12:20	2nd and 4th Tuesday				
Paideia	Tuesday 11:30 - 12:20	1st and 3rd Tuesday				
Chapel	Thursday 11:30 - 12:20					
Lecture/All Campus Time	Thursday 4-5pm	1st Thursday reserved for Student Body Forum				
Non-Scheduled Times	5:00-7:30PM M-Th	Regularly scheduled courses (with the exception of courses with multiple sections, not required for the major, or certain fine arts studio/ensemble classes) are not to be scheduled during this time				

Scheduling Courses and Other Academic Activities

As a residential, liberal arts institution, Southwestern University is committed to providing students with a rich and robust learning environment. While the center of the learning environment is the academic program and the work that occurs in the classroom, we also acknowledge that a great deal of student learning and growth occurs in the myriad of other activities in which students engage, including athletics, artistic performances, cultural events, field trips, lectures, programming provided by Student Life, internships, and employment opportunities.

So that students may take the fullest advantage of the learning Southwestern has to offer, the faculty are committed to continuing our tradition of scheduling classes and activities in a manner that maximizes the opportunities that students have to engage in these experiences and that allows them to plan in advance when developing their daily schedules. To this end, regular academic courses will be scheduled in the time slots indicated in the Course Time Grid. Exceptions to course scheduling must be approved by the appropriate academic associate dean and the Director of Records in advance of scheduling the course.

The Southwestern University course grid is designed to give faculty a variety of options for scheduling class times, including variable lengths of class meeting times. When scheduling courses, faculty should, where feasible, schedule classes with sufficient contact hours to ensure that all required class meetings, events, and activities, including tutorial sessions, can be scheduled during these hours. Classes and labs should end at the publicized hours, and a student who must leave on time, whether it is to attend another class or an extracurricular activity, should never be put at a disadvantage. If course activities are scheduled outside of class, faculty must follow the *Policies for Scheduling Course Activities*, below.

The All-Campus Time (TH 4:00-5:00) is a time in which most faculty and students should be free to participate in campus wide activities. It is designed to provide a space in the week for academically supportive events (outside lectures, panels, student presentations of work, film showings, etc.). In addition, the first All-Campus Time of each month is reserved for Student Town Hall, a Priority Event. Although the All-Campus Time is intended for academically-supportive activities, any one student may have multiple activities that s/he would like to participate in during that time; therefore, faculty should not treat the All-Campus Time as a time in which a required course activity may be added to a course without following the policies below.

Since there may be situations that warrant consideration, requests for exceptions to this policy will be handled by the Dean of the Faculty.

Policies for Scheduling Course Activities between 5:00 pm and 7:30 pm and Other Non-scheduled Class Times:

Class Field Trips Outside of Class Time

Faculty whose courses require field trips that fall outside the scheduled time for the course, should include the requirement in the on-line course description. The exact dates and times of the field trip must be included in the course syllabus and presented to the students on the first day of class to allow students time to resolve schedule conflicts or drop/add courses, if necessary. Faculty and students should adhere to the excused absence policy outlined in the *Faculty Handbook* when scheduling field trips.

Exams Outside of Class Time

Exams can be scheduled outside of the regular course time, provided that students with reasonable conflicts are provided an alternate time that does not conflict with their other activities. Reasonable conflicts include, but are not limited to, other courses, events required by other courses, athletic practices and events, rehearsals and performances, and work schedules. The syllabus will indicate the method students use to request an alternative exam time. So that students can make informed decisions about taking the course, faculty are expected to state their use of outside of class exams in the on-line listing for the course prior to registration and include the exam dates and times in the course syllabus presented to students on the first day of class. Exams should not be scheduled during the All-Campus Time or Priority Events.

Tutorial and Other Study Sessions

All students should have access to any tutorial and study sessions conducted by the faculty member for a course. If faculty include tutorial or other study sessions as regular elements of their courses, they should schedule their courses in the time slots that provide sufficient contact time to include these sessions in the allotted class time. If a tutorial or study session is scheduled outside of the regular class period, students with scheduling conflicts must be provided with an alternative time for an equivalent tutorial or study session. This could include a group review session during scheduled office hours.

Capstone Presentations

As the culminating experience in a student's academic program, capstone presentations hold special significance within the Southwestern educational experience. While faculty should make every effort to schedule capstone presentations within the Course Time Grid, faculty may require attendance outside of regular class time for students presenting their capstone work if students are given adequate notice of the date and time to allow them to adjust their schedules as necessary.

Other Class Meetings and Events Outside Regular Hours

Normally, class meetings and required class activities will be held within times reserved for the class. However, as a liberal arts college with an emphasis on engaged student learning, we recognize that some important class activities, such as attendance at evening performances or certain Priority Events such as Brown Symposium, cannot be scheduled during class, lab, or exam times. Events held outside the regular course times can be tied to a course if (a) the activity is a Priority Event, (b) the attendance at the event is optional (i.e. the student's grade will not be adversely affected if they miss the event – either by penalty or the inability to gain extra credit), or (c) when students have flexibility choosing among several evening or special events, some of which must be outside the Non-Scheduled times, or are given other alternatives. When meetings and events outside regular class hours cannot reasonably fit within this policy, faculty should contact the Dean of the Faculty to discuss an exemption to this policy.

To-Be-Arranged Course Times

To-Be-Arranged (TBA) course times and activities (independent studies, applied music, research, etc.) may be scheduled at any time that is mutually agreeable between the faculty member and student(s); however, faculty should be considerate of students' academic and non-academic schedules when working with their students to create a TBA schedule.

Scheduling a required class related activity without following the policies outlined above or without prior approval of the Dean of the Faculty will constitute a violation of the stated Academic Rights for Students (*Faculty Handbook*, Section VII) and will be considered valid grounds for a grade appeal.

Appendix 3: Some Useful Information from the Records Office

Add/Drop Card

Change of Class Schedule Procedures

Change of Grade Form

Petition for Incomplete Grade

Sample Add / Drop Card

CHANGE OF REGISTRATION (DROP/ADD)

Semester _____ 20____

Name _____ ID # _____
(Please print) Last Name First Name Middle Name

email address _____

This card must be processed within 3 days after the instructor's signature is secured. Hand carry the card for signatures and return it to the Registrar's Office in person.

Action	Course Number				Indicate pass/fail or audit, if applicable				Instructor's Signature/ * Printed Name	Date
	Prefix	—	Number		PF AU	Time	Days			
DROP										
	Section Number									
ADD										
	Section Number									

<input type="checkbox"/> WOR <input type="checkbox"/> W/R	Registrar's Office Use Only: Date: _____
--	---

Approved _____
Academic Advisor * Date

*Signature when required - see catalog.

CHANGE OF CLASS SCHEDULE

Academic adviser approval is required for the initial registration. Once registered, students may modify their schedules with the appropriate approvals – signatures or other means as specified by the Records Office. Addition of courses after the third day of the semester is subject to approval by the instructor or academic department offering the course. Students may drop a class through the tenth class day without any approvals. After the tenth class day, approvals from the instructor and academic adviser are required. See the Records Office web page for specific instructions for drop/add procedures. Approvals and date ranges are posted on the Records web page.

Change of Registration (drop/add) cards are available in the Records Office. Online adds and drops are also available within certain periods of time. Students who stop attending a course without following the procedures outlined above receive a grade of F for the course.

Students may add courses through the second Wednesday of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth week through the end of the tenth week of classes, students may drop courses with a record entry of “W.” The “W” will appear on the student’s transcript but will not be counted as part of his or her academic grade point average. After the last day of the tenth week of classes, students may not drop courses. All deadlines are at 5 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Add and Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

Southwestern University

CHANGE OF GRADE FORM

PLEASE CLEARLY PRINT ALL INFORMATION

Student Information:

Name: _____
 First Middle Last

Student I.D. or SS#: _____

Course Information:

Course Number: _____ Course Name: _____

Semester: _____ 20 _____

Grade Information:

A grade previously reported for the above student should be
changed from _____ to _____

Explanation for the change of grade: (to be completed by instructor)

Printed Name of Instructor

Signature of Instructor

Date

Approval/Signature of AVP for Academic Administration

Date

Signature of Registrar

Date

Signature of Assistant Registrar

Date

This form to be attached to completed Grade Roster for the course that reflects the changed grade.

***Office of the Registrar • P.O. Box 770 • Georgetown, TX 78627
Phone: 512-863-1952 • Fax: 512-863-1685***

REGISTRAR'S OFFICE USE ONLY

Record Updated: []
Instructor's Grade Roster Updated: []
Student Notified: []

Southwestern University

PETITION FOR INCOMPLETE GRADE

PLEASE CLEARLY PRINT ALL INFORMATION

Student Name: _____

Student I.D. _____ S.U. E-mail: _____

Instructor Name: _____

Course _____ No. _____

Course Name: _____

Semester: _____

I request that the grade of “***Incomplete***” be granted for the above course. My explanation of the emergency reason for granting this request:

I understand that the “***Incomplete***” must be removed by 5:00 p.m. four weeks from the last day of class in the semester in which the course was offered, or the grade becomes an ***F***.

Signature of Student

Date

Approval/Signature of Instructor

Date

This form to be attached to completed Grade Roster for the course.

Center for Academic Success and Records • P.O. Box 770 • Georgetown, TX 78627
Phone: 512-863-1952 • Fax: 512-863-1685

Appendix 4: Materials Related to Course Evaluations

Student Course Evaluation Form

Materials Helpful for Mid-semester Evaluation of Courses

Insert course evaluation here

Materials that can be Useful for Mid-semester Evaluation of Courses

A FEW TIPS ABOUT MID-SEMESTER EVALUATIONS*

Many faculty members find that a mid-semester evaluation can be useful in gauging the strengths and weaknesses of a course. I always do one when I'm teaching a new course, but I find them useful even in courses which I've taught for many years. On the next page is an example of a simple form which I've found useful for mid-semester evaluations. You might experiment with other formats, such as the rubric provided by Dr. Elizabeth Stockton in the English Department. Whatever method you use, here are a few tips to keep in mind:

Before you do the evaluation:

1. Remember that you are in a position of power. Students are often afraid to come to you with suggestions or concerns. You may feel relatively powerless in the structure of the university, but students see you as very powerful. It is helpful to provide a context in which students: a) feel that you care about their feedback, and b) feel safe in providing the feedback.
2. Think about what you want from the evaluation. My goal is to find out the things which are working particularly well (so I can expand upon them) and those which are hindering learning (so I can try to address them).

When you do the in-class evaluation:

1. Introduce the evaluation with a rationale. I typically talk about how we do end-of-semester evaluations, but those don't give me feedback which will help me strengthen the course for this semester. I indicate that I'm interested in them having the best possible learning experience. I also point out that concrete suggestions for teaching/learning strategies are helpful.
2. Give students time to complete it. They won't necessarily need a lot of time, but if you don't provide at least a few minutes, the message is that their feedback isn't very important.

When you get the evaluations:

1. Keep in mind that there will be diversity of opinion. Point this out to students when you talk about the evaluations in class (see below).
2. Talk about the evaluations in class. I find it useful to go through the top four or five strengths and weaknesses (fewer if it is a small class or there is less diversity in responses. . .)
3. Provide some indication of changes which may result from the student feedback—give concrete indication of ways in which the teaching/learning environment may be strengthened. This may imply changes in student learning behavior as well as teaching behavior.
4. Try not to be defensive. Assume that students are doing this in good faith. Remember that improving our teaching (and student's learning) is a continuous process.

Mid-Semester Evaluation

The end of last week marked the mid-point of the semester. This provides a good time to take stock of progress in the class. To help me make this the best course possible, I'd like some feedback on how the course is going thus far. Please take a few minutes to answer the following two questions:

1. What are the two strongest things about this course? In other words, what two things about this course are helping you most as you learn about introductory sociology?
2. What are the two weakest things about this course? In other words, what two things about this course are hindering you most as you learn about introductory sociology? Do you have concrete suggestions as to how these might be improved?

*Developed by Edward L. Kain, Department of Sociology and Anthropology

The following material is from Dr. Elizabeth Stockton, Department of English. She writes: “I got this idea from a book I would highly recommend called *Introduction to Rubrics* by Dannelle D. Stevens and Antonia J. Levi. Though I have used rubrics for several years, this book gave me insights into using them more effectively and also for using them to evaluate my own teaching.

Unit One Feedback

Developing Writing Practices

VH= Very Helpful

Provided effective and practical ways **for me** to improve my writing

MH= Moderately Helpful

Provided ways **for me** to improve my writing. Some elements were confusing or impractical.

UH= Unhelpful

Provided no relevant method **for me** to improve my writing. Much was unclear or not useful.

Handouts		VH	SH	UH	Comments
	Prewriting Techniques				
	Paragraph				
	Top Ten Essay Cliches				
	Top Ten 1.2 Issues				
	Thesis Statements				
Activities					
	Group Activities				
	Whole Class Discussion				
	Model Drafts				
	Draft Workshops				
	Rubric Construction				

Assignments

As stated on the Unit One Assignment sheet, “The goal of this unit is to enable you to write more creatively while still communicating effectively with an external audience. At the end of the unit, you should have a firmer understanding of your own unique writing voice, including your strengths as a writer, as well as areas in which you’d like to improve.”

Evaluate each assignment based on its effectiveness in achieving these goals.

VG = Very much supported the unit’s goals. Assignment seemed related to other activities.

MG = Met some goals of the unit. Some aspects of the assignment didn’t relate to other assignments in the unit.

NG = Did not contribute to any of the unit’s goals. Assignment seemed isolated and unrelated to other class activities/assignments.

	VG	MG	NG	Comments
Making the CD				
Responding to the CD				
Track Notes (1.2)				
Autobiographical Essay				

Your Involvement

The # of times I visited the Writing Center for help with this class: _____

The # of times I discussed writing with Professor Stockton one-on-one outside of class: _____

The # of times I asked for help on my writing from anyone outside of class time: _____

The percentage of course work I completed **fully** and **on-time**: _____

The percentage of class sessions in which I contributed substantially to either group work or whole class discussion: _____

What I would like to experience more of:

What I would like to experience less of:

Other feedback I would like to offer so that this class can provide more useful ways to improve my writing:

Appendix 5: SU Faculty Support

SU Faculty Support, Fall 2015

There are four support staff members within the academic affairs area, who are designated specifically for faculty support. This document will tell you who these people are and/or how you might utilize their skills in the most effective and efficient manner possible. These persons are:

*Susie Bullock	Administrative Assistant/Olin Building	FWO 219/x1937
*Kelly Lessard	Administrative Assistant/Mood-Bridwell Building and Fondren-Jones Science Hall during summer months	MBH 225/x1662
*TBD	Administrative Assistant/Fondren-Jones Science Hall	FJSH 215/x1360
*Allison Fannin	Administrative Assistant/Sarofim School of Fine Arts	FAC 139/x1504

One of the goals of this group is to provide better guidance to faculty members on the kinds of support services available and how these services may be requested. Below is a listing of the services available to faculty through various SU academic support persons. Please review this information and make note of how you can most effectively utilize these persons' skills and talents. Feel free to give Julie a call (x1720) if you have any questions.

***Susie Bullock** – (on a 9-month contract – approximately mid-August to mid-May)

- Provides support to faculty with offices in Olin Building and the KEW Building - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, working with Moodle, etc.
- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Database management/maintenance
- Supervises Duplicating Center
- Provides logistical support for Faculty Forum Brown Bag Lunches

***Kelly Lessard** – (on a 12-month contract)

- Provides support to faculty with offices in Mood-Bridwell Building - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.
- Coordinates logistics of subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Web-page development
- Database management/maintenance
- Coordinates faculty robe-ordering
- Supports Fondren-Jones Science hall faculty during the summer months

***TBD** – (on a 10-month contract – approximately early August to early June)

- Provides support to faculty with offices in Fondren-Jones Science Hall - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.
- Database management/maintenance
- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers

***Allison Fannin** – (on a 12-month contract)

- Provides support to the chairs of the departments in the School of Fine Arts (FA) - This may include budget management for each of the FA departments, mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.
- Provides similar support to Fine Arts faculty as time permits (this work should be coordinated through the department chairs). This may include scheduling scholarship auditions and portfolio reviews for Theatre, Music, and Art, correspondence to scholarship applicants and other prospective FA students, maintaining FA student files (degree plan, scholarship, performance programs), preparing student concert programs, and maintain/update FA web site, as needed.
- Coordinates logistics for subset of faculty searches

These support persons are here for your benefit. Do not hesitate to contact them for help. However, they do appreciate ample notice to complete the tasks requested, *especially* during the peak times of the semester. Faculty support staff offices are closed from 12:00-1:00 daily.

Duplicating Services

- Large quantities of duplicating may be taken to the Duplicating Center located in the Olin Building (room 218). The Duplicating Center is supervised by Susie Bullock and requests are completed with the assistance of student workers. Requests for duplication may also be sent via e-mail to Susie (bullocks@southwestern.edu) if the document is in pdf format. Response time is mandated by the students' work schedules. Although every effort is made to keep the Center fully staffed, there are times of the semester (i.e. at the beginning and end) and times of day (i.e. first thing in the morning) when student help is unavailable. Student hours are posted at the beginning of each semester.
- The Risograph is an "updated mimeograph machine" that is more economical to use for jobs over 40 copies per page. If the copy job requires special handling (i.e. collating/stapling), extra time will be required as this is done by hand. A department number is required.
- Photocopying can be done only if accompanied by a photocopy card.
- Please allow 24 hours for requests to be completed.
- Student-sensitive material (i.e. exams) may be copied by appropriate support staff; adequate notice is appreciated.

Computer/Clerical Support

Word-processing is available for syllabi, exams, letters, class handouts, manuscripts, etc. Faculty may provide information on disk or hard copy or via e-mail according to their needs.

Fax Machines

Faculty members may use fax machines in Mood-Bridwell (863-1535), Olin (863-1846), Fondren-Jones (863-1696) and Fine Arts (863-1422). When you receive a fax, the appropriate staff support person will notify you. The Business Office fax machine is also available (863-5788).

Typing Services

Each staff support person has access to an electric typewriter. Faculty members with special forms that must be typed may submit their request to the appropriate person. Please ensure all materials to be typed are legible.

**Contact the Office of the Dean of the Faculty to arrange for other support options
during the times faculty administrative assistants may not available.**

Appendix 6: Academic Calendar

ACADEMIC CALENDAR 2015–2016

FALL 2015

August	14	Friday	New students arrive on campus (evening)
	17	Monday	First Year and Advanced Entry Seminar classes begin.
	24	Monday	Classes begin
September	1	Tuesday	Last day to register late
	7	Monday	SU Closed – no classes
	9	Wednesday	Last day to add courses
	28	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit, or non-credit
October	1	Thursday	Application for Diploma due: Fall candidates
	9	Friday	Fall break begins at 10 p.m.
	14	Wednesday	Classes resume at 8 a.m.
November	2	Monday	Last day to drop courses
	25	Wednesday	SU closed – no classes
	26	Thursday	SU closed – no classes
	27	Friday	SU closed – no classes
	30	Monday	Classes resume at 8 a.m.
December	4	Friday	Last day of classes
	7	Monday	Final examinations begin
	11	Friday	Final examinations end
	12	Saturday	Recognition Ceremony for Prospective December Graduates
	14	Monday	Grades due at 5 p.m.
January	4	Monday	Last day for removing “Incomplete” grades

SPRING 2016

January	8	Friday	New student registration
	11	Monday	Classes Begin
	18	Monday	SU closed – no classes
	19	Tuesday	Last day to register late
	20	Wednesday	Last day to add courses
February	5	Friday	Application for Diploma due: Spring and Summer candidates
	15	Monday	Last day to drop courses without record entry or change to or from Pass/D/F, audit, or non-credit
March	11	Friday	Spring Break begins at 10 p.m.** (March 14 – March 18)
	21	Monday	Classes resume at 8 a.m.
	25	Friday	SU Closed – no classes
	28	Monday	Classes resume at 8 a.m.
	28	Monday	Last day to drop courses
April	12	Tuesday	Spring Research and Creative Works Symposium (No Classes)
	27	Wednesday	Last day of classes
May	2	Monday	Final examinations begin
	3	Tuesday	Seniors’(prospective May graduates) grades due in Records Office by noon.
	6	Friday	Final examinations end
	7	Saturday	Commencement
	11	Wednesday	Remainder of grades due by 5:00 p.m.
	31	Tuesday	Last day for removing “Incomplete” grades (Monday, May 30 is a holiday)

SUMMER 2016

Summer I Term May 11– June 2 (May 30 SU closed-no classes)

Summer II Term June 6-27

Summer III/Non-Residential Term May 11–August 17 (Please check the calendars of individual programs, including the Southwestern

Summer Study Abroad Program.)

Summer III grades due August 19

Appendix 7: Information about Faculty Evaluations

Comprehensive Reviews: Expectations

Sample (fictional) *Curriculum Vitae*

COMPREHENSIVE REVIEWS: EXPECTATIONS

FACULTY STATUS COMMITTEE

The following guidelines are used by the Faculty Status Committee in evaluating tenure-track faculty who are candidates for contract renewal, tenure, and promotion. The criteria set forth here are intended to indicate the requirements necessary for a faculty member to be “at expectation” relative to rank and years at Southwestern.

Teaching effectiveness. Exemplary teaching effectiveness, as defined in the *Faculty Handbook*, is expected. Excellence in other areas cannot compensate for a deficiency in teaching effectiveness. (*Faculty Handbook: Evaluation of Faculty*)

Professional Growth. Professional Growth includes both (a) professional activities and (b) scholarly/creative achievements across the disciplines, from paper presentations and publications to concerts and exhibitions. “Faculty are expected to remain current in their fields and to maintain professional growth at a level commensurate with faculty at other national liberal arts colleges with similar resources (*Faculty Handbook: Evaluation of Faculty*).” The amount and quality of professional activity and scholarly/creative achievement for favorable consideration in contract renewal, tenure, and promotion decisions will be determined by the department and the appropriate associate dean (*Faculty Handbook*). For purposes of evaluation, scholarly/creative achievements are defined as results of professional activities subject to peer review as is appropriate for each discipline (*Faculty Handbook*).

Contributions to the University Community. Being an active and positive member of a liberal arts community involves “participating in community events to enhance the various programs of college life, such as fine arts events, athletic events, lectures, convocations and other campus gatherings (*Faculty Handbook: Evaluation of Faculty*).” For the purposes of evaluation, however, the Faculty Status Committee restricts its consideration to areas of substantive University service: in addition to standard departmental service, Southwestern values meaningful activity including (but not limited to) chairing an academic unit, constructively participating on major University committees, developing and/or revising academic programs and strategic plans, organizing and planning major events such as lectures, symposia, concerts or other performances by guest artists or other faculty performers, and participating in extramural community service activities.

2nd Year Comprehensive Review (conducted in the Spring Semester)

Teaching Effectiveness. It is expected that the faculty member’s teaching program is well-established, with any issues identified during the first year substantially addressed.

Professional Growth. a) The faculty member must demonstrate ongoing professional activity. b) The faculty member must develop a plan for a scholarly/creative program that will lead to achievement by the 4th year.

Contributions to the University Community. There must be evidence of the beginning of substantive involvement in departmental service. Prior to the 3rd year, active participation on one University committee or other significant service shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

4th Year Comprehensive Review (conducted in the Spring Semester)

Teaching Effectiveness. At this point, exemplary teaching effectiveness is a given.

Professional Growth. (a) The faculty member must show evidence of continuing professional activity.
(b) There is to be evidence of scholarly/creative achievement, and a plan for further achievement.

Contributions to the University Community. There must be evidence of continuing service to the department. Meaningful service to the University Community beyond the department shall have begun by the time of the 4th year review. Active participation on two or three University committees or in other significant service accumulated since the 2nd year review shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

6th Year Tenure Review (conducted in the Fall Semester)

Teaching Effectiveness. A record of sustained exemplary teaching effectiveness is expected.

Professional Growth. (a) The faculty member must show evidence of continuing professional activity.
(b) He/she must show evidence of scholarly/creative achievement relative to rank and years at Southwestern [cf. *Fac. Handbook*]. Moreover, there must be a plan for a scholarly/creative program that will lead to achievement beyond tenure.

Contributions to the University Community. There must be evidence of continuing service to the department. The faculty member must demonstrate meaningful service to the University Community beyond the department. Active participation on two or three University committees or in other significant service accumulated since the 4th year review shall be considered as meeting expectation. It should be noted, however, that no amount of University service will compensate for deficits in teaching effectiveness or professional growth.

Review for Promotion to Full Professor (conducted in the Fall Semester)

It is the expectation that the work of a full professor at Southwestern University be viewed as an exemplar in each of the three areas of faculty performance – Teaching Effectiveness, Professional Growth, and Contributions to the University Community. It is to be understood that standards required for promotion to full professor exceed the minimum standards for the granting of tenure. As such, a trajectory that leads to tenure does not necessarily lead to promotion to full professor. An established history of sustained excellence in teaching is expected. In addition, a consistent record of work of high quality is expected in both Professional Growth and Contributions to the University Community.

GEORGE SPELVIN

CURRICULUM VITA

Department of Theatre, Southwestern University, 1001 E. University Ave., Georgetown, TX 78626
tel: 512.863.5555 | fax: 512.863.5554 | spelving@southwestern.edu | www.southwestern.edu/~spelving

EDUCATION

University of Illinois	Ph.D. in Analytical Chemistry, 1994
University of California, Los Angeles	M.A. in Psychology, 1992
Dickinson College	B.A. in English, <i>summa cum laude</i> , 1989

POSITIONS HELD

1999-present	Associate Professor, Department of History, Southwestern University
1995-1999	Assistant Professor, Department of Communications, Stanford University
1994-1995	Instructor of International Studies, Rhodes College
1993-1994	Research Fellow in Aeronautical Engineering, The Smithsonian Institution, Washington, DC
1992-1993	Post-Doctoral Fellow, Epidemiology Division, Centers for Disease Control, Atlanta, GA
1989-1993	Teaching Assistant, Department of Biology, University of Hawaii

COURSES TAUGHT

Introduction to Shakespeare (2 sections at SU)
Modern Japanese History (3 sections at SU, 1 at Rhodes)
Art History (14 sections: 5 at SU, 8 at Rhodes, 1 graduate level at Stanford)
Religious Perspectives (10 sections: 6 at SU, 3 at Stanford, 1 at Rhodes)
Science and Pseudoscience (1 section, First Year Seminar at SU)
Advanced Scene Design (3 summer sections at Boston Community College)
Quantum Physics (1 section at Harvard, graduate level)
Aggression in British Football Fans (1 section, SU London Semester)

HONORS & AWARDS

2002-2003	Finalist for Jonas Lovorn Best Book Prize in Religion
2001-2002	Grand Prize, National Guild of Guitar Teachers Recording Competition
1999-2000	Casey Lynne Teaching Excellence Award, Loyola Marymount University
1989-1990	Phi Beta Kappa, University of Notre Dame

EXTERNAL GRANTS & FELLOWSHIPS

2003-2004	Alex and Erma Johnson Faculty Start-up Grant for Undergraduate Institutions (\$15,000)
2002-2003	Sam Taylor Research Fellowship (\$2000)
2001-2002	Associated Colleges of the South Information Fluency Grant (\$4100)
1999-2000	Gender Differences in Body Mass Index. NCAA Grant. (\$24,590; not funded)
1989-1993	National Science Foundation Graduate Fellowship

UNIVERSITY-SUPPORTED PROFESSIONAL ACTIVITY

Mundy Faculty Fellowship, 2002-2003
Brown Research Fellowship, 1999-2000
Fleming Collaborative Grant for Summer Research, 1999, 2003
Cullen Faculty Development Grants, 1994-2001, 2003

PEER-REVIEWED PUBLICATIONS

BOOKS

- **Spelvin, G.** *The History of Life*. Princeton University Press. **2002**.
- Snorkworth, P., Johnson, R., & **Spelvin, G.** *The Life of History*. **Under Contract, 2003**: University of Minnesota Press.

ARTICLES (*DENOTES SOUTHWESTERN STUDENTS AS COAUTHORS)

- **Spelvin, G.**, & Peterson, R. "Return of the Avant Garde in Postmodern Greek Theater." (**Under Review**: Revise and resubmit received from the Editor)
 - Harold, G., & **Spelvin, G.** (**In press**, *Journal of Applied Biomechanics*.) "How Tiger Knocks the Snot Out of the Ball."
 - Frohardt, R., Jones, P., & **Spelvin, G.** "Cannons on the Stage: *The Nutcracker*." *Stage Properties Journal*. November, **2002**.
- *Knight, J., *Riggs, A., **Spelvin, G.**, & *Fiala, S. (**1999**). The reluctance to admit I don't know": An Empirical Investigation of Male Answer Syndrome. *Journal of Social and Personality Psychology*, 26, 124-132.

OTHER PUBLICATIONS

BOOK REVIEWS

Spelvin, G. (2001). Book Review of R. L. Smith's, *Why Women Love Chocolate*, for the *Journal of Food Studies*, 6, 566-568.

PERFORMANCE REVIEWS

Richard III, directed by James Loehlin, Shakespeare at Winedale, Round Top, Texas. In *Shakespeare Quarterly*, January **2001**.

INVITED ESSAYS

- Spelvin, G.** "Auditioning for Commercials: How to Get Started in the Business." *Show Business Quarterly*. Fall, **2003**.
- Spelvin, G.** "Modern Chocolate", invited essay in *Justice for All*, an edited volume celebrating Jake Schrum's presidential inauguration at Southwestern University. **2001**.

TEXTBOOK INSTRUCTOR'S MANUALS

Rittmayer, A., & **Spelvin, G.** Instructor's resource manual to accompany *Psychology* by D. Fernald. Upper Saddle River, NJ: Prentice Hall. **2002**.

REPORTS

Spelvin, G., Hall, M., & Wilke, K. (**2001**). Smokeless Tobacco Use by Division III Baseball Players. Report submitted to the National Collegiate Athletic Association.

POPULAR MEDIA

Guest Speaker on *Good Morning Austin* to discuss 9/11 Attacks (KXAN TV), October, **2003**.
Contributor, *Men's Health Magazine*. "Improving Your Cycling Technique." May, **2001**.

REFEREED CONFERENCE PRESENTATIONS

Spelvin, G. "Assessing the Gun: Canonical Approaches to the Cannon in *The Nutcracker*." National Association of Stage Managers, Des Moines, IA. March, **2003**.

Spelvin, G., & Casey, K. R. "While vs. Although: Much to Misunderstand." Modern Language Association, New Orleans. April, **2002**.

NON-REFEREED CONFERENCE PRESENTATIONS

Spelvin, G. "Ergonomic Issues in Television Remote Controls." Annual Meeting of the Southwestern Ergonomics Association. Los Angeles, March, **2003**.

INVITED LECTURES AND PRESENTATIONS

A (Very) Brief Look at Great Contributions of Republican Presidents. University of Michigan Political Science Department Colloquium. November, **2002**.

Prozac vs. Paxil: What goes down must come up. Keynote Address delivered at the 13th Annual Meeting of the Society for Clinical Psychopharmacologists, Denver, April, **2000**.

JURIED ART EXHIBITIONS

"Paintings on Large Scale." Annual Exhibit of the National Artists League. Stanley Galleries, New York. Exhibit also traveled to Kimball Art Museum, Ft. Worth; Houston museum of Fine Arts; Boston Museum of Fine Arts. **2003**.

NON-JURIED ART EXHIBITIONS

"Sculptures on a Small Scale." Midwest Association of Schools of Art Annual Meeting. St. Louis. **2002**.

PUBLIC PERFORMANCES OF COMPOSITIONS & STAGE PRODUCTIONS

Romeo and Juliet: Directed at the Colorado Shakespeare Festival, April, **2002**

Symphony for Strings No. 2. Kronos String Quartet, Avery Fisher Hall, New York, September, **2001**

PUBLISHED/PRODUCED COMPOSITIONS, FILMS, MUSIC CD

"Kettle Thunder; Piece for Solo Performer and Ten Timpani." Published my Music Publishing Co., San Francisco. **1998**

UNIVERSITY SERVICE: Committees and Councils

2003-2004	History Department Chair, Honorary Degrees Committee
2002-2003	Faculty Affairs Council (Chair), Athletic Committee, Admissions Committee
2001-2002	Faculty Affairs Council, Humanities Division Secretary, SACS Publication Committee
2000-2001	Faculty Affairs Council, Humanities Division Secretary, Animal Care Committee
1999-2000	Cullen Faculty Development Committee, Faculty Secretary

OTHER SERVICE, Southwestern University:

Faculty Advisor to SOAL (Sexual Orientation Awareness League), 2000-present

Vice President, SU Chapter of Phi Beta Kappa, 2000-2001

Chemistry Department Search Committee, 2000-2001

Lectures presented at SU Family Weekend (1995-98, 2001)

Panelist, Body Image Awareness Week (April, 2002)

Taught free course on juggling for staff/faculty for Southwestern's Free School, organized by Patrick Veerkamp, May 2001, 2002, 2003

Organized the Jesse Daniel Ames Lecture for Women's Studies Program, March, 1999

Member of Career Service's FACTS (Faculty Advisory Career Team), Spring, 1999

Honor's Thesis Committees: Abby Wambach, (2004, Chair), Kristine Lilly (2000, Chair); Julie Foudy (1998)

COMMUNITY SERVICE

Invited Lecture, Georgetown Women's Center, April, 2003
Lecturer, Senior University Georgetown, June 2000, 2001
Judge, Texas State Science Fair, Houston, TX, May 2000
GenAustin Girls Mentoring Program, Statistical Consultant, Austin, TX, 1998-2000
Conducted Job Stress Assessment, Williamson County Tax Assessor's Office, 2000

PROFESSIONAL SERVICE

Member, Commission on Accreditation, National Association of Schools of Theatre, 2001-present
Panelist, National Science Foundation Graduate Research Fellowship Program, 2002
Selection Committee Member, American Chemical Society Student Dissertation Award, 2000-2001
Journal Reviewer (8 articles): *International Journal of Computational Geometry* (2 articles, 2003); *Mosaic* (3 articles (2001, 2002, 2003); *Journal of Biomechanics* (2 articles, 1998, 1999); *Communication Quarterly* (1 article, 1997)
Textbook Reviewer (4 books): Prentice-Hall (Fundamentals of Physics, 1998), Atomic Dog (Biology Today, 1994), Allyn & Bacon (Money & Banking, 2002), Houghton-Mifflin (Western Civilization, 2003)

PROFESSIONAL MEMBERSHIPS

Association for Theatre in Higher Education, 1998-present
Modern Language Association, 1994-present
American String Teachers Association, 1990-1995

Appendix 8: Sample Annual Reports

Shannon Mariotti

Ben Pierce

ANNUAL REPORT

Faculty Name: Shannon Mariotti

Department: *Political Science*

Provide an overview of your teaching, research/creative works and service in FA14 and SP15:

I was on parental leave in Fall 2014, though I still served as department chair, as co-coordinator of the Representing Gender Paideia cluster, department webmaster, and advisor. I continued all these activities in Spring 2015 and also served on the Committee Review Board, where I try to advocate for greater equity and efficiency/effectiveness in service workloads. I continued to work on my three major book projects as well as one article. I have continued to refine and experiment with existing courses and co-developed and taught a new Paideia seminar.

TEACHING

Indicate your course load for FA14 and SP15 and explain how your courses in FA14 and SP15 contribute to general education, to the major, and interdisciplinary programs:

Spring 2015: I taught two sections of Introduction to Political and co-taught the Representing Gender Paideia seminar. Intro. to Political Theory serves the Race and Ethnic Studies minor, has a Social Justice designation, is part of the Representing Gender cluster, is a Writing Attentive course and is a required course for our major. I taught two fully enrolled sections of the course to meet student demand. The Paideia seminar was a new course developed with Dr. Craddock to serve the cluster.

Discuss Internships/Independent Studies/Honors:

Discuss your teaching in FA14 and SP15:

Spring 2015: I worked with the DEWC to continue to strengthen the disciplinary writing focus of Intro. to Political Theory. I wrote a Guide to Writing in the Discipline for the DEWC and our classes in the major. I continued to refine my rubrics and writing guides, update lectures, and develop new classroom activities and peer---review workshops. I developed a new schedule for weekly critiques based on student feedback. I continue to work to develop Paideia connections in this course especially.

Discuss internal and external professional development activities related to pedagogy in FA 14 and SP15:

Our new Paideia seminar focused on interdisciplinary case studies. Students designed the part of the syllabus and taught the section of the course relating to their own collaboratively selected third case study. Pedagogically, we worked to create student-leaders in the classroom, with very good results. I also spoke about team-teaching at the Dean's Teacher-Scholar luncheon in Spring 2015.

Advising Load: 18 students (include your advising load for FA 14 and SP15)

Discuss Advising:

As a faculty member and as department chair, I continued to educate students about our structured and sequenced major, and about how Paideia fits into the general education curriculum. I worked with transfer students esp. to try to move them through our curriculum with integrity and consistency.

Reflections/Other:

In Spring 2015, our department began a series of informal classroom visits, to create a culture of greater openness and understanding regarding the major, pedagogy, and course structure. I continue to advise students about graduate school and career options after they leave SU and wrote 11 letters of recommendation for students this year.

RESEARCH AND CREATIVE WORKS

Discuss professional activities in FA 14 and SP15:

Fall 2014: Published essays "Henry David Thoreau" and "Ralph Waldo Emerson" in The Encyclopedia of Political Thought (Wiley---Blackwell, 2014). Interviewed Marilynne Robinson at her home in Iowa for my co---edited volume A POLITICAL COMPANION TO MARILYNNE ROBINSON. Spring 2015: Presented a paper "Another Adorno: After Despair?" at the Western Political Science Association conference. Revised my article manuscript "The Common Benefits' Clause: An Alternative to the Liberal Tradition in America."

Discuss works in progress:

Spring 2015: I began work on my third monograph, tentatively titled MODERN MINDFULNESS: THE BUDDHIST RETREAT TOWARD DEMOCRACY IN AMERICA. I continue to usher my Adorno book and Robinson volume through the final stages of the revision and publication process. I am now presenting "The Common Benefits' Clause: An Alternative to the Liberal Tradition in America" at conferences and revising toward publication.

Discuss professional achievements (peer---reviewed) from June 1, 2014 – April 1, 2015 --- indicate the significance of the achievement in your field:

"Adorno on the Radio: Democratic Leadership as Democratic Pedagogy" was published in the flagship journal for my field, POLITICAL THEORY, in Fall 2014 and being reprinted in a major edited volume on Adorno's politics. "Melville and the Cadaverous Triumphs of Transcendentalism" was published in A POLITICAL COMPANION TO MELVILLE. My co-edited volume A POLITICAL COMPANION TO MARILYNNE ROBINSON is now complete and out with reviewers at University Press of Kentucky, as is my book ANOTHER ADORNO.

Discuss scholarly and creative work with students in FA 14 and SP15:

All 8 Paideia seminar students presented at the Student Works Symposium in Spring 2015. I worked with them on their study study as part of their preparation. I also advised students on their final case study presentation to the cluster. I mentored the Phi Beta Kappa commencement speaker and worked with him on his speech.

Indicate involvement in regional or national organizations in FA14 and SP15:

Fall 2014: I served as manuscript reviewer for 2 major journals in my field, POLITY and the JOURNAL OF POLITICS. I served as book manuscript reviewer twice for University Press of Kentucky. Spring 2015: I served as a manuscript reviewer for the premier journal in my field, POLITICAL THEORY.

Reflections/Other:

I accepted an invitation to present from my new book ANOTHER ADORNO: DEMOCRACY IN AMERICA at an upcoming conference titled "The Dialectic of Enlightenment in the U.S.," at Leipzig University in Germany, on June 15th and 16th, 2015.

SERVICE

List the University Committees you have served on in FA14 and SP15:

Spring 2015: Committee Review Board

Describe contributions to your department in FA14 and SP15:

Fall 2014 and Spring 2015: Department chair, department webmaster. I led the search for our 3 year Visiting Professor: I read files, organized a candidate list, traveled to APSA, our national conference, to interview candidates. We hired our first choice after a thorough national search.

Discuss your involvement in Paideia cluster activities during FA14 and SP15:

Fall 2014 and Spring 2015: Representing Gender Cluster co---coordinator. Spring 2015: Co---taught Paideia seminar. As Paideia co---coordinator, I organized and participated in monthly faculty reading groups and monthly lunches with students and faculty.

Outline your contribution to Admissions programs in FA14 and SP15:

Spring 2015: Represented our department at Admitted Students Day in March. Wrote letters to admitted students interested in political science.

Discuss any community outreach connected to Southwestern in FA14 and SP15:

Spring 2015: Participated in a dinner with the President of UT and other UT faculty, along with our President and other SU faculty. Participated in the Adopt-a-Trustee lunch and also had 8 Board members visit my Intro. to Political Theory class. Participated in lunch with Hatton-Sumner trustees.

Reflections/Other:

Continued to work for greater professionalism, transparency, equity, and curricular efficiency as well as integrity in capacity as department chair. Served as Phi Beta Kappa President and planned 2015 Visit Lecture. Served as outside member of English dept 7 year review. Represented our department at Honors and Awards ceremony. Planned a number of smaller department events, lectures, lunches and meetings with/for students. Spoke at new faculty orientation about balancing teaching & research.

GOALS

State your goals for teaching, research and creative works, and service for FA15 and SP16:

Revise my Introduction to Political Theory class to begin with a different case study each semester, to "ground" our theoretical discussions in a relevant political/social problem. Add non-Western comparative political theory dimension on Buddhist Political Thought to end of class. Begin to develop two new courses: "The Politics of American Transcendentalism" and "Critical Social Theory." Secure book contract for ANOTHER ADORNO. Finalize MARILYNNE ROBINSON volume for publication. Continue research for new book project MODERN MINDFULNESS. Publish "Common Benefits Clause" article. Continue to advocate for greater efficiency and effectiveness in service work at SU and continue to serve as department chair, CRB member, and Paideia co-coordinator. I will continue to plan and prepare for the ACS Gender Studies conference, which our cluster hopes to host.

ANNUAL REPORT

Faculty Name: Benjamin A. Pierce

Department: Biology

Provide an overview of your teaching, research/creative works and service in FA14 and SP15:

This has been a strong year for me. I published one paper with two former students, received an external grant for my research, was coauthor on a student presentation at a meeting, and incorporated more student-centered, inquiry-based learning into my classes. I served on the Strategic Planning and Budget Committee, coordinated faculty planning for the new science center, and served on four other committees. Since 2010, I have published a total of 6 papers (5 with student coauthors), received \$131,557 in external grant funding, published new editions of 2 textbooks, and coauthored 17 presentations at national and regional meetings, many with students. Over this time period, I have made significant improvements to my teaching, participated in student recruitment, helped with fund raising for the science center, and served on a number of committees.

TEACHING

Indicate your course load for FA14 and SP15 and explain how your courses in FA14 and SP15 contribute to general education, to the major, and interdisciplinary programs:

My Brown Chair carries a 2-course load per semester

Fall 2014

FYS Guide to the Genome, 15 students

Genetics, Bio50-314 (with lab), 15 students

Spring 2015

Methods in Eco and Evo, Bio50-222 (with lab), 13 students

Evolutionary Biology, Bio50-304, 24 students

Genetics and Evolutionary Biology serve upper-level biology, animal behavior, and environmental studies majors. FYS serves first year students from a variety of majors. Genetics is part of the Paideia Global Health cluster.

Discuss Internships/Independent Studies/Honors:

I supervised 1 student in the SCOPE research program in summer 2014. In the fall, I had 1 student enrolled in Independent Research; I am supervising this student's Animal Behavior capstone research project. In the spring, I had 2 students in Independent Research.

Discuss your teaching in FA14 and SP15:

Student evaluations for my courses indicate that my teaching was effective; almost all students rated my overall performance as very good or excellent. I continued to incorporate more group work and discussion into my classes. Students wrote about Paideia Moments—how something in another class connected to the topic of this class. All students in the spring class were required to write about connections observed in the Student Research and Creative Works Symposium.

Discuss internal and external professional development activities related to pedagogy in FA 14 and SP15:

I participated in discussions on pedagogy and assessment with outside consultants for the HHMI program. In conjunction with my textbook publisher, I conducted a workshop on teaching genetics for instructors from the Atlanta area in November. I made a presentation on my genetics textbook at MacMillan National Sales Meeting in Philadelphia in August. I consulted with the Editor of Scientific American on the Scitable education website.

Advising Load: 15 students (include your advising load for FA 14 and SP15) Discuss Advising:

I served as advisor for 15 students in the fall and 14 in the spring. My advisees include both Biology and Animal Behavior majors. I conducted SPROG advising in June for first-year students

Reflections/Other:

I have enjoyed teaching students at all levels, from students in First Year Seminar to upper-level students in biology. Although I have a reduced load associated with my Brown Chair, the courses I teach are usually fully enrolled. I am willing to teach additional courses if this would help the department.

RESEARCH AND CREATIVE WORKS

Discuss professional activities in FA 14 and SP15:

Attended Joint Meeting of Ichthyologists and Herpetologists, Chattanooga, Tn, July 30-August 8, 2014

Coauthored presentation at Eurycea Conference, Georgetown, Tx Jan 9, 2015: Pierce, B. A. and A. E. Wall. Movement and Reproduction of the Georgetown Salamander, *Eurycea naufragia*

Coauthored presentation at Texas Academy of Science, San Antonio, Tx: Gutierrez, A. and B. A. Pierce. Dispersal of the Georgetown salamander (*Eurycea naufragia*) within two spring sites.

External reviewer for tenure

Discuss works in progress:

Continued research on the ecology and conservation biology of the Georgetown salamander.

Continued work on 3rd edition of Genetics Essentials, a college-level genetics textbook (publication in July 2015)

Discuss professional achievements (peer-reviewed) from June 1, 2014 – April 1, 2015 - indicate the significance of the achievement in your field:

Pierce, B. A., K. D. McEntire, and A. E. Wall. 2014. Population size, movement, and reproduction of the Georgetown salamander, *Eurycea naufragia*. *Herpetological Conservation and Biology* 9:137-145.

\$27,691 grant from the Williamson County Conservation Foundation to conduct research on the Georgetown salamander. Over the past five years, have received a total of \$131,557 for this research.

Peer-reviewed publications and grants represent high forms of achievement in my field.

Discuss scholarly and creative work with students in FA 14 and SP15:

Four different students participated in my research during the year. Two former Southwestern students are coauthors on the peer-reviewed paper in *Herpetological Conservation and Biology*. One current student was a co-author of an oral presentation at the Texas Academy of Science.

Indicate involvement in regional or national organizations in FA14 and SP15:

I served as a peer-reviewer for manuscripts in professional publications, served on editorial board of the journal *BioScience*, and served on the Adaptive Management Committee for the Williamson County Regional Habitat Conservation Plan.

Reflections/Other:

This was a productive year for scholarship. I published 1 paper in a peer-reviewed journal (with two former SU students), received another year of research funding from the Williamson County Conservation Foundation, was a coauthor on presentations at two regional meetings, and attended one national meeting.

SERVICE

List the University Committees you have served on in FA14 and SP15:

Strategic Planning and Budget Committee
Premedical Advisory Committee
Search Committee Vice Pres for University Relations
HHMI Project Steering Committee
External member Studio Art Self Study Committee
Coordinator of academic planning for new Sciences Center
Organized Paidea Connections event

Describe contributions to your department in FA14 and SP15:

I drove 8 students to Texas Academy of Science meeting, including 2 of my own students. I served as chair for departmental review of Dr. Cuevas' promotion, organized the Homecoming Health Professions Breakfast, and served as department representative at several Admissions events.

Discuss your involvement in Paideia cluster activities during FA14 and SP15:

I am in the Global Health cluster. My genetics class is a cluster course. I participated in cluster planning meetings and seminars for students.

Outline your contribution to Admissions programs in FA14 and SP15:

Over the past year, I met individually with 16 prospective students and their parents. I wrote personal notes to 10 admitted students this spring and a similar number last spring. I conducted SPROG advising last summer and participated in two admissions events in spring 2015.

Discuss any community outreach connected to Southwestern in FA14 and SP15:

I helped Williamson County organize the Eurycea salamander conference, held on the SU campus in January 2015. I spoke with several newspaper reporters about new Science Center. My research on the Georgetown salamander benefits the City of Georgetown and Williamson County.

Reflections/Other:

I continue to be active in service. As a senior faculty member, I feel I have a responsibility to contribute significantly to university service.

GOALS

State your goals for teaching, research and creative works, and service for FA15 and SP16:

My goals for teaching are to continue to increase student-centered, inquiry-based learning activities in all my courses and to improve in student evaluations. I will publish a new 3rd edition of my textbook, Genetics Essentials, and begin work on the 6th edition of my other textbook, Genetics: A Conceptual Approach. I hope to submit for publication at least one article to a peer-reviewed journal (with student coauthors). I plan to attend at least one national or regional scientific meeting, and be a coauthor on at least one presentation at a meeting. I will supervise one summer research student in SCOPE. I plan to serve on several committees and to continue to help with planning of Phase II of the Science Center.

Appendix 9: Business Office Forms

Check Requisition Form

Purchase Requisition Form

The forms are available online at
<http://www.southwestern.edu/businessoffice/payable.php>

Southwestern University

WHITE - BUSINESS OFFICE
COPY - DEPARTMENT

CHECK REQUISITION

OFFICE USE ONLY	
VOUCHER NO	_____
ENTERED BY	_____

DATE: August 8, 2006

CHECK PAYABLE TO: _____

IF A NEW VENDOR, A W9
MUST BE SUBMITTED WITH
REQUISITION BEFORE
CHECK WILL BE ISSUED.

(LIMIT NAME AND ADDRESS TO NO MORE THAN 4 LINES)

TYPE:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> INVOICE | |
| <input type="checkbox"/> PURCHASE ORDER # _____ | |
| <input type="checkbox"/> DIRECT PAY | <input type="checkbox"/> SUBSCRIPTION |
| <input type="checkbox"/> REIMBURSEMENT | |
| <input type="checkbox"/> ADVANCE | |
| <input type="checkbox"/> REGISTRATION | <input type="checkbox"/> OTHER |

DELIVERY:

- | |
|--|
| <input type="checkbox"/> MAIL |
| <input type="checkbox"/> HOLD (WILL PICK UP) |
| <input type="checkbox"/> CAMPUS MAIL TO: _____ |
| <input type="checkbox"/> OTHER: _____ |

DESCRIPTION:

AMOUNT: _____

SPECIAL INSTRUCTIONS/REQUESTS:

REQUISITIONS RECEIVED AFTER 12 NOON ON TUESDAY MAY NOT BE PROCESSED UNTIL THE FOLLOWING WEEK.

APPROVALS:

ACCOUNT NUMBER

DEPARTMENT HEAD

(Include complete 11 digit account number)

Must have ITS approval for ALL computer related items.

VENDOR NO. _____

PURCHASE REQUISITION

DATE: 08/08/06

NAME AND ADDRESS OF PREFERRED VENDOR
(IF A NEW VENDOR, A W9 MUST BE SUBMITTED WITH REQUISITION)

FAX #: _____

PHONE #:

☐ CHECK HERE IF PO IS TO BE FAXED. DEPT NO. TO BE CHARGED

SHIP TO: _____

ATTN:

BUILDING

ROOM

QUANTITY	PLEASE GIVE FULL DESCRIPTION. COMPLETE SPECIFICATIONS AND DATES IF APPLICABLE. IF A WRITTEN QUOTATION WAS OBTAINED, TRANSMIT WITH THIS REQUISITION. PLEASE PRINT OR TYPE.	UNIT PRICE	TOTAL PRICE
	<p>TO BE USED FOR: _____</p>		<p>\$ -</p>

UNIVERSITY POLICY: THE BUSINESS OFFICE IS VESTED WITH SOLE AUTHORITY TO ORDER MATERIALS AND CONTRACT FOR SERVICES
THE UNIVERSITY WILL ASSUME NO OBLIGATION EXCEPT ON A DULY AUTHORIZED PURCHASE ORDER

APPROVALS:

ACCOUNT NUMBER

DEPARTMENT HEAD

(Include complete 11 digit account number)

PURCHASE ORDER NO.

Must have ITS approval for ALL computer related items.

Appendix 10: Producing a Contract

To SU Faculty:

When you wish to invite a guest to campus, or hire someone to perform a service (on or off campus), we must have a signed contract agreement. If a payment/reimbursement is involved we also require a current Taxpayer I.D. form. The contract must be approved by the Dean of the Faculty and Chief Financial Officer *in advance* of making the contract offer to an individual. This process should begin months before the service is required. If you invite someone for ZERO compensation, a Visitor Agreement form is still required.

Some types of contracts:

Speaker Contract – use for a lecturer – print on SU letterhead

Services Contract – use to hire someone for any type of service on or off campus – print on plain white paper

Visitor Agreement – use to invite a guest to campus for zero compensation – print on plain white paper

Please (USE THIS FORM FOR 2015)

1. print out two original copies for each speaker on letterhead stationery (1 letterhead sheet and a 2nd sheet letterhead). (Please watch where page 1 and page 2 divide to get the heading correctly placed.) You only need ONE original, if you want the contract sent by e-mail attachment to your guest.
2. fill in the blanks (use check marks for Section #3)
3. attach your check/purchase requisition for payment
4. send to the dean's office for approval (they will forward it to Norma for Craig's signature approval and mailing), if appropriate

Norma will mail the contract out with a Taxpayer I.D. form.

Contact Norma Gaines with any questions.
gainesn@southwestern.edu 863-1472

date

name

address

address

Dear (formal name) :

This letter will serve as the Agreement by which you will (deliver a lecture) at Southwestern University.

1. You will deliver a lecture and meet with students on the (date) day of (month), 2015, at (time am/pm).
2. Southwestern University will pay you (\$ amount) after you have delivered your lecture.
3. Southwestern University shall only reimburse or provide for those incidental out-of-pocket expenses which are initialed below by the sponsor up to an amount reasonable and necessary for the performance of your services.

_____ (1) local travel (beginning/ending odometer readings);

_____ (2) round trip travel expenses (coach) to/from Southwestern;

_____ (3) reasonable hotel costs in Georgetown or nearby, if appropriate;

_____ (4) reasonable meal expense during the day(s) of travel and the
service, not to exceed \$_____per day.
4. You must submit an invoice and adequate receipts and documentation as requested by Southwestern to support reimbursement of all reimbursable out-of-pocket expenses.
5. You understand that you are responsible for paying all taxes owed for income you receive from this Agreement, since Southwestern will not withhold any such taxes for you. You also acknowledge and understand that you are an independent contractor in your dealings with Southwestern University. However, if you are a nonresident alien for United States Tax purposes (as defined in the Internal Revenue Services Publication 519), the institution is required to withhold and report the appropriate tax (up to 30%) on all payments received by you or paid on your behalf by the University or a representative of the University.
6. You must complete the enclosed Taxpayer I.D. and Certification Form (Form W-9), see enclosed copy, before payments can be processed. Please complete and return the Form W-9 with this signed letter agreement.

name
Page 2
date

7. Your campus contact will be:

Name: (faculty sponsor)

Title:

Tele. No.

Kindly indicate your consent to the foregoing by signing (“both copies,” or “a copy” if sent by e-mail) of this letter and returning a signed copy to me with a copy of the Form W-9, and a copy of your VISA document if that applies, to the following address:

Craig Erwin or to gainesn@southwestern.edu
Vice President for Finance and Administration/CFO
Southwestern University
PO Box 770
Georgetown, TX 78627-0770

Sincerely,

Craig Erwin
Vice President for Finance and Administration/CFO

Acknowledgement of Agreement

I have agreed to the above:

Signature: _____

Telephone: _____

Date: _____

Dean/Academic Affairs/Officer
2015 Speaker Contract CE

[Use this form to engage someone for a service for payment/reimbursement]

4 Easy Steps to Produce a Services Contract - 2015

1. Fill in the blanks on TWO original contracts (on page 1) ***well in advance of the work performed.***
If you supply an e-mail address, only ONE contract is needed as it will be scanned and sent out as an e-mail attachment.
2. Fill in the address of the service provider (on page 2).
3. Attach a completed Check/Purchase Requisition form (indicate where you want the check sent). It MUST have an address.
4. Send the completed contract forms and the Check/Purchase Requisition form to Norma
or Julie Cowley (if from the Academic area)
who will sign it, and send it to Norma Gaines.
For a student organization, please sign on the SU Sponsor line and send to Norma.

AFTER Craig has approved the contract, Norma will mail/send it out with a cover letter and the required tax form.

REMEMBER:

Contracts and Tax I.D. forms must be signed and returned BEFORE any checks will be issued.

Please make no alterations to the main body of the text as our attorneys have approved this format. You may add items underneath the compensation line.

SERVICES
CONTRACT

SOUTHWESTERN UNIVERSITY
P. O. Box 770
Georgetown, Texas 78627-0770
Phone: (512) 863-6511
FAX: (512) 863-1436

CONTRACT AGREEMENT – Page 1

Date: _____

NAME OF SU SPONSOR: _____

NAME OF PERSON PROVIDING SERVICES (the
"Performer/Provider"): _____

LOCATION OF EVENT/SERVICE: _____

DATE AND TIME OF EVENT/SERVICE:

_____ Time(s) of Service: _____
(month) (date) (year) to (month) (date) (year)

SU Campus Contact Person or Sponsor: (Name) _____

PHONE: Area Code _____ Business _____ Cell _____

NATURE OF CAMPUS VISIT or SERVICE: _____

COMPENSATION: _____ Dollars (\$ _____)
(Include all particulars)

TIME AND MANNER OF PAYMENT: Southwestern University agrees to pay Performer/Provider on the date of performance/service, and/or after the last performance the COMPENSATION specified, **if** the signed contract **and** the Taxpayer I.D. Number form have been returned in a timely manner. Payment shall be by University check, payable to the order of the Performer/Provider.

Binding Nature of Agreement. This Agreement shall be binding upon and inure to the benefit of the University and the Performer/Provider and their respective heirs, legal representatives, successors and assigns; provided, however, that the Performer/Provider shall not assign its rights or delegate its duties hereunder without the prior written consent of the University.

Indemnification. The Performer/Provider shall indemnify and hold harmless the University from all claims, suits, actions, liabilities, damages, costs and expenses of any nature whatsoever, including, but not limited to, reasonable attorney's fees and court costs incurred or suffered by the University, for or on account of any bodily injury, illness, death, slander, libel, invasion of privacy, property damage, or other injury, loss or damage suffered by any person or person's property (including loss of use inflicted upon, caused to, received or sustained by any person or persons property) where the same arises out of, or results from any act or omission, negligent or otherwise, of the Performer/Provider, its officers, directors, shareholders, employees, servants, agents, contractors, or persons employed by the Performer/Provider's agents or contractors in the execution or performance of this Agreement. **The Performer/ Provider shall indemnify and hold harmless the University as provided in this section (i) regardless of the fact that an act or omission of the University, negligent or otherwise, contributed to the cause of bodily injury, illness, death, slander, libel, invasion of privacy, property damage, or other injury, loss or damage suffered by any person or person's property, and (ii) regardless of the fact that the person who is injured, suffers loss, or damage or whose property is damaged is (a) the University, (b) the**

Performer/Provider, (c) an officer, director, trustee, shareholder, employee, servant, agent, or contractor of the University or the Performer/Provider, or (d) any other person whomsoever.

Performer/Provider shall provide proof of insurance of General Liability, within ten (10) days of the execution of this Agreement.

____ Yes ____ No

Agreed to by both parties:

(Initial)
Southwestern University

(Initial)
Performer/Provider

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

SOUTHWESTERN UNIVERSITY
Georgetown, Texas

By: _____
(SU Sponsor)

Julie Cowley, Associate Vice President for
Academic Affairs

Date: _____, 2____

By: _____
Craig Erwin
Vice President for Finance and Administration/CFO

Date: _____, 2____

PERSON (PERFORMER/PROVIDER) PROVIDING SERVICES--

Name: _____
(Signature)

Name: _____
(Printed)

Title: _____

Mailing Address:

Phone No. _____
(Area Code)

Date: _____

Taxpayer I.D. Number or Social Security Number:

[Use this one when you invite someone to perform a service for zero compensation]

VISITOR'S AGREEMENT

SOUTHWESTERN UNIVERSITY
P. O. Box 770
Georgetown, Texas 78627-0770
Phone: (512) 863-6511
FAX: (512) 863-1436

VISITOR'S AGREEMENT – Page 1

Dated: _____

NAME OF SU SPONSOR: _____

NAME OF PERSON VISITING CAMPUS (hereinafter, the "VISITOR"):

LOCATION OF EVENT/SERVICE: _____

DATE AND TIME OF EVENT/SERVICE:

_____ Time(s) of services:
_____(month) (date) (year) to (month) (date) (year)

SU CONTACT OR SPONSOR: (Name)

PHONE: Area Code _____ Business _____ Cell _____

NATURE OF CAMPUS VISIT: _____

COMPENSATION: _____ None _____ Dollars (\$ none)

Binding Nature of Agreement. This Agreement shall be binding upon and inure to the benefit of the University and the Visitor and their respective heirs, legal representatives, successors and assigns; provided, however, that the Visitor shall not assign its rights or delegate its duties hereunder without the prior written consent of the University.

Indemnification. The Visitor shall indemnify and hold harmless the University from all claims, suits, actions, liabilities, damages, costs and expenses of any nature whatsoever, including, but not limited to, reasonable attorney's fees and court costs incurred or suffered by the University, for or on account of any bodily injury, illness, death, slander, libel, invasion of privacy, property damage, or other injury, loss or damage suffered by any person or person's property (including loss of use inflicted upon, caused to, received or sustained by any person or persons property) where the same arises out of, or results from any act or omission, negligent or otherwise, of the Visitor, their officers, directors, shareholders, employees, servants, agents, contractors, or persons employed by the Visitor's agents or contractors in the execution or performance of this Agreement. **The Visitor shall indemnify and hold harmless the University as provided in this section (i) regardless of the fact that an act or omission of the University, negligent or otherwise, contributed to the cause of bodily injury, illness, death, slander, libel, invasion of privacy, property damage, or other injury, loss or damage suffered by any person or person's property, and**

(ii) regardless of the fact that the person who is injured, suffers loss, or damage or whose property is damaged is (a) the University, (b) the Visitor, (c) an officer, director, trustee, shareholder, employee, servant, agent, or contractor of the University or the Visitor, or (d) any other person whomsoever.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

SOUTHWESTERN UNIVERSITY
Georgetown, Texas

By: _____
____ (SU Sponsor)

Date: _____, 20__

By: _____
Craig Erwin
Vice President for Finance and Administration/CFO

Date: _____, 20__

VISITOR

Name: _____
(Signature)

Name: _____
(Printed)

Title: _____

Mailing Address:

Phone No. _____
(Area Code)

Date: _____

Appendix 11: Direct Deposit

Authorization Agreement for Automatic Deposits (Credits)

The form is available online at <http://southwestern.edu/hr/forms.php>

Authorization Agreement for Automatic Deposits (Credits)
Southwestern University – Georgetown, Texas

I hereby authorize Southwestern University to initiate credit entries to my account (and to initiate debit entries only to the extent any prior credit entries may be or may have been incorrectly entered) to the participating financial institution (s) named below.

FINANCIAL INSTITUTION: _____ **Checking** ____
Savings _____

CITY: _____ **STATE:** _____ **ZIP:** _____

TRANSIT/ABA NO: _____ **ACCOUNT NO:** _____

*This is the nine digit number at the bottom left on your checks.

AMOUNT TO DEPOSIT: _____ **ALL NET PAY** **DESIGNATED AMOUNT:** _____

FINANCIAL INSTITUTION: _____ **Checking** ____
Savings _____

CITY: _____ **STATE:** _____ **ZIP:** _____

TRANSIT/ABA NO: _____ **ACCOUNT NO:** _____

*This is the nine digit number at the bottom left on your checks.

AMOUNT TO DEPOSIT: _____ **ALL NET PAY** **DESIGNATED AMOUNT:** _____

This authority is to remain in full force and effect until Southwestern University has received written notification from me of its termination in such time and in such manner as to afford the University a reasonable opportunity to act on it.

NAME (PRINTED): _____

SOCIAL SECURITY NO: _____ **DATE:** _____

PLEASE NOTE THAT, DUE TO TIMING DIFFERENCES, NEW OR CHANGED DIRECT DEPOSITS MAY RESULT IN ONE OR MORE PAPER CHECKS AFTER THIS FORM HAS BEEN SUBMITTED. PLEASE DO NOT CLOSE YOUR ACCOUNT (S) WITHOUT GIVING THE PAYROLL OFFICE TWO WEEKS NOTICE.

SIGNATURE: _____

Attach voided check or deposit slip here.

Appendix 12: Religious Holidays

2015-2016 Religious Holidays

Absence Policies

Scheduling Special Events and Priority Events

Dear Students, Faculty and Staff,

On behalf of the Office of Spiritual and Religious Life, I would like to take this opportunity to remind you of the policies related to religious holidays and related absences. These policies can be found in the Student and Faculty Handbooks and on the Spiritual and Religious Life website

(<http://www.southwestern.edu/offices/spiritualandreligiouslife/index.php>). The website will soon be updated, along with the online academic calendar, to reflect the holidays and chapel services listed below.

Priority Events: The following priority events have been identified as events which students, faculty, and staff should not be denied the opportunity to attend because of a conflicting meeting or event:

- All chapel services (see dates and times below)
- All homecoming activities
- Parent and student orientation events
- Family Days
- The Brown Symposium
- Commencement and other special convocations (e.g., Matriculation and Honors Convocations)
- Study days and final examinations
- Town Meetings
- Shilling Lecture Series
- Student Forum
- Student Works Symposium

Chapel Services: The following dates and times have been identified for chapel services during the 2015-2016 academic year.

- Thursday chapel service (11:25am-12:15pm)
- Tuesday worship service (9:00-10:00pm)
- Parent orientation chapel service, Sunday, August 17, 2014, 11:00 am-12:00 pm
- Homecoming chapel service, Sunday, November 9, 2014, 11:00 am-12:00 pm
- Candlelight worship services, Thursday, December 4, 2014, 6:00 pm & 8:00 pm
- Ash Wednesday chapel service, Wednesday, February 18, 2015, 12:00-1:00 pm
- Baccalaureate service, Friday, May 8, 2015, 7:00-8:00pm

Religious Holidays: In addition to the above priority events and chapel services, the University recognizes the following traditional religious holidays in respect of the diverse faith traditions of our campus community and in an effort to allow as many people as possible to attend commonly observed religious holidays. University events should not be scheduled during the following holidays; these are events which either (1) require attendance, (2) may not be mandatory, but those not attending would miss an important opportunity to be included in a campus event, and/or (3) are one-time opportunities for participants to receive the services offered. Please note that these are the North American dates and the Islamic holidays are tentative and subject to change, based on the best visibility estimates of the lunar crescent.

- Eid al-Fitr, July 18, 2015 (begins at sundown on July 17)
- Rosh Hashanah, September 14-15, 2015 (begins at sundown on September 13)
- Yom Kippur, September 23, 2015 (begins at sundown on September 22)
- Eid al-Adha, September 24, 2015 (begins at sundown on September 23)
- Christmas, December 25, 2015
- Good Friday, March 25, 2016
- Easter, March 27, 2016
- Pesach, April 23-24, 2016 (first two days, begins at sundown on April 22)

The following events should not be scheduled on the religious holidays noted above:

- Board of Trustees Meetings
- Board of Visitors Meetings
- Brown Symposium
- Career Fairs
- Commencement and other special convocations
- Family Days
- Final Examinations
- Housing sign-ups
- Homecoming
- Matriculation Convocation
- Prospective Student Visit Programs
- Scholarship Interview Days
- Shilling Lecture
- Student Orientation/Parent Orientation
- Student Forums

Religious Absences: Because the religious holidays listed above reflect some, but not all, of the most commonly observed holidays, the University policies also permit any student to miss class in order to observe any religious or cultural holidays that are part of their tradition, including holidays that are not listed above. Students are expected to negotiate these absences with their professors as far in advance as possible and fulfill missed assignments prior to the absence.

Additionally, University policies permit faculty and staff, including student employees, to miss work in order to observe religious and cultural holidays that are part of their tradition, including holidays that are not listed above. This time off may be without pay or taken as accrued vacation time, and in the case of student employees, it can include a change in work hours within a pay period to accommodate the absence. The University policy notes that faculty members are still expected to meet their class schedules and should work with their Department chair or the Provost to arrange these absences.

Please feel free to contact me if you have any questions,

Rev. Megan Davidson, '06
Director of Spiritual and Religious Life and Chaplain
Office of Spiritual and Religious Life
Southwestern University
P.O. Box 770
Georgetown, TX 78627-8770
[512.863.1056](tel:512.863.1056) (office)
davidson@southwestern.edu
www.southwestern.edu

Religious Holidays Absence Policies

Please note that this policy is a separate policy from the “University Policies Related To Religious Observance Days and University Events” that is also included in this memo. Students may select days of religious observance absence according to their own preference and need.

Students

The following is the Religious Holidays Absence Policy and is found in the *Student Handbook* and in the *Faculty Handbook*:

Religious Holidays Absence: Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

Students’ classroom responsibilities:

§ As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed

§ The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed

Student Employees and University Staff

As found in the *Staff Handbook under Employee Benefits - Holidays*:

The University will make reasonable accommodations to employees who wish to observe religious holidays that do not fall on one of the “traditional” holidays by allowing the employee to take such a day off. This time off may be without pay or employees may use accrued vacation time. In addition, the President may designate certain religious holidays that may be substituted for other holidays.

In working with student employees, the practice may also include a change in work hours, in a given pay period, to accommodate absences due to religious observances.

Faculty

Faculty Absence from Classes and Substitutes Policy, as stated in the *Faculty Handbook*:

Faculty members are expected to meet all classes for which they are scheduled. Necessary absences should be reported in advance to the department chair. Department chairs should report their own absences to the Provost. In cases of extended absences, the department chair should notify the Provost of the Dean of the School of Fine Arts, when applicable, about the use of substitute teachers.

Scheduling Special Events and Priority Events

(From the *Faculty Handbook*)

SCHEDULING SPECIAL EVENTS

All academic scheduling (classes, labs, etc.) is handled by the Registrar's Office and takes precedence in event scheduling and facilities usage. The Academic Calendar is approved a year in advance by the Academic Affairs Council and the Faculty. No events involving students are to be scheduled during the periods designated as "study days" and "final examinations" at the end of each semester. Meetings involving faculty may be scheduled during the period from the beginning of final examinations through the deadline for semester grades only if there is urgent semester-end business to be transacted. Exceptions to these restrictions must be approved in advance by the Provost.

PRIORITY EVENTS

Requests for event space should not be made if the event coincides with the University Priority Events. Priority events are those events to which no student, faculty, or staff member may be denied the opportunity to attend because of a conflicting meeting or event.

- All Chapel Services (including Candlelight Services)
- All Homecoming Activities
- Family Days
- Parent and Student Orientation
- The Brown Symposium
- Commencement and other special convocations (Matriculation and Honors Convocation)
- Study Days and Final Examinations
- Town Meetings
- Shilling Lecture Series
- Student Forum
- Student Works Symposium

Scheduled Chapel Services include the following:

Tuesdays	Weekly Chapel Service	9:00pm – 10:00pm
Thursdays	Weekly Chapel Service	11:25am – 12:15pm
Sunday, August 16, 2015	Orientation Worship Service	11:00am – 12:00pm
Sunday, November 18, 2015	Homecoming Worship Service	11:00am – 12:00pm
Thursday, December 3, 2015	Advent Candlelight Service	6:00pm & 8:00pm
February 18, 2015	Ash Wednesday Worship Service	12:00pm – 12:30pm
Friday, May 6, 2016	Baccalaureate Worship Service	7:00pm – 8:00 pm

University Policies Related To Religious Observance Days and University Events

In respect of diverse faiths and to enable as many persons as possible to attend major University functions, a listing of commonly observed religious holidays, holy days and observances have been identified, agreed upon and listed here. The University functions listed below are not to take place during the agreed upon religious observance days. If an event is scheduled on one of these days, the event must be re-scheduled or canceled.

Please note that the major University events listed are defined as:

- Events that persons in our community are required to attend and/or
- Events of a campus-wide nature that do not have mandatory attendance; however, persons miss out on a very important opportunity of inclusion in the campus community by not attending.
- One time opportunities for persons to participate and/or receive the services rendered on that day.

The list of religious observance dates and major University functions are listed below and may be revised as the needs of our community change.

University Functions not to be scheduled on religious observance dates stated below:

- Board of Trustees Meetings
- Board of Visitors Meetings
- Brown Symposium
- Career Fairs
- Commencement and other special convocations
- Family Days
- Final Examinations
- Housing sign-ups
- Homecoming
- Matriculation Convocation
- Prospective Student Visit Programs
- Scholarship Interview Days
- Shilling Lecture
- Student Orientation/Parent Orientation
- Student Works Symposium
- Town Meetings

Religious observance dates identified for this policy:

Jewish	Islamic*	Christian
Rosh Hashana	Eid al-Fitr	Christmas Day
Yom Kippur	Eid al-Adha	Good Friday
Pesach (Passover)		Easter Day

* Please note that the Islamic dates are tentative based on estimates of the visibility of the lunar crescent. As such, these observances may start slightly earlier or later than predicted. For assistance with dates go to <http://webexhibits.org/calendars/calendar-islamic.html>

2015- 2016 Religious observance dates (in chronological order):

- Eid al-Fitr, July 18, 2015 (begins at sundown on July 17)
- Rosh Hashanah, September 14-15, 2015 (begins at sundown on September 13)
- Yom Kippur, September 23, 2015 (begins at sundown on September 22)
- Eid al-Adha, September 24, 2015 (begins at sundown on September 23)
- Christmas, December 25, 2015
- Good Friday, March 25, 2016
- Easter, March 27, 2016
- Pesach, April 23-24, 2016 (first two days, begins at sundown on April 22)

Appendix 13: Semester Credits at Southwestern

Semester Credits at Southwestern University

In the 2011 – 2012 academic year, Southwestern University implemented a new curricular structure that shifted the normal student course load from five three-hour courses to four four-credit courses per semester. The shift, which reflects the practice of most national liberal arts colleges, was implemented to allow for a deeper and more rigorous learning experience for students. In the decision making process that led to this curricular change, the Academic Affairs Council (AAC) determined that the intensification of courses would take one of two forms: either increased class time or increased expectations for student work and/or faculty interaction outside of the regularly scheduled class period. Therefore, courses yielding four credits at Southwestern University must meet one of the two following standards:

- Option A: Minimum class time of 150 minutes per week with students expected to work outside of class a minimum of 2.5 hours per week, per credit.
- Option B: Minimum class time of 200 minutes per week with students expected to work outside of class a minimum 2 hours per week, per credit.

Course syllabi will reflect the expectations of the in-class and out-of-class work that will be expected of students in the course.

The Academic Affairs Council also determined that most courses in the curriculum would be the four-credit course. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

It should be noted that courses taken elsewhere and accepted for transfer credit at Southwestern will be accepted as follows: One semester hour will count as one semester credit. For example, a three-hour course at another institution would yield three-semester credits at Southwestern. If the course is deemed to satisfy a University requirement, it would still only yield three-semester credits and students would be required to take additional credits to complete the required 127 credits for degree completion.

Appendix 14: References - Articles

If Your Syllabus Could Talk – The Chronicle of Higher Education

A Research Career at a Liberal-Arts College - The Chronicle of Higher Education

Developing a Sustainable Research Program for Tenure – Council of Undergraduate Research

Bringing Scholarship to the Classroom: Strategies for promoting research through teaching
ASIANetwork Exchange

Thursday, July 19, 2007

If Your Syllabus Could Talk

By MONICA 'ANTONIO

FIRST PERSON

Personal experiences on the job market

As an academic adviser and adjunct instructor at a large mid-Atlantic university, I am not quite sure how the arduous task of proofreading every syllabus within one of the largest colleges on the campus became my responsibility, but it did.

At first I was a bit overwhelmed (and perturbed). The English department alone had more than 200 syllabi to scour. Not to mention classics, criminal justice, all of the foreign languages, and most of the courses that end in -ology. My eyes began to redden, and I felt carpal tunnel setting in.

But as I reviewed the syllabi, I began to see patterns and symbols. Suddenly I realized I had a unique window into academe. The project allowed me to get to know professors in the college without ever having to meet them or attend their classes. There was no need to do either to figure out what kind of a faculty member they were. Their syllabi said it all.

As faculty members and administrators, we often discuss the low expectations that our students have of themselves, of their work, and of higher education in general. Students often miss class or stroll in 20 minutes late, come unprepared, do not follow directions, and sometimes plagiarize their work. They complain about homework, papers, tests, books, reading, writing, speaking, and everything and anything that surrounds active learning.

Every semester, the faculty dreads this undergraduate apathy. Most of us would welcome utter contempt over the absolute indifference and malaise that we generally receive. We impugn students for their behavior, and consider ourselves above them in terms of thinking critically, meeting expectations, and following directions.

Little do we realize that we share some similar attributes. After reviewing about 400 syllabi, I was startled to find that the laziness, the inattention to direction and detail, and, most significant, the inability to proofread and use spellcheck are qualities possessed not only by students.

The university has policies on what a syllabus must include, and it is not difficult to adhere to the requirements. Those policies include simple things, like requiring professors to list their names, office hours, contact information, the course name and number, course objectives, the required texts and materials, the schedule of readings and assignments, and the grading and attendance policies. Those items seem so obvious you wouldn't think a university even needs to spell them out in formal policies.

Apparently, those requirements are so banal that many professors feel that they should be scratched altogether. I even found eight syllabi that didn't bother to include the professor's name.

One of my favorite examples of the minimalist approach to syllabus construction looked like this:

- Week 1: Chapter 1.
- Week 2: Chapter 2.
- Week 3: Chapter 3.
- Week 4: Chapter 4.

And so on, for 15 weeks. It was one page in length with no test dates, no contact information, nothing. That syllabus, as scant as it was, speaks volumes about the professor who created it. Purely on a logistical level, he is obviously miles from meeting the university requirements. That tells me he feels above having to follow any kind of standardization. Of course, the same professor will probably be unbendingly demanding of his students, expecting a complete obedience from them that he himself refuses.

Worse, the professor is communicating a clear message to his students, and it says, Hands off. Through his syllabus, he is telling students that he will not baby them in his classroom, that he has the power to add whatever he chooses to the syllabus because it was never in writing in the first place, and that he is unapproachable, as his office phone number, e-mail address, and office hours are nowhere to be found on the syllabus.

Is this professor even remotely interested in teaching this class? Not judging from the syllabus. University professors know the deal: In order to have the forum in which to conduct their research, they must (sadly) educate young minds. I know it's a hard pill to swallow, but it is the reality. So why not take the opportunity to open students up to rare fields of study?

Not this professor. He has illustrated through his syllabus that he wants students in and out in 15 weeks. He will probably lecture for the entire class period, answer questions grudgingly, and give two exams all semester. There will be no extra credit, no class participation, and no make-ups. Period.

When I was an undergraduate, I was always afraid of a professor with a detailed syllabus. To me, the longer the syllabus, the more work I was going to have to do, and the more thorough the professor was going to be.

That isn't always true. But after proofreading so many syllabi, I have concluded that the professors with the most detailed syllabi sometimes did require the most work but were also the ones who seemed most approachable and helpful.

Surprisingly, I did come across some examples of that rare, engaged instructor. I very much enjoyed reading one professor's syllabus, in particular, not only because it piqued my interest in the course, but also because it was a pleasure to finally see someone taking a genuine interest in the well-being of his students.

He began his syllabus with quotations from Sigmund Freud and William Gaddis that illustrated the general themes of the course. He followed that introduction with a lengthy course description, offering the relevance of his class to the students' immediate lives. Then, in full detail, he provided the topic and due date of every exam and writing assignment as well as the required page length, font, and margin size (also included in that section was the definition of an A paper).

What really brought a tear to my weary eyes was the following conclusion to his syllabus (yes, there was a conclusion):

Most important, please be assured that I want students to learn and to receive the good grades they deserve. So please make an appointment with me should you have undue difficulty with your work in the course.

Nice.

See, developing a creative and comprehensive syllabus is not about being a softy, about coddling students, or about trying to be the "cool" teacher who gets the good ratings on Ratemyprofessors.com. It's about being a human being, one who was also an undergraduate at some point.

It's about acknowledging a position of authority and, instead of being apathetic toward that position, using it to further the value and beauty of learning that we in academe claim to believe in so strongly. Pedagogically, and perhaps most important, it's about modeling the same behaviors that one expects from the students.

Some professors may argue that a syllabus can and should be changed, so it needs to be a somewhat flexible, vague document in order to leave room for a change in direction that may arise during the semester. Also, some professors now use their Web sites to deliver information to students in order to save paper and copying expenditures, thereby making the syllabus obsolete in many ways.

Certainly Web sites and educational technologies like Blackboard or WebCT have proven useful; but, ultimately, they do not eliminate the importance of a detailed, hard-copy syllabus that can be handed out on the first day of class.

The syllabus has often been seen as a contract between professor and students. Students look to it for answers: How do I get an A? How many classes can I miss before I fail the course? When are the tests and papers due? When is spring break?

Students want everything in writing; and, frankly, as an instructor, I put everything in writing simply to prevent the "I didn't know" phenomenon. ("I didn't know about the final paper." "I didn't know about the attendance policy." "I didn't know I couldn't sleep in your class.")

The syllabus doesn't just function as a contract between teacher and student, however. In proofreading syllabi of varying types and quality, I also found that the syllabus functions as an indicator. Students can deduce how a class is going to shape up simply from the elements of the syllabus itself.

For example, if a professor's grading policy puts a heavy emphasis on class participation, group work, or written assignments, then that professor probably wants students to be creative, to engage in dialogue, and to interpret texts freely. If the grading system is simply an average of two or three test scores, with no emphasis on participation or interactivity, then one can assume that professor would almost rather the students not show up for class and get the notes from a friend.

When I teach English courses, I always remind my students that every text has an author and is reflective of that author's personal biases and social milieu. I also tell them that everything in this world is a text, open to interpretation and analysis. A syllabus, like any other text, cannot be separated from its author; nor is it above scrutiny and deconstruction.

Professors, as critical thinkers themselves, should be aware that their syllabi are alive, symbolic, and vocal. A syllabus really can talk, and it's saying a lot more than we think.

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Chronicle Careers: 7/19/2007: If Your Syllabus Could Talk
<http://chronicle.com/jobs/news/2007/07/2007071901c/printable.html>

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A Research Career at a Liberal-Arts College

By Kristen Ghodsee

Like most graduate students finishing their Ph.D.'s and facing an unpredictable job market, I applied to every position for which I was even remotely qualified -- some of them at places I had never heard of.

One job I applied for was at Bowdoin College, a small liberal-arts institution in Maine, well known in the East but less so at the University of California at Berkeley, where I was earning a Ph.D. in social and cultural studies from 1996 to 2002. I was delighted when Bowdoin flew me out for an interview and offered me a tenure-track job in early December -- well before most of the other departments had even made their short lists.

The department offered me a competitive salary and a teaching load of two courses a semester, comparable to what I would expect at a major research university, as well as a generous pot of start-up money and the promise of a one-year sabbatical after my third year on the tenure track.

Despite the attractiveness of the offer, many of my professors and fellow students at Berkeley scoffed at the idea that I would accept a post at a liberal-arts college. It was considered an acceptable choice only if none of the jobs at research universities came through.

Over and over, I heard that liberal-arts colleges were merely teaching institutions. My research aspirations would be prematurely smothered under an avalanche of needy undergraduates, and my intellect irreversibly dulled by the proximity to an unproductive cadre of permanent associate professors. Liberal-arts colleges did not have the resources to support serious scholarship, I was told, and their focus on teaching would skew my creative energies in the "wrong" direction.

Doubtful, I placed a few calls to mentors and friends at other major universities. The diagnosis was almost unanimous: academic death.

It was only my dissertation adviser who seemed to think that a tenure-track job (even at a liberal-arts college) was better than a postdoc or an adjunct position and opined that "it is easier to get a job when you already have one." He was sure I could avoid the liberal-arts "trap" so long as I kept publishing and actively continued to attend national conferences to stay in touch with major scholars in my field. Perennially risk-averse, and faced with the bird-in-the-hand versus two-in-the-bush dilemma, I decided to take the job.

Ultimately I did get the chance to leave for the supposed promised land of a Research I university. Instead I stayed. I stayed because I realized that most of the advice I had been given as a graduate student was just plain wrong. I believe the general disdain for the liberal-arts college that I heard back in 2001 is alive and well today, preventing aspiring researchers from even considering positions at such institutions.

Granted, the quality of liberal-arts colleges varies quite dramatically. Indeed, the crushing teaching burden that is a fact of academic life at many lesser-ranked colleges is largely responsible for their déclassé reputation among academics at elite research universities.

Furthermore, in the physical sciences, where expensive lab equipment and an army of willing graduate students are sometimes necessary, liberal-arts colleges may have some significant limitations.

Last, for those who find any type of classroom engagement an unbearably onerous chore, even teaching small classes of extremely bright and motivated undergraduates might be enough to throw them into a permanent state of cerebral paralysis.

But my experience, and that of many of my colleagues in the humanities and social sciences, is that the best liberal-arts institutions are, in fact, more conducive to junior-faculty research than some of their Research I counterparts.

In the first place, many small private colleges have generous faculty-research funds; the abundance of internal money available means that junior scholars can pursue ambitious scholarly agendas without constantly seeking (and waiting for) external grants. That's especially helpful if your research, like mine, requires international travel.

Leave policy is also flexible at many small colleges. Several of my colleagues and I have enjoyed two years of sabbatical leave before going up for tenure -- something I have been told would never be allowed at many larger universities.

In the long term, the lack of graduate students may be undesirable for those who hope to academically reproduce themselves. But in the short term, not having graduate students frees up a lot of time for junior professors to work on their own research instead of, say, reading drafts of other people's dissertations.

Finally, small colleges are often more collegial than huge universities. Some people thrive on the cut-throat competition of the bigger university, but I work better in an atmosphere in which I know that one assistant professor's success will not inspire either envy or malice among other junior faculty members competing for a limited number of tenured spots.

Speaking to colleagues at similar institutions, I realized that my circumstances were not an aberration.

"Williams [College] certainly makes it clear that research matters, and it puts its money where its mouth is," says Olga Shevchenko, an assistant professor of sociology there. "In addition to the possibility for three semesters of 'assistant professor' leave, it has a yearly research fund for every faculty member to cover journal subscriptions and minor research expenses; a fair amount of discretionary funds that can be assigned as 'seed money' for new research, plus a good number of in-house grants and stipends, which are competitive but explicitly designed to help finance research."

True, she acknowledged, research assistance may be found wanting because of the lack of graduate students. "But even here," she said, "you can get a research student assistant for the summer through a program that pays them directly, and usually it is the brightest and the best students that apply for these, and I would argue that the quality of their work is not lower than that of your average grad student."

Bruce Grant, a professor of anthropology who spent his early career at Swarthmore College, also points out that there is less "service teaching" at small colleges, which allows junior faculty members to teach their own research interests. He pointed to the "often greater freedoms of a liberal-arts college, which

has a lesser claim to 'complete' coverage and therefore fewer curriculum committees. This means that courses could shift from one year to the next based on changing faculty-research profiles."

In my own case, as a result of a low teaching load, generous internal grants, and two years of junior leave to take advantage of external fellowships, I was able to do the research and writing for a second book and several peer-reviewed journal articles. I successfully came up for tenure in my sixth year.

My publication record should be a testament to the support that top liberal-arts colleges give to junior professors. But it is all too common for colleagues at research universities and well-meaning mentors to refer to me as "underplaced" -- that most backhanded of compliments.

I am also dismayed when assistant professors at research universities, struggling to find a few free moments to revise their dissertations, condescendingly inquire if I am disappointed not to have graduate students. They still believe that liberal-arts colleges are, by definition, anathema to active research and publication.

Inevitably, it seems, faculty members at research institutions assume that those of us at liberal-arts colleges are stifled by too much teaching and by a general lack of mental stimulation -- that we would jump at the opportunity to leave the small college life for the thrills of the big university.

But the truth is, some of those universities offer comparatively lower salaries, less generous leave policies, fewer internal resources, more service commitments, larger bureaucracies, and, when graduate advising is considered, higher teaching and mentoring commitments. In exchange for those considerably poorer labor conditions, many universities proffer the cachet of being at a Research I, the highest totem on the status pole of academe.

But for serious scholars committed to living in the world of ideas, the ability to carve out of one's professional obligations enough time for reading, thinking, and writing should be the true measure of whether an institution is conducive to research -- and not simply whether it is called a "research" institution.

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Developing a Sustainable Research Program for Tenure

Long-distance runners sometimes employ a training technique called speed play, in which the runner sprints hard for several hundred yards, then coasts to an easy jog for a mile or so, followed by more sprinting. This pattern of intermittent sprinting and jogging is repeated over and over, until a number of miles have been covered. In theory, speedplay sounds fun—even relaxing—but in practice it is exhausting and painful. The sprint leaves one gasping for air, which never abates before it's time to sprint again.

Speedplay is not unique to running; it's often practiced in academic research. I have seen colleagues sprint when tenure and promotion deadlines loom—working overtime and neglecting other duties to produce the required number of manuscripts and conference papers at the last minute—and then coast from exhaustion until the next deadline approaches. This approach is mentally and physically taxing, hard on personal and family life, and often detrimental to a long-term, sustained program of research.

Through the tenure process, colleges and universities seek to determine if a faculty member is likely to be a valuable contributor to the institution over the long distance of an academic career, potentially for the next 30 to 40 years. Short distance sprints, while successful in meeting immediate goals, are seldom indicative of long-term success. The tenure committees, senior colleagues, and administrators that I have worked with are impressed more by moderate, sustained progress that builds toward a long-term research program than by short-term successes. Consequently, the goal of tenure-track faculty should be to develop life-long practices that will enable them to be productive throughout their careers, along with a set of achievements by the time of tenure that demonstrate acquisition of these skills. It is my belief, based on 27 years of academic experience as both a faculty member and an administrator, that the most successful tenure candidates focus their efforts, not on the six years of their probationary period, but on developing teaching and research programs that will be productive for an entire career.

Much has been written on the value of research for undergraduate students and several recent studies demonstrate that undergraduate research experiences lead to measurable gains for students in a number of educational outcomes (Lopatto,

2004; Russell, Hancock, & McCullough, 2007; Seymour, Hunter, Laursen, & DeAntoni, 2004). Less has been written about undergraduate research from the perspective of the faculty member—its benefits and costs and how to do it (but see Goodwin, Holmes, & Hoagland, 1999 and Neuenschwander & Schwab, 1995). In this paper, I offer nine suggestions for developing a sustainable, long-term research program for tenure. While many of these suggestions are applicable to faculty at a range of institutions, my primary focus is on researchers at predominately undergraduate institutions (PUIs). My own experience in the sciences flavors many of the examples used.

1. Fit your research to the local situation. The long-term success of research at a PUI depends on how well a faculty member negotiates the transition from the research-intensive environment of doctoral and postdoctoral training to the new focus on combined teaching and research at the PUI. As a new faculty member, it is critical to recognize that PUIs are different in many respects from research-intensive institutions. Many PUIs offer great opportunities for developing satisfying and productive research programs, but these will seldom occur at the level or with the resources available at larger institutions. Within the first year of your tenure-track position, carefully evaluate the expectations for tenure at your institution and the resources available to meet them. Develop a research agenda that is realistic in light of these expectations and resources.

My graduate training was in population genetics, applied to amphibians. When I began my first tenure-track position at Connecticut College in 1980, it was clear that I would have difficulty sustaining a research program in the molecular population genetics of my graduate training. I received a total of \$2000 for startup expenses, which was not enough to buy even an ultra-cold freezer in which to store samples. Further, the training and knowledge required to carry out projects like those I had completed in graduate school were unrealistic for undergraduate students.

I immediately began to look for possible projects that might fit into my situation. Acid precipitation was attracting a lot of attention—and falling steadily in Connecticut. I realized that little research had been done on the effects of acidity on amphibians. I knew a lot about amphibians, and a colleague introduced me to

an experienced researcher who provided an introduction to methodology. I found that with a little raining, undergraduate students were fully capable of carrying out toxicological experiments involving pH. I eventually received a grant from the National Geographic Society and published a total of 12 papers on this topic, most with undergraduate coauthors.

A key element to many successful, sustained research programs at PUIs is adaptation to the local environment. A chemistry faculty member I know found that the research of her graduate training—using spectroscopy to study molecular-level phenomena—was often too complex for undergraduate research students. A switch to environmental chemistry allowed her to develop a successful research program that resulted in tenure. Another colleague arrived at his first teaching position at a liberal arts college to find that there were no animal facilities for the rats he had used in previous experimental work. A switch to behavioral studies with fish opened up a whole new avenue of experimentation, resulting in a long-term research program that produced over 30 publications and 70 conference presentations, most with undergraduate students (Purdy, 2004).

Success stories such as these abound. Often less successful are researchers who refuse to adapt to the realities of research at a PUI, who continue to attempt to pursue a research program of their graduate training which, though successful in the research-intensive atmosphere of a doctoral-granting university, may be difficult to sustain at a smaller school with limited resources and no graduate students. I am not suggesting that all researchers must change the focus of their research when they accept a position at a PUI; many faculty have successfully adapted the research focus of their graduate training to an PUI environment. Nevertheless, most find that some adaptation is required to successfully transition from a major research university to a PUI.

2. Schedule time for research. Many faculty suggest that they cannot do research because they lack space, instrumentation, travel money, or access to a research library. In reality, the limiting factor is almost always time (Enhancing Research, 2003).

Most faculty members are extremely busy, with more demands on their time than they can accommodate. Many fall into the habit of triage, focusing on the most immediate needs each day. Because research is long-term, without immediate deadlines, it tends to get postponed. Like many activities, research is most successful when you practice it regularly, rather than waiting for large blocks of time that come at infrequent intervals. Faculty I know who are most successful in research work at it constantly, on a weekly basis, even if the amount of time devoted each week is limited.

I believe that the key to finding time for research is scheduling. Research must be scheduled, just like classes, office hours, and committee meetings. Many faculty members work with their chairs or deans to arrange their teaching schedule so that one day of the week can be devoted entirely to research (Pladzewicz, 1984). One of my junior colleagues arranges her teaching duties so that she has no classes on Fridays. She spends the morning writing and doing her own research activities and devotes the afternoon to conducting experiments with students.

Although regular, continuous work on research throughout the year is important, many scholars at PUIs agree that much of the intensive work gets done during the summer (Craig, 1999; Enhancing Research, 2003), when faculty are unencumbered by teaching and administrative duties. A colleague in psychology gets one good experiment completed during the academic year, but she and her students are able to complete four experiments during the summer. Most successful researchers at PUIs find some way to devote much of their summers to research.

One problem sometimes encountered by faculty at PUIs is finding time for research when the primary, and in some cases only, focus is on teaching. One solution is to look for ways to have undergraduate research count as part of the teaching program. Many colleges and universities have independent study courses that students can take for credit, and many faculty at these institutions encourage their research students to enroll in such courses. This often provides a means of receiving some credit for supervising undergraduate research (Nicks, 2000; Purdy, 2005). An added benefit is that students may take research more seriously if a grade is attached to the process. Some departments have gone further and developed research-training courses that provide undergraduate students with the skills they need to successfully undertake a serious research project, as well as initiate students to research projects (Purdy, 2005).

3. Keep student research within your expertise. Students will come to you, eager to work on projects they are excited about, but for which you have limited experience and background. Because I am a population geneticist, I get students wanting to work on the genetics of cancer, genomics, or genetic engineering. I always explain that these

I learned a number of years ago that directing student research outside your own field can be a huge drain on time—because you must educate yourself about the topic and develop new methodology—and rarely produces substantial results that can be published. This is not to suggest that undergraduate students are incapable of contributing ideas for research projects. After becoming familiar with the methodology and the literature of your area of research, some undergraduates—unfettered by preconceived notions and dogmas—are capable of asking penetrating questions that may move your research in new directions. But, giving a student free reign to pursue any project is unproductive in terms of your own research and, in my experience, rarely results in a good experience for the student.



Southwestern University student Jessica Hua collecting tadpoles for her research



Southwestern University student Jessica Hua conducting research

4. Find a good mentor. Time and time again, I am impressed by the difference a good mentor can make in the success of a junior colleague. Senior faculty who have life-long, sustained research programs provide junior faculty with visible evidence that successful research can be done at a PUI, and they are often invaluable sources of information about negotiating local obstacles. When I joined the faculty at Connecticut College 27 years ago, Paul Fell in Zoology and the Bill Niering in Botany (now both deceased) were sterling examples of a life-long commitment to teaching and research at a liberal arts college. They carried out their research with little funding, limited equipment, and heavy teaching and administrative duties, regularly publishing and obtaining small grants. Both acquired a national reputation. They did research, not because it was required or even expected, but because they had a passion for it. For me, these individuals proved that research could be done at Connecticut College, and they set a standard I wanted to emulate.

Almost certainly, there are similar faculty at your own institution. Seek these people out and ask their advice. If possible, meet with them regularly. Don't be shy about sharing with them your doubts, disappointments, efforts, and successes.

5. Understand your students. Recognize that many undergraduate students are bright and capable and motivated, but they are not graduate students. They often have multiple competing interests, including classes, social obligations, participation in student groups, and community service; research may not always be their top priority. Most undergraduate students do not have extensive knowledge in the subject of their research, nor do they possess technical skills that may be necessary for research. Developing background knowledge and technical skills requires time and effort and usually considerable one-on-one attention from you. Take these limitations into account as you plan student projects and your own research.

One limitation of working with undergraduate students is the relatively short time they are likely to be involved in your research program. Many undergraduates do not begin research until their junior or senior year and, consequently, are only with you a semester or two before they graduate. One solution is to select research projects that do not require extensive training, so that students can begin collecting data relatively early. However, this is not feasible for all fields. Alternatively, get students involved in research early, in their first or second year, so that they have more time to devote to the research. One of my colleagues recruits students early by talking about her research in every class she teaches, including introductory courses. She encourages students to join her research group early and consequently, has been successful in having students work in her lab for three or four years.

Undergraduate students are used to the clearly-defined assignments, deadlines, and objectives of their undergraduate courses, which are usually laid out in a syllabus at the beginning of the semester. Many are unaccustomed to independent work, where the student must take initiative and where goals and

objectives may be broad and fluid. Many undergraduate students will find helpful a research contract, which clearly outlines the expectations of their work, such as weekly hours in the laboratory or library, and expected products of the experience, such as a paper, presentation, or poster. The contract should clearly explain practices, regulations, and laboratory rules you expect them to follow (Monte, 2001). One of my colleagues requires her students to maintain a computer log of their research activities, which she reviews on a regular basis. This provides an effective way to monitor student time and effort and correct any deficiencies early. Experienced faculty at PUIs comment that a required paper is important to successful research experiences for undergraduate students, as it forces students to summarize their research, including its context and conclusions (Craig, 1999).

Another key element in working with undergraduate students is communication. Develop a method whereby students can meet with you regularly. Weekly research meetings are often a good idea, but also tell students how to communicate with you in between scheduled meetings: Should they email you, drop by your office, or make an appointment to see you? Table 1 contains additional suggestions for working successfully with undergraduate research students.



Southwestern University research students Jose Granda and Jessica Hua



Southwestern
University research
student



Southwestern University
student Jason Burnham
examining bacterial colonies for



Southwestern
University student
Bryce Foster

6. Limit the number of your research students. I once had an early-career colleague who would accept 10 to 12 undergraduate students to work in his laboratory every semester, each working on a different project. His doctoral and postdoctoral training had been in large laboratories, where the senior scientist supported several postdoctoral fellows, five to ten graduate students, three or four undergraduate students, and a couple of technicians. My junior colleague was attempting to emulate his graduate mentor. His idea of directing undergraduate research was to assign projects and troubleshoot. He assumed that each student would complete his or her project on their own, analyze the data, and write up the results as a manuscript that could be submitted for publication, with his name as co-author. Obviously, this approach didn't work. None of the students finished their projects, much less wrote a publication-quality paper that my colleague could submit to a professional journal.

Trying to emulate a large laboratory environment with undergraduate students rarely works. Most students require considerable one-on-one guidance, at least initially. Your research program will be more productive if you spend much quality time with a few students rather than limited time with many.

7. Ask for what you need. Faculty members sometimes assume that chairs and deans will be annoyed by requests for additional resources. My experience has been the opposite: I find that most chairs and deans want their faculty to be successful and will do all they can to help faculty succeed. This does not mean that they are always flush with cash, nor if they have it that they are willing to spend it on trivial or undocumented requests. But most are receptive to carefully explained, reasonable requests to assist faculty with their scholarship. Even if they aren't able to meet your request immediately, knowledge of your needs may help them procure the resources in the future. Also, don't assume that

administrators can read your mind and will automatically know what you need. You have to ask and justify the request.

Although you should ask for what you need, don't wait for requested resources to get started. Studies of scholarship at PUIs note that successful researchers often begin with limited resources; their success generates additional resources, which produces more successes, followed by more resources (Doyle, 2000; Enhancing Research, 2003).

8. Collaborate! Collaborations—with researchers at other institutions or those in other disciplines at your own institution—are often the secret to successful research programs at PUIs. Some scholars believe that collaboration is easier to develop and more successful at PUIs because departments and faculties are often small and the lack of administrative structure facilitates interaction with colleagues (Enhancing Research 2003). Regardless of their ease or difficulty, collaborations provide many potential benefits for faculty at PUIs and, indeed, at all types of institutions. Collaborative research is often more productive than research carried out by single investigators; a recent study documents that collaborative research is becoming increasingly common in almost all fields and that team-based research accounts for more high-impact research (Wuchty, Jones, & Uzzi, 2007). For more information on the value of collaboration, see Haase and Fisk in this issue.

While collaborations can contribute to an independent research program by providing efficiency, ideas, and access to advanced instrumentation, early-career faculty should avoid collaborations in which their only role is to contribute to another colleague's research agenda. A common expectation of tenure is the development of a sustainable, *independent* research program. Effective collaborations involve a true partnership by all parties.

9. Pace yourself. Perhaps the most important key to long-term success in research is pace. Speedplay, alternatively sprinting and coasting, rarely results in a successful long-term program. Sprinting causes exhaustion and cannot be maintained long-term. Coasting between sprints leads to loss of momentum and requires continual re-initiation of the research program, which is costly in terms of time and effort. Regular, continuous research is almost always more successful in the long run.

In reviewing applications for tenure and promotion, I pay particular attention to the pace of the research productivity. Candidates who demonstrate continuous, steady output of research are, in my view, more likely to be doing research 10 or 20 years into the future than are candidates whose research comes in spurts. In most fields, reinitiating a research program, even after a hiatus of just a few years, can be extremely difficult. One must resurvey the literature, reacquire a sense of the direction of the field, and reestablish contacts with other researchers. Faculty sometimes intend to take a short-term break from research, to catch their breath and later pick up where they left off, but with the heavy and continuous demands of teaching, advising, and

committee work at a PUI, many wind up ending their research careers altogether. How does one maintain a sustainable pace? One aid is to develop a strategic plan that includes short and long-term goals. It is important that the goals be reasonable and that you evaluate them on a regular basis. For many faculty members, this will be a regular and required part of the pre-tenure and promotion processes and of performance reviews thereafter. See Nordell Pearson in this issue for more information about developing a strategic plan. The nine suggestions discussed above are not the only elements of successful research programs, but they are practices employed by many successful researchers at PUIs and their use can, I believe, increase the chances that you will experience long-term success in your research.

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Table 1. Keys to Success in Working With Undergraduate Research Students

1.	Maintain high standards.
2.	Be available.
3.	Convey enthusiasm.
4.	Celebrate successes large and small.
5.	Allow mistakes.
6.	Explain the big picture.
7.	Require a written report.
8.	Use a research contract.
9.	Be an example of good research practices.
10.	Share credit.

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**Bringing Scholarship to the Classroom: Strategies for
promoting research through teaching**

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An issue all academics grapple with is how to strike the desired balance between research and teaching. This balance is heavily influenced by the type of institution where one seeks employment. At liberal arts colleges, excellence is expected in the classroom and a premium is put on faculty student interaction. The expectation, however, is to be teacher-scholar, not simply teacher. And indeed, the desire of most professors at liberal arts colleges is to remain active in their field. With limited time and large teaching demands, the challenge becomes one of continuously making progress on one's research agenda. When asked to consider how to connect scholarship and teaching on the "Bringing Scholarship to the Classroom: Japan Studies" panel at the ASIANetwork conference in March 2008, I realized I had developed several strategies to link my research and teaching. What I also realized was that all these strategies were influenced by the fact that I was a junior professor vying for tenure. That is, my motivation for connecting scholarship and teaching was largely instrumental. In addition to being able to speak more passionately about topics we research and therefore engage students more fully, I would argue that finding ways to incorporate one's research in as many classes as possible is a way to better tackle the dual role of teacher-scholar. Connecting research and teaching can accelerate one's research agenda simply by preventing the liberal arts professor from being torn in too many different directions.

I am a professor of political science with a specialty in comparative politics and a focus on Japan. My research focuses on political reform, political leadership and women and politics, mainly in Japan but also in comparative perspective. My teaching repertoire includes "Introduction to Comparative Politics," "Contemporary Japanese Politics," "The Chinese Cultural Revolution" and a senior capstone on political leadership. During my time at Southwestern University, I have experimented with the following strategies for connecting scholarship and teaching:

- Develop a course on a theoretical topic related to your research
- Develop an assignment that targets your research
- Invite guest speakers in your specialized field to complement course material as well as expand personal networks
- Apply for grants to do faculty-student collaborative research
- Co-author conference papers with students
- Direct independent studies related to your research

Connecting research and teaching is not an easy task and does have both benefits and costs. I do not claim to be an expert on this topic. In this essay, however, I will consider the positive and negative sides of strategies I have experimented with for using teaching as a tool to promote my research.

Course Development

The first strategy for connecting my research to my teaching centers on course development. When asked to teach the senior capstone seminar for political science majors during my second year at Southwestern, I chose to develop a course on political leadership. The course explores political leadership from several different perspectives with an emphasis on connecting a variety of subfields in political science, including American politics, political theory, comparative politics and international relations. I chose to develop a course on this topic at the same time I was revising my dissertation into a book manuscript. The theory chapter of my dissertation focused on political reform. One of the main revision tasks I faced was incorporating a more thorough discussion of political leadership, my answer as to when and why politicians pass reform legislation. By developing a course on political leadership, I was able to use the course to help me revise the introduction to my book manuscript.

Developing a course on a theoretical topic related to my research had benefits and costs. On the positive side, the advanced nature of the course allowed me to assign challenging readings related to my own work. In particular, I was able to assign new books on the topic, published after the completion of my dissertation. The intellectual exercise of developing a syllabus on political leadership helped me trace the main debates in political science on this topic. At the end of the course I had clear sense of what a political leadership literature review required. Finally, and perhaps most significantly, teaching a course directly related to my research reduced the amount of time and energy needed to switch modes from teaching to research.

Such course development did have some limitations in terms of furthering my research agenda. First, the course content only covered a fragment of the relevant theoretical literature. Moreover, to make a cohesive capstone course, I was only able to consider topics directly related to my research in two of our weekly class meetings, when we discussed legislative leadership and prime ministerial leadership. Other class meetings covered types of leadership more tangential to my work, including charismatic leadership and revolutionary leadership. In addition, since I was working through new material at the same time I was teaching the course, the course direction was unclear at times. This is often the case in any new course, perhaps more so in courses unrelated to one's research.

The second strategy for connecting my research and teaching involved developing a course assignment related to my area of expertise. Specifically, in my "Contemporary Japanese Politics" course I had students write a ten page research paper analyzing the actions of a postwar Japanese prime minister in an issue area central to the prime minister's administration. The goal of the analysis was to draw conclusions about the power of prime ministers in postwar Japan.

This strategy has allowed me to share my expertise with my students. In this sophomore-level class, many students are not experienced researchers. By choosing a topic I had researched extensively, I was better able to assist students. I could suggest prime ministers and issues areas as well as provide students with citations to get them started. Finally, to a certain extent, the students' papers expanded my knowledge of prime ministers and policy areas of interest. The only frustration I have had with this strategy is that students often adopt the position presented in my own work on the topic. The students seem less willing to think independently when in the professor's area of expertise.

Guest Lecturers

Another way to connect scholarship to the classroom as well as expand personal networks is to sponsor lectures on topics related to one's own work. With funds from the Luce Foundation, I was able to organize lectures by Richard Samuels on political leadership in Japan, Ellis Krauss on Koizumi and the LDP, and T.J. Pempel on Japanese politics more broadly. While these funds have expired, I continue to raise funds from various departments and programs to sponsor lectures on Japanese politics.

An extremely positive aspect of sponsoring guest lectures is that these talks bring course content to life. Lectures can also provide a different perspective from that of the instructor. As mentioned above, lectures can expand personal networks in your field as well as increase your college's visibility. It can be especially helpful to students considering graduate school, to interact with professors from research universities. The most prohibitive factor related to this strategy is that it requires financial resources. It also requires the faculty member to master organizational detail, which takes time away from research and writing.

Faculty-Student Research

Grants for faculty-student research are perhaps the most direct ways to connect research to teaching. In my second year at Southwestern, I received an ASIANetwork Freeman Foundation Faculty-Student Collaborative Research grant to explore political leadership in Japan. When developing the grant proposal, it became clear that it would be most beneficial to all parties involved to carry out research about one of my own scholarly interests. Within the general theme of political leadership though, I allowed students to choose their own specific topics, ones that did not have to be related to my own work.

The ASIANetwork Freeman Foundation grant furthered my research in several ways. To begin with, it funded a research trip to Japan. I was able to extend my time in Japan to conduct personal research following the faculty-student group research. Much to my surprise, having students involved in the research process also expanded my interview connections as many politicians were intrigued by a group of American college students interested in Japanese politics and thus, granted us interviews for this reason. Since some of the students' projects were connected to my research, I have been able to maintain interview contacts that students initially secured. Finally, the project allowed me to experiment with using a translator in elite interviews. I am proficient in Japanese, but I found that having a native speaker as a translator/research assistant greatly increased the speed and accuracy of my work, especially on a short research trip to Japan. I have continued to use research assistance by a native speaker as a budget item on other grant proposals with great success.

Faculty-student research did pose some difficulties from my perspective as a researcher. First, student topics often differed greatly from my own research agenda, reducing the usefulness of interviews conducted on these topics. The students did not speak Japanese and were not familiar with Japanese culture. The inability to communicate in Japanese often limited our group research, although this was somewhat attenuated by the use of translators. Finally, when conducting field research with students, a professor's professional reputation becomes connected to the students' ability to conduct their first field research project. The two final strategies for linking research and teaching I have used were connected—writing a co-authored conference paper and directing an independent study. When working with the students on the ASIANetwork Freeman grant, one student and I applied for additional funding from Southwestern to develop a co-authored conference paper that we presented at the Association of Asian Studies. We worked on this project as an independent study. On the positive side, co-authorship allows professors to mentor aspiring graduate students. Close work with students also exposes professors to the strengths and weaknesses in undergraduate research training. The weaknesses in particular can be targeted in future course assignments. For example, I developed a step by step guide for writing political science literature reviews after working with this student. Independent studies can also build one's familiarity with a new theoretical literature or empirical case.

One of the largest costs of faculty-student research, however, is that it often requires more time to mentor a student than to complete a single authored work. In addition, the success of the project is contingent on the student's ability to carry out research at the graduate level, something that is

particularly complicated in Asian Studies due to the language skills required for such research. Finally, as is true of collaborative field research in general, the professor's professional reputation becomes linked to the student's ability to conduct research as well as write at the graduate level.

As I have already mentioned, I am not an expert on connecting teaching and research. The above strategies have been experiments in my early career as I attempt to fulfill the requirements for acting as a teacher-scholar. Upon reflection, I would argue that the development of a course on a theoretical topic related to my research had the greatest benefits with the least number of costs in terms of promoting my research agenda and increasing my productivity. The faculty-student grant also aided my research, especially in terms of providing travel to Japan and new interview contacts, but the language limitations of my students restricted the overall depth of this project. While many of the strategies have only promoted my research in limited ways, all have allowed me to enrich my teaching by relying upon my own expertise, something that creates satisfaction for the professor and student alike.

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