New Faculty Orientation  
August 16, 2017  
Digital Classroom Building, Room 339

Agenda

7:30 – 8:00 AM  Check-In, Coffee, and Pastries

8:00 – 8:15 AM  Welcome and Introductions

8:15 – 8:30 AM  Tribal Welcome
   • Barbara Aston, Director, Native American Programs
   • Ken Lokensgard, Assistant Director, Plateau Center
   • Josiah Pinkham, Nez Perce Tribal Member

8:30 – 9:15 AM  University Overview
   • Dan Bernardo, Provost and Executive Vice President
   • Kelly Ward, Vice Provost for Faculty Development and Recognition

9:15 – 9:45 AM  The Road to Success as a Faculty Member
   • Ron Mittelhammer, Dean, College of Agricultural, Human, and Natural Resource Sciences (CAHNRS)

9:45 – 10:15 AM Undergraduate Education Overview
   • Mary Wack, Vice Provost for Undergraduate Education

10:15 – 10:30 AM Break

10:30 – 11:00 AM Graduate Education Overview
   • Lisa Gloss, Interim Dean, Graduate School

11:00 – 11:45 AM Working with Diverse Students
   • Anna Plemons, Director, Critical Literacies Achievement & Success Program
   • Kim Dela Cruz, Smart Start

11:45 AM – 12:45 PM Lunch and Faculty Senate Introduction  
Lunch Buffet will be served in the Digital Classroom Building, Room 335
   • Judi McDonald, Chair, Faculty Senate

12:45 – 1:30 PM What I Wish I Knew: Second Year Faculty Panel
   • Talea Anderson, Scholarly Communication Librarian
   • Erika Offerdahl, Associate Professor, School of Molecular Biosciences
   • Marcus Poppen, Assistant Professor, Department of Teaching and Learning
   • Sophia Tegart, Clinical Assistant Professor, School of Music

1:30 – 2:15 PM What I Need to Know: Resources for Student Success
   • Mary Jo Gonzales, Vice President for Student Affairs
   • Luci Loera, Assistant Vice President, Equity and Achievement
   • Kathy MacKay, Dean of Students
2:15 – 3:00 PM  What I Wish I Knew: Research
• Chris Keane, Vice President for Research
• Brenda Barrio, Assistant Professor, Department of Teaching and Learning
• Katrina Mealey, Professor, Department of Veterinary Clinical Sciences

3:00 – 3:45 PM  What I Wish I Knew: Teaching
• Katy Fry, Clinical Assistant Professor, Department of History
• Craig McConnel, Assistant Professor, Veterinary Medicine Extension
• Chuck Munson, Professor, Department of Finance and Management Science
• Rebecca Van de Vord, Assistant Vice President, Academic Outreach and Innovation

3:45 – 4:00 PM  Take-Away Messages

4:30 – 6:00 PM  Reception at the President’s Residence
755 NE Campus Street, Pullman, WA

Save the Date

• Wednesday, September 6, 2017 from 12:00 – 1:30 PM in Global Scholars Hall, Amphitheater
  o Be That Coug: Student Success Resources
    ▪ Speaker: Mary Jo Gonzales, Vice President for Student Affairs

• Wednesday, September 20, 2017 from 12:00 – 1:00 PM in Lighty 405
  o Legal Issues You May Encounter: Utilizing the Attorney General’s Office
    ▪ Speaker: Terry Ryan, Senior Counsel

• Tuesday, October 3, 2017 from 3:30 – 5:00 PM in Lighty 405
  o Dealing with Difficult Situations
    ▪ Speakers: Paula Groves Price, Associate Professor, Department of Teaching and Learning; Matthew Jefferies, Director, Gender Identity, Expression, and Sexual Orientation Center (GIESORC); and Anna Plemons, Director, Critical Literacies Achievement & Success Program

• Thursday, October 26 from 12:00 – 1:00 PM in Lighty 405
  o Tapping into Teaching Resources
    ▪ Speaker: Rebecca Van de Vord, Assistant Vice President, Academic Outreach and Innovation

• Tuesday, November 14 from 12:00 – 1:00 PM in Lighty 405
  o Preparing for Annual Review and Progress Toward Tenure
    ▪ Speakers: Kelly Ward, Vice Provost for Faculty Development and Recognition; Craig Parks, Assistant Vice Provost; and Greg Neunherz, Director of Technology, Carson College of Business

• Wednesday, December 6 from 3:30 – 4:30 PM in Lighty 405
  o You Survived Your First Semester!
    ▪ Speaker: Kelly Ward, Vice Provost for Faculty Development and Recognition
2017 New Faculty Orientation: Presentations
Overview

- Welcome to Washington State University
- What is Washington State University?
- University Structure and Administration
- University Aspiration and Initiatives

Washington’s Land Grant University

Education • Scholarship • Service
WSU is Managed by the Board of Regents

WSU’s 11th President

- Dr. Kirk H. Schulz
- Became WSU’s President on June 13, 2016
- Tenured Professor in the Gene and Linda Voiland School of Chemical Engineering and Bioengineering
- Former President at Kansas State University

Provost and Executive Vice President

- Dr. Daniel J. Bernardo
- WSU’s Chief Academic Officer
- WSU Alumnus
- Previous Positions
  - Interim President
  - Vice President for Agriculture and Extension
  - Dean, College of Agricultural, Human, and Natural Resource Sciences
WSU’s State Footprint

- 5 campuses throughout the state
- 4 Research and Extension Centers
- Extension offices located in all 39 counties
- 24 Small Business Development Centers distributed across the state

“One University” Model

- WSU is a system comprised of campuses, research centers, and Extension offices distributed across the state
- One university vision, mission, and strategic plan
- Degrees are identical across locations
- Most academic units are statewide and comprised of faculty located across all campuses

University Structure

- Pullman is the largest campus and houses central administration.
- The Vancouver and Tri-Cities (Kennewick/Richland/Pasco) Campuses offer four years of instruction. Many degrees can be earned entirely at those locations.
- The Spokane Campus is focused on the health sciences. The College of Nursing, College of Pharmacy, and Elson S. Floyd College of Medicine are located in Spokane.
- North Puget Sound (Everett) is the newest addition to the WSU system, with a focus on STEM programs.
System-Wide Structure

• The Everett, Spokane, Tri-Cities, and Vancouver Campuses are locally managed by a Chancellor, who reports to the President.

• Each Chancellor has a Vice-Chancellor for Academic Affairs who manages academic issues on their campus.

• Each college that has faculty residents at a different campus will have an Academic Director who manages the college’s daily affairs at the respective campus.

• Faculty at these campuses work with these officials as well as their Chair/Director and Dean.

Our Colleges

• The Provost manages 10 colleges that are each organized around an academic theme
  - College of Agricultural, Human, and Natural Resource Sciences (CAHNRS)
  - College of Arts and Sciences
  - Carson College of Business
  - Morrow College of Communication
  - College of Education
  - Voiland College of Engineering and Architecture (VCEA)
  - Elson S. Floyd College of Medicine
  - College of Nursing
  - College of Pharmacy
  - College of Veterinary Medicine

• Each college awards degrees and houses faculty. Most colleges organize those faculty into departments (offer one degree emphasis) or schools (offer more than one degree emphasis).

• There are also the Honors College and the Graduate School

College Leadership Structure

• Departments are managed by Chairs and Schools are managed by Directors. Faculty report to the Chair/Director.

• A college is managed by a Dean. Chairs and Directors report to the Dean.
Shared Governance

- WSU employs a “shared governance” system. Faculty are responsible for the curriculum and much of academic affairs, President/Provost are responsible for all else.
- The Faculty Senate governs these areas and serves as the connection between faculty and administration.
  - Leadership meets regularly with the President and the Provost
- The Faculty Senate is a partner, with administration, in the running of the university.
- The Faculty Manual is the governing document of faculty affairs.

Major University Initiatives

- Drive to 25
- Elson S. Floyd College of Medicine
- WSU-Everett Campus
- INTO

Drive to 25

- New initiative to achieve recognition has one of the nation’s top 25 public research universities by 2030.
- Accelerate development of a preeminent research portfolio.
- Offer a transformational student experience.
WSU’s “New” Student Body

• Total enrollment of over 30,000 students
• Over 20 percent growth in undergraduate enrollment over past 6 years
• Changing demographics of student body
• Continued commitment to serve Washingtonians

Thank You and Questions

The Office of the Provost & Executive Vice President
Phone: (509) 335-5581
Email: provosts.office@wsu.edu
The Road to Success as a Faculty Member

New Faculty Orientation 2017

Ron Mittelhammer
Dean, Regents Professor

College of Agricultural, Human and Natural Resource Sciences

A Little About Me

• Economist, Econometrician, Statistician
• 1972, 1978 – BS, MS, Rutgers University
• 1978 – PhD, WSU (Go Cougs!)
• 1978 – 2004 – Asst, Assoc, Full, Regents Professor
• 2004 – 2010 – Director, School of Economic Sciences
• 2013 – 2014 – Interim Dean, CAHNRS
• 2014 – 2015 – Dean, CAHNRS
• 2015 – 2016 – Interim Provost
• 2016 – ?? – Dean, CAHNRS
• ?? – ?? – Regents Professor, SES

Publish or Perish?

• True to some degree -- but most tenure track faculty publish and thrive in WSU’s environment
• It’s not that it’s easy—but we recruit strong faculty who are likely to succeed, and we provide them with support to help them be successful
• So when you’re feeling sorrowful or discouraged, and you may at some time, remember at least THREE important things...
Publish or Perish?

1) **WASHINGTON, MY WASHINGTON**

*WSU Alma Mater*

Washington, my Washington, the Crimson and the Gray!
Tis the songs of memory that we sing today.
When the sad hours come to you and sorrows ’round you play,
just sing the songs of Washington, the Crimson and the Gray,
just sing the songs of Washington, the Crimson and the Gray.

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2) **WSU FIGHT SONG**

Fight, fight, fight for Washington State! Win the victory!
Win the day for Crimson and Gray!
Best in the West, we know you’ll all do your best,
So on, on, on! Fight to the end! Honor and glory you must win!
So fight, fight, fight for Washington State and victory!
W - A - SHI - N - G - TON
S - T - ATE C - O - US!
Go Coug!

WSU's fight song was originally composed in 1919 for a class project by Zella Melcher and Phyllis Sayles

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3) **We Would NOT Have Hired You If We Did Not Believe You Would Succeed!**

You are Vital Contributors to the Future Success of WSU

We **WANT** You To Succeed!
We **RECRUITED** you!
We **INVESTED** in you with a startup package!
We will **MENTOR** you!
Our **ADVICE** is meant to **SUPPORT** you!
⇒ Not Criticize You …
Essentials Component of Success

Stop Worrying About Perishing

- Work primarily on projects that have a reasonable prospect of generating publications and/or other scholarly output
- Align with productive people
- Align with positive people
- WRITE IT UP and SUBMIT IT!

View Teaching As More than a “Have To”

- It’s an honor and a privilege
- It “counts” to students and administration
- It captures the essence of: “World Class. Face to Face. It’s not a slogan, it’s a plan.”
  – V. Lane Rawlins, 9th WSU President

The Teaching Portfolio is a Major Component of Your Tenure Packet

Align Teaching and Research Efforts

- Complementary
- Synergistic
- Discoveries are teaching and learning opportunities
- Identify parallel opportunities
- Keeps teaching and learning on the cutting edge
Find Your Passion And Purpose

What matters to you?
What motivates and inspires you?
What do you hope to create?

Mechanics of the Feedback Process

Annual Review

- Conducted annually for all pre-tenure faculty by the chair
- Assesses performance during the last calendar year, as well as cumulative performance to date
- Used to give feedback on progress toward tenure, promotion, and to rationalize raises
- Included in the tenure packet
- You may respond to your review
Annual Review

• All pre-tenure (probationary) faculty will undergo an annual comprehensive review unless they are scheduled for the mid-period (3rd year) or final year intensive review.

• Review Ratings:
  - Especially meritorious performance
  - Strong performance beyond satisfactory
  - Satisfactory
  - Some improvement needed
  - Substantial improvement needed

Annual Review

• If chair assigns either of the last two categories (some or substantial improvement needed):
  - Report will include a list of goals and expectations intended to help the faculty member achieve a ‘satisfactory’ or above annual review rating at the next review.
  - The list will identify areas in which performance is deemed deficient and specific recommendations to correct the deficit.

T&P Guidelines

• University Requirements
• College Requirements
• Department/School Requirements

Review the University, College and Department/School Guidelines Before Charting Your Tenure Course. Know the Process Throughout.

Productivity is evaluated based on job responsibilities in your current or (possibly later) updated job description.

If not specified, assume 40% Teaching, 40% Research, 20% Service
Resources
- Faculty Manual – University web page
- Provost's Instructions for Tenure and Promotion – Provost's web page
- College website
- Departmental website

Tenure Mentoring Process
Mentoring Committee
- 1 or 2 set meetings per year (more if you want/need them)
- Write an annual progress towards tenure report:
  - Based on cumulative performance
  - Senior faculty participate
  - Results must be discussed with you

Identify additional mentors to support you

Third Year Intensive Review (Spring of 3rd Year)
- Similar to Tenure Process – No External Letters
  - Packets are reviewed by senior faculty, chair, dean and provost.

- Possible Results:
  - Progress Satisfactory
  - Some Improvement Required
  - Substantial Improvement Required
  - Unsatisfactory
    - can lead to non-renewal
Tenure and Promotion Process*

Packets: during spring/summer at the end of year 5
• CV
• Statements (Optional - max 2 pages each)
  – Context
  – Research
  – Service
• Teaching Portfolio (max 5 pages)
• Supporting Materials

External letters (minimum of 4; early summer)

*Exact procedures vary by college and department

Tenure and Promotion Process*

Department Review - late summer; campuses other than Pullman consulted when the faculty member resides in Vancouver, Tri-Cities, Spokane, or Everett.
• Senior Faculty (Assoc. and Full Professors) review packet and external letters. Recommend whether to grant or deny tenure.
• Chair makes a recommendation and summarizes the case.

*Exact procedures vary by college and department

Productivity Scenarios

• Failure to Launch: never reaches acceptable productivity thresholds over time
• Crash: steady decline in productivity over time to unacceptable levels.
• Flat-lined: consistent (and at least minimally) acceptable levels of productivity
• Blips: at least acceptable levels of productivity with one or more excellent years
• Expanding: steady increase in productivity over time with most or all well above minimally acceptable levels
  = 95% Who Apply Have Gotten Tenure
  (But not all faculty remain to the application stage)
College Review (October)

• The Dean’s Advisory Committee makes a recommendation.
  - The appropriate Campus Chancellor is consulted when appropriate (i.e., the faculty member resides in Vancouver, Tri-Cities, Spokane, or Everett).

• The Dean evaluates all information and recommendations in the T&P packet, and makes her/his recommendation to the Provost.
  - A Dean’s recommendation that is inconsistent with the department’s must be explained.

The Provost’s Review
November – January

• The Provost’s Advisory Committee makes a recommendation
• Can agree or disagree with the prior recommendations
• Complete packet with all recommendations goes to the Provost for final decision, who confers with the President.

If Tenure and/or Promotion is Granted

• The candidate receives a letter and a 10% raise effective in the subsequent academic year.
• The candidate is recognized at the Showcase Celebration of Excellence Banquet
If Tenure is Denied

- Can remain at WSU for one year after denial
- Resign within 90 days of receiving the denial decision and there is no record of denial
- Appeal to the Faculty Status Committee (FSC) within 30 days, based on the following grounds:
  - Inadequate consideration
  - Violations of academic freedom
  - Substantial procedural irregularities
  - Merits of the case cannot be appealed

Tenure Myths

- Tenure is a right. I will receive tenure if I do a "pretty good" job.
  - Tenure is a long-term commitment by the University.
  - The University expects significantly better than average performance over time to warrant a tenure commitment.

Tenure Myths

- Only research and grant funding count.
  - Performance in research, teaching, scholarship, and service all count.
  - Their weights vary by department and appointment – have them clarified.
Tenure Myths

- A majority positive “vote” of faculty leads to tenure.
  - Tenure is based on many factors, including external letters, summaries of chair, chancellor (if applicable), T&P advisory committees, and dean.
  - Faculty recommendations are *advisory only*, as are all other recommendations to the Provost.
  - Compelling recommendations have more influence.
  - All faculty member’s recommendations are not necessarily considered equally.

Tenure Myths

- If one or two faculty members “vote” against me, I won’t get tenure.
  - Negative recommendations are not, in and of themselves, decisive.
  - Many successful faculty members receive negative comments and votes.

Tenure Myths

- If you’re well-liked, you’ll receive tenure; if not, you won’t.
  - Academics tolerate eccentric behavior (within appropriate non-disruptive limits …)
  - Tenure will not be granted if behavior negatively impacts the overall successful functioning of a unit.
  - Faculty members who are well-liked may have more support from faculty colleagues, but this is NOT a sufficient condition for tenure ⇒ you do not have to try to please everyone.
Tenure Myths

• I’ll get tenure if I have \( X \) number of journal papers.
  - Teaching and service are important
  - Quality counts
  - Level of contribution counts
  - Other factors contribute to scholarship record (e.g. grant funding, students mentored, presentations)

Frequently Asked Questions

• Can excellence in one area mitigate lesser performance in another area and still lead to a successful T&P outcome?
  - Perhaps, depending on the circumstances of "lesser performance", but no tenure-track faculty member can omit/perform poorly in one of their assigned roles: research, teaching, scholarship, and service.

Frequently Asked Questions

• Is early promotion and/or tenure permitted?
  • Performance must be extraordinary, and substantially beyond "just meeting standards" for T&P
  • A case can be considered only with the Provost's prior approval to move the case forward through the system.
Frequently Asked Questions

- Can the tenure clock be stopped?
  - Yes
  - by giving birth (up to 2 years)
  - by serious illness
  - by family emergency
  - by taking leave without pay

- All requests must be made to the Provost by September 1

Other Faculty Support Policies

- Modified Duties
- Reasonable Accommodation
- Partner Accommodation
- Professional Leaves
- Sittercity (in home care givers)
- Phased Retirement

Spend some time perusing: faculty.wsu.edu
What We Do Well

• #4 public university for “value-added” (Money Magazine)
• #5 in nation for safety
• Top 25: degrees to underrepresented students
• Top 10% research university (total $)
• Top 10, happiest students (Princeton Review)

Unpacking “Value Added”

• Quality Benchmarks:
  National Survey of Student Engagement (NSSE)
• Key asset: Student-Faculty interaction

WSU’s Academic Strengths per NSSE

• Amount of writing
• Quantitative reasoning
• Information literacy
• Reflective and integrative learning
• Mentored research outside class
• Service learning
• Culminating senior experience (Capstone)
• Two or more HIPs
High Impact Practices

• Writing
• Learning communities
• Service learning
• Work with faculty on research projects
• Internship, co-op, clinical placement, etc.
• Study abroad
• Culminating senior experience

Landgrant Mission: Access and Excellence
FALL 2017 NEW STUDENT ENROLLMENT BY STATE OR TERRITORY

- Washington: 84%
- California and Hawaii: 8%
- Pacific NW (Oregon, Idaho, Alaska, Montana): 4%
- Rest of U.S.: 4%

NOTE: Data is preliminary and will not be official until 10th day.

FALL 2017 NEW STUDENT ENROLLMENT EASTERN VS. WESTERN SIDE OF THE STATE

- East Side: 28.5% of Students
- West Side: 71.7%

NOTE: Data is preliminary and will not be official until 10th day.

WSU Students
WSU Students

FALL 2017 NEW STUDENT ENROLLMENT - RACE/ETHNICITY PERCENTAGES

- White, 40%
- Asian, 5%
- Black, 5%
- Hispanic, 10%
- Not Specified, 5%
- Two or More, 7%

NOTE: Data is preliminary and will not be official until 10th day.

New Freshmen High School GPA Frequency Distribution

- Analysis of GPA distribution among new freshmen.
Digging Deeper
Factors that can affect teaching and learning

- 40% Low Income
  - Financial stresses
  - Open educational resources

- 40% First Generation
  - Cultural knowledge/conflicts
  - “Do I belong here?”
  - Resilient, goal-oriented

Hidden Demographics

- Invisible disabilities, e.g. cancer treatment, chronic disease, sleep disorders
- Mental illness
- Adverse childhood experiences
- Survivors of violence, rape, or abuse

Building on WSU’s Excellence

“Graduates who reported that their institution provided them with emotional support and experiential learning opportunities are two times as likely to be engaged in their work and thriving in their wellbeing later in life.”

—Brandon Busteed, reporting on Gallup-Purdue Index in Trusteeship Magazine; July/Aug 2016
What Does Support Look Like?
The Student View

- At least one professor made me excited about learning
- Professors cared about me as a person
- A mentor encouraged my goals and dreams

Simple Steps

- Learn who your students are and excel by teaching specifically to them.
- Achieve excellence in course design and pedagogy.
- Be available to students.
- Remember what it felt like to be a new student

Teaching Expectations

- Clear and complete syllabus
- Academic integrity
- Grading criteria explained
- Early & frequent feedback; Midterm grades
- Assess student work and participate in department and university assessment
- Be aware of Academic Regulations in Catalog
  [www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX](http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX)

Tenure and Promotion: Save course evaluations and course materials
Seven Learning Goals of the Baccalaureate

- Govern undergraduate education and general education
- Framework for assessment
- Learning outcomes required on syllabi

Undergraduate receive "7 Goals" bookmarks that are written in student-friendly language.

Partnership with Library Personnel

- Customized support for classes
- Subject-specific information portals
- Used throughout general education classes

First Year Experience

- First-Year Focus living-learning community program
- First Year Seminar
- Common Reading
2017-18 Common Reading

“Ready Player One”
Author Ernest Cline
August 28, 2017 (Pullman Campus)
CommonReading.wsu.edu

2017-18 Common Reading(s)

Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream will be used at WSU Vancouver.

Joshua Davis, Spare Parts author
Thurs. Oct. 19, at WSU Vancouver
admin.vancouver.wsu.edu/academic-affairs/common-reading-program

The Writing Program

• Award-winning support for faculty and students
• Tutorials—walk-in and for credit
• “Writing in the Major” (M) courses
• Junior writing portfolio
Undergraduate Research Programs

• Auvil Fellowships—competitive grants for students
• Intro to research courses
• Peer mentoring
• REU support
• Student travel awards

Undergraduate Research Showcase
An Introduction to the WSU Graduate School
New Faculty Orientation
Lisa Gloss, Interim Dean

Graduate School Mission Statement

• **Service**: Students, Faculty, Academic Programs, Colleges, and the Institution as a whole

• **Oversight**: Standards and Best Practices of Graduate Education, Program Review and Assessment, Administrative Support for Graduate Education

• **Advocacy**: on Campus, Nationally and Globally
  The research enterprise of graduate students, Diversity, Academic Integrity

Graduate Programs at WSU

• 43 Doctoral programs; 67 Master’s Programs
  23 Certificate Programs

• 4200 Graduate Students across WSU statewide

• Avenues for faculty at all campuses to participate in graduate education

• Professional Programs are not under the Graduate School (DVM, MBA, MD, PharmD)
Care and Mentoring of Graduate Students

- Training graduate students is a privilege, not a right.
- Familiarize yourself with accepted Best Practice concepts and actions.
- Avoid the trap of “that is how I was trained”

Resources:
- Graduate School Web site
- GS Policies & Procedures
- Council of Graduate Schools publications

How can the Graduate School help you and your graduate students?

I. Recruitment tools and resources
II. Funding support
III. Cross-college Interdisciplinary programs
IV. Mentorship and professional development
V. Data on student progress and success

I. Recruitment Tools and Resources

- Recruitment tool box
  https://gradschool.wsu.edu/recruitment-toolbox/
- Yearly Recruiter’s Summit
- Funds designated for RA’s or top-offs
  - RADS (Research Assistantships for Diverse Scholars)
  - STEM top-off scholarships (Unit/college match)
  - ARCS (Achievement Rewards for College Scientists)
II. Funding support

- RA support
  RADS: ~20 per year; departmental match
  - URM and 1st Gen
- Tuition waivers: ABD, OFW (NR) & Flex
  - Leverage Grants as allowed by funding agency
- Scholarships & fellowships

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Leveraging Grant Proposals with Graduate Student Support

- Promote opportunities to increase graduate student enrollment.
- Priority to training grants, fellowships/scholarships, and interdisciplinary research
- Emphasize recruitments & retention of top students and URM students

Requires partnership with college or unit

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II. Scholarships and Fellowships

- Second year of new scholarship program (URL on handout)
  - 8 new scholarships: interdisciplinary, STEM, social sciences & humanities
  - Students nominated by each college
  - Made ~40 awards: including three Dissertation Year Fellowships
- Mentoring to support students’ applications for prestigious fellowships, such as NSF GRFP
  - Prestigious Fellowship workshops have more than doubled successful WSU applications for fellowships
III. Interdisciplinary programs

- Cross-college, defined curriculum & faculty cohort
  - Molecular Plant Sciences (CAHNRS, CAS)
  - Material Sciences & Engineering Program (VCEA, CAS)
- Individual Interdisciplinary Doctoral Program (IIDP)
  - Among the oldest in the nation
  - Participation of faculty across campus
  - Fosters collaboration across underpinning of three or more disciplines

IV. Mentorship & Professional Development

- **Graduate Mentor Academy**
  Faculty cohort with experience and training to mentor faculty & students in tricky situations
- **Professional Development Initiative (PDI)**
  Workshops covering four core competencies:
  - Academic & Career Development
  - Communication & Collaboration
  - Leadership & Professionalism
  - Personal Wellbeing

V. Student data on progress and success

- Tracking student success at WSU and beyond
- **The GRM**
  Graduate Research Management module of myWSU
- **Graduate Student Placement Project**
  LinkedIn and internet tracking of graduates
Questions?
https://gradschool.wsu.edu/facultystaff-resources/
Working with Diverse Students: Strategies for New Faculty

Presented by:
Dr. Anna Plemons
Critical Literacies Achievement and Success Program
Kim Dela Cruz
Smart Start Program, Multicultural Student Services

Two dangers in facilitating this conversation:

1. Use stereotypes that hyper-define and/or over-determine differences between individuals or groups
2. Sanitize differences so that real and concrete challenges are muted and/or made invisible

“We thought we all needed to be there for freshman orientation — the whole family, for the entirety of it...They’d used all their vacation days from work and had been saving for months to get me to school and go through our orientation.” — Jennine Capó Crucet, The New York Times
In our studies, most participants are the first in their families to attend college. They feel tremendous internal pressure to succeed, so as to ensure their parents’ sacrifices have been worthwhile. Some young people respond to the pressure by doubling down on character strengths that have served them well, cultivating an even more determined persistence to succeed. This strategy, however, can backfire when it comes to health. --The New York Times

Best Practice #1:
Make the rules explicit whenever and wherever possible

Stereotype Threat
- The threat of being viewed through the lens of a negative stereotype
- Fear of doing something that will inadvertently confirm a stereotype
- Linked to diminished performance based on the associative psychological stress

The Data

Stereotype Threat, cont.

Best Practice #2:

Diffuse stereotype threat with environmental cues
Best Practice #3:
Encourage a malleable view of intelligence

Small Group Work

How have you, or how might you, apply these best practices in your classroom?

1. Make the rules explicit whenever and wherever possible
2. Diffuse stereotype threat with environmental cues
3. Encourage a malleable view of intelligence
The Faculty Senate
Judi McDonald
Faculty Senate Chair

How Information flows through the Faculty Senate

- Senate Committees
- Faculty Senate Office: Executive Secretary and Principal Assistant
- University Community

BOARD OF REGENTS
- President
- Senate
- Provost

Steering Committee
- Budget
- Faculty Affairs
- Academic Affairs
- Graduate Studies
- Research and Arts
Primary Duties of the Senate

Legislative Powers
- Standards of admission
- Curricula and courses to be offered and the number of credits for each course
- Standards of scholarship
- Requirements for graduation
- The academic calendar

Power of Recommendation
- Development and review of plans and policies to strengthen the educational program of the University
- Review of the budget of the University to assess its general conformity with policies and priorities established or endorsed by the Senate
- Review of the strategic plan, for the physical and educational development of the University
- Protection and enhancement of academic freedom of members of the University community
- Preservation and extension of academic responsibility of members of the University community
- Promotion of the general welfare of the University community
- Review of policies concerning the University's relations with its supporting community throughout the state of Washington
- Review of policies concerning the University's relations with outside agencies
- Review of rules and procedures of the University concerning the conduct of its members

How YOU Can Get Involved
- Read the senate webpage, particularly the meeting agendas, to see what is going on.
- Volunteer to be on a committee that addresses issues you feel passionately about (contact the chair-elect). Balance your workload – some committee work gives you a voice – too much cuts into your time to do teaching, research and scholarship.
- Contact your senate representative or any of the executive officers with concerns and ideas.
- Come to the Crimson Club and network with other faculty.
My Goals for This Year

- Keep the senate running smoothly.
- Improve contracts and titles for faculty not in tenure track positions.
- Improve the guidelines for evaluating and rewarding research and scholarship for all faculty.
- Maintain a healthy working relationship with the senior administration and the Board of Regents.
- Find ways to support a positive campus climate for all faculty, students, and staff.
Building partnerships

- Academic Outreach and Innovation
- Access Center
- Provost’s Office, Student Success Seed Grant
- University Communications
- WSU Vancouver, Gates Foundation and Lumen Learning pilot
- Physics and Astronomy, OpenStax pilot
- Assistive Technology Research and Development Lab
- ASWSU, Course Material Cost Reduction Initiative
- OER Research Fellowship, OpenEd Group
- Greater Western Library Association, Scholarly Communication Taskforce
- Orbis Cascade Alliance, Content Creation and Dissemination Team
FOR FACULTY USE: RESOURCES FOR STUDENTS IN CRISIS

The Washington State University Division of Student Affairs engages all students in a transformative university experience which prepares them for success at WSU and after graduation. In collaboration with academic leaders in the classroom, we partner to provide support and resources for students to achieve academic and personal success.

TOOLS TO HELP FACULTY HELP STUDENTS – AWARE NETWORK
When students are in distress, early intervention can make a big difference in outcomes. The AWARE Network allows you to share concerns about a student’s emotional or psychological well-being, physical health, or academic performance with colleagues who can help. The goal is to connect the student with the resources they need. The Dean of Student’s office works with the reporter to offer support, referrals to resources and determine next steps. AWARE.WSU.EDU

CAMPUS RESOURCES
For students experiencing mental health issues.

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health &amp; Wellness Services</strong></td>
<td>509-335-3575</td>
<td>hws.wsu.edu</td>
</tr>
<tr>
<td>Provides medical and prevention services for WSU students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services</strong></td>
<td>509-335-4511</td>
<td>counsel.wsu.edu</td>
</tr>
<tr>
<td>Provides confidential counseling and testing services for students and a 24-hour crisis hotline at 509-335-2159.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office of the Dean of Students</strong></td>
<td>509-335-5757</td>
<td>deanofstudents.wsu.edu</td>
</tr>
<tr>
<td>Provides assistance and referrals for any student concern or crisis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WSU Police</strong></td>
<td>911 for emergency, 509-335-8548</td>
<td>police.wsu.edu</td>
</tr>
<tr>
<td>Provides immediate assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office for Equal Opportunity</strong></td>
<td>509-335-8288</td>
<td>oeo.wsu.edu</td>
</tr>
<tr>
<td>Responsible for discrimination complaint investigations, equal employment opportunity/Affirmative Action compliance, Title IX compliance, and education and training.</td>
<td></td>
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</tr>
</tbody>
</table>

COMMUNITY RESOURCES
For students experiencing violence.

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alternatives to Violence of the Palouse</strong></td>
<td>509-332-4357</td>
<td><a href="http://www.atvp.org">www.atvp.org</a></td>
</tr>
<tr>
<td>A non-profit that supports victims and survivors of violence in the Palouse region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pullman Regional Hospital</strong></td>
<td>509-336-7359</td>
<td><a href="http://www.pullmanregional.org">www.pullmanregional.org</a></td>
</tr>
<tr>
<td>Local hospital emergency department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pullman 24 Hour Crisis Line</strong></td>
<td>509-334-1133</td>
<td><a href="http://www.palouserivercounseling.org">www.palouserivercounseling.org</a></td>
</tr>
<tr>
<td>Provides crisis intervention for individuals, family, and community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>24-Hour Crisis Line</strong></td>
<td>1-800-273-TALK (8255), Press 2 for veteran’s services</td>
<td><a href="http://www.palouserivercounseling.org">www.palouserivercounseling.org</a></td>
</tr>
<tr>
<td>Crisis line for suicide prevention.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Faculty Orientation
Panel Discussion on Research

Dr. Christopher J. Keane
Vice President for Research
Professor of Physics
chris.keane@wsu.edu

Office of Research Responsibilities

- Provide vision, strategic direction, and priorities for WSU research
- Develop and implement WSU Strategic Plan in collaboration with WSU senior leadership team
- Provide policy and general guidance to all WSU campuses and units involved in sponsored research
- Manage system-wide operational activities in support of WSU research
  - Office of Research Support and Operations
  - Office of the Campus Veterinarian
  - Office of Assurances
  - Research Misconduct
  - Communications
  - Institutional performance assessment: development and tracking of metrics
- Advance the WSU research enterprise by developing institutional skill in proposal development and project execution, effective partnership with other WSU offices, fostering collaborations, and other means
- Manage selected Centers, Institutes, and Core Laboratories
- Represent WSU research and the University in internal and external interactions
- Manage WSU’s intellectual property through our Office of Commercialization
- Develop strategic partnerships on behalf of WSU with external private entities

Office of Research Organization Chart
WSU Profile

- FY15 HERD Total R&D expenditures: $333.1M, Rank 68 (Public Rank: 43)
- FY15 HERD Federal R&D expenditures: $134.9M, Rank 85 (Public Rank: 54)
- Total enrollment: 30,142 (24,904 Undergrad, 1,000 Professional, 4,238 Grad student)
- 6 campuses (including Global Campus)
- 11 colleges
- 39 WSU Extension offices, at least one in every county in Washington
- 4 research and extension centers work to sustain crop health and Washington growers’ productivity
- 24 Small Business Development Centers statewide help small businesses grow and succeed
- Founded in 1890 as Washington’s original land-grant university
- Graduate and professional programs that attract top minds from 79 countries
- 8 National Academy members
- FY17 Proposals (estimated): 2,845 proposals totaling $1B
- FY17 Awards (estimated): 1,765 awards totaling $207M

Good luck in all your research, creative and scholarly endeavors!
ABC’s of Research: Role of Serendipity, Perseverance, and Risk

Katrina Mealey, DVM, PhD
DACVIM, DACVCP

Serendipity (A)

$abcb1(-/-)$ knockout mouse

- Schinkel Laboratory NCI Netherlands

IVERMECTIN: “White feet—don’t treat!”

- Finish PhD-get real job
  Not get ‘scooped’

- Obtain DNA from ‘ivermectin sensitive’ dogs $$

- Find a laboratory to do the research
  Benchtop in a lab in a different department

- Find time to do research
  Clinics/teaching

B (Perseverance)
Veterinary Pharmacogenetic Testing? “Not a market” “Not profitable”
Teaching at WSU
Professor Chuck Munson
Washington State University Carson College of Business
Department of Finance and Management Science

WSU New Faculty Orientation, August 16, 2017

The Tenure Dilemma

“I’ve got to win grants. I’ve got to publish papers. These reviewers are idiots. My coauthors are lazy. The clock is ticking...
Why do I have to teach so much or care about teaching?”

The Joy of Teaching

• WSU exists to educate, and that mission is the reason we all have a job
• WSU has historically held a competitive advantage in teaching
• Daily feedback
• That spark in their eyes
• Helping young people with their careers
Teaching Challenges

Trends in Higher Education
- Distracted students
- Calls for more active learning and engagement
- Flipped/hybrid classes

Extra Challenges in Large Classes
- Students expect to be passive note takers
- Some want to hide (back row)
- Some think it’s “more OK” to text, surf the web, etc.

What can we do to keep 100 students feeling engaged?
- Clickers/Response Systems
- Activities
- Small group discussions

Tips on Preparing and Executing Lectures

A. Litmus test: Is this class worth the time/tuition? What occurred in class that wasn’t in the book?
B. “Grab factor” (Why important? How will affect careers?)
C. Beg, borrow, and steal lecture material
D. Offer clear, interesting examples
E. Create professional materials (consider handouts of notes)
F. Practice (write down how long each part of lecture takes)
G. Take a “continuous improvement” perspective (keep an idea folder and take notes; what went well and what didn’t)
H. Reflect. What teachers did you admire, and why?
6 Keys to Successful Teaching

1. Show that you care
2. Be fair and consistent
3. Have passion for teaching
4. Accept feedback and adapt
5. Never stop improving
6. Have fun!

Final Thoughts

- “Kids may forget what we taught them, but they’ll never forget how we treated them.” Doug Lowery, Principal, Hilliard Memorial Middle School
- “Don’t practice until you get it right. Practice until you cannot get it wrong.” Anonymous
- “Anyone can work hard when they want to. The truly successful work hard when they don’t.” Chuck Munson

When teaching works right, you’ve got 100s of allies and alums with fond memories. There is no more satisfying feeling.

Good Luck!
WSU
Academic Outreach and Innovation
Dr. Rebecca Van de Vord, Assistant Vice President

Who we are

• All things related to academic technology
  – Instructional Design, media creation, technical support, how to
• Supporting all faculty, all campuses (home of Global Campus)
• Support for on-campus, online, hybrid, credit and non-credit learning experiences
• Our focus – using technology to increase access and student success

What?

• Panopto – Lecture Capture
• Blackboard Learn - LMS
• Blackboard Collaborate Ultra - WebConferencing
• VideoConferencing (AMS)
• General University Classrooms
• Global Campus (including instructional design, media creation, student support for online courses)
• Teaching innovation w/ Academic Technology
  – Bryan 404 Active Learning Classrooms
  – Digital Classroom Building (faculty innovation lab/technology test kitchen)
  – Recording Studios/Lightboard
  – Open Educational Resources, adoption/customization/creation
## HOW

- Face to Face and virtual training sessions (eLearning.wsu.edu)
- Tailor, individualize, increase convenience
  - Open labs (Imtransition)
  - 1:1 in office support (ibh specialists)
  - Mobile Training— you chose the location
  - Training request: global.elearning@wsu.edu
- Faculty-led peers as experts
  - Faculty-led workshops (Archives)
  - Faculty videos (Teaching Academy)
- Global Campus – 100% Online
  - Excellence in Online Teaching Course
  - Online orientation for first time Global Campus instructors
- Fall Academic Technology Forum
- Academic Tech Community and Resources space
  - https://elearning.wsu.edu/
- Teaching Listserv – subscribe by contacting deanna.Hamilton@wsu.edu

## DAY 1

- Syllabus Guidelines https://vpu.wsu.edu/policies/
- GUeS & VideoConferencing
  - Each room includes real time support contact numbers on the lectern (or teaching space)
  - Visit the space before you teach
- Global Campus global.elearning@wsu.edu
  - Online Orientation
- Blackboard
  - Open labs and on-site visits http://lmstransition.wsu.edu/
  - Technical Support wusonline.support@wsu.edu
- Training & Tutorials at
  - https://elearning.wsu.edu/training_resources/
2017 New Faculty Orientation: Handouts
ADVANCE at WSU represents a set of programs with a twofold core mission focused on:
- institutional transformation toward a more inclusive/faculty-friendly environment
- supporting individual women faculty in tenure-track positions in STEM disciplines, and under-represented minority (URM) faculty members in any discipline.

ADVANCE programs at WSU began with an Institutional Transformation Award: Excellence in Science and Engineering (EXCELinSE) from the National Science Foundation (NSF), completed in 2015. The most successful ADVANCE programs noted below were institutionalized at WSU and supported by the provost’s office going forward. These efforts are made possible by a number of dedicated faculty and administrators, including the Steering Committee and the ADVANCE Liaisons.

The primary scholarship/career-development program currently supported by ADVANCE is the External Mentor Program, which involves development of a collaborative relationship between a WSU faculty member and an expert from another academic institution.
- This program has already resulted in 50 successful scientific collaborations
- Multiple presentations/publications resulted from these efforts
- Importantly, this program had a positive impact on its participants, as for example, they indicated it was very beneficial to their career development
- Success of this program resulted in its expansion, now enabling prior successful External Mentor participants to apply for funds dedicated to preliminary data collection efforts with their mentors, intended for use in external funding proposals to the National Institutes of Health, NSF, etc.

Another program started under the NSF funded initiative, and currently sustained with the support from the Provost’s office, is the ADVANCE Transitions Program. This program is aimed at providing support to faculty members in challenging personal circumstances, either as a result of a health/medical situation, or an unexpected professional transition.
- The long-term/sustainable adaptation of the Transitions Program was a result of the reported benefits of this program, which enables faculty to obtain short-term assistance with work-related duties.

Finally, the Leadership Training Program awards are available to foster career development by supporting engagement in leadership opportunities and trainings. For example, these funds could be used to support participation in the National Center for Faculty Development & Diversity Faculty Success program http://www.facultydiversity.org/.

Please visit our website for additional information, or contact me directly:

Masha Gartstein, Ph.D.
Director of ADVANCE at WSU
Professor, Department of Psychology
Washington State University
P.O. Box 644820
Pullman, WA 99164-4820
(509) 335-4651
gartstma@wsu.edu
http://advance.wsu.edu
It’s easy for faculty to be active.

Choose your University Recreation membership today!

Three great membership options, all of which provide payroll deduction, the latest in cardio & weight room equipment, top-notch customer service, convenient locations, and discounts on classes and programs.

1) Faculty & Staff Fitness Program - $215 Annual*

Monday - Friday, 11:00 AM - 1:00 PM

- Basketball: PEB 144 and Smith Gym 117
- Tennis: Hollingbery Fieldhouse and outdoor tennis courts
- Racquetball & Squash: PEB courts
- Weight room & cardio: Chinook Student Center
- Sauna: Chinook Student Center
- Swimming: Gibb Pool (PEB) & Smith Gym Pool

11:30 AM - 1:00 PM Monday, Wednesday, and Friday;
12:00 PM - 1:00 PM Tuesday and Thursday;

- Discounted fitness classes in Smith, PEB, and Chinook Students Center

2) Chinook Faculty & Staff Membership - $278 Annual*

Includes all options of Faculty & Staff Fitness Program plus:

- Access to the Chinook Student Center during all hours of operation for weight room, cardio, and sauna
- Access to all Chinook Student Center social and lounge areas
- Discounted fitness classes in Smith, PEB, and Chinook Student Center (all hours)

3) Student Recreation Center Faculty & Staff Membership - $456 Annual*

Includes all options of the Faculty & Staff Fitness Program, except Chinook amenities plus:

- Access to the Student Recreation Center with indoor & outdoor basketball courts, indoor & outdoor volleyball, badminton, weight room, cardio lounge, racquetball & squash, indoor jogging track, billiards, sport court, and climbing wall
- Access to the Student Recreation Center Natatorium and Gibb Pool (PEB) & Smith Gym Pool
- Discounted fitness classes in Student Recreation Center, Smith, PEB, and Chinook for limited specialty classes

Chinook and Student Recreation Center Membership options are available for a discounted price if purchased at the same time.

Non-membership Fitness Options

A limited number of group fitness classes which are open to all faculty and staff will remain available in Smith and PEB. These classes are offered at a discount to faculty who have a membership above.

Visit urec.wsu.edu/fitness/fitness-class-list/ for a listing of classes.

*Can be purchased on a semester basis.
WSU is a member of the National Center for Faculty Development and Diversity (NCFDD).

NCFDD Mission:
To provide highly efficient and effective external mentoring for faculty, graduate students, and post-docs on our campus, particularly for those that are under-represented, so that they can:
- Increase Research productivity
- Improve work life balance

NCFDD curriculum teaches empirically-based skills, including:
- Planning and prioritization
- Daily Writing
- Better Understanding of the process of publishing and grant submission
- Building your professional network
- Having healthy conflict with your colleagues

I would like to invite you to take advantage of our Institutional Membership to NCFDD: [www.facultydiversity.org](http://www.facultydiversity.org), the benefits of which include online access to the following:
- 12 Monthly Training Workshops
- 12 Guest Expert Training Workshops
- Weekly Productivity Tips - Monday Motivator
- Access to Career Center
- 6 Multi-Week Training Courses
- On-Line Forum and Larger Community

Institutional Membership benefits are available to all faculty, graduate students, and post-doctoral fellows at WSU. I encourage you to register at: FacultyDiversity.org/WSU, and make use of available resources and trainings. In a recent ADVANCE at WSU survey, those who participated in NCFDD programs reported these are highly beneficial.

ADVANCE offers support for participation in select NCFDD training programs for eligible faculty. Please visit our website for more information: advance.wsu.edu
Welcome!

We are excited to introduce you to the many services and resources the Libraries offer—

Research Assistance and Library Instruction
Librarians are available to provide research assistance and/or classes for you and your students.

Library Liaison Program and Librarians:
libguides.libraries.wsu.edu/liaisons

Services for Instructors:
libraries.wsu.edu/services/for-instructors

Interlibrary Loan
Use the free ILLiad system (integrated into Search It, the Libraries catalog, and into databases via the “Find It @ WSU” button) to borrow books, book chapters, media, and other items not available via the WSU Libraries or Summit, and acquire articles in journals not owned by the WSU Libraries.

Interlibrary Loan:
libraries.wsu.edu/services/interlibrary-loan

Reserves
Place items on physical or electronic reserve (Leganto), and/or borrow media for classes.

libguides.libraries.wsu.edu/mmr

Academic Literature Databases
The Libraries subscribe to hundreds of databases that provide access to research articles, monographs, and more:

Search It:
libraries.wsu.edu or searchit.libraries.wsu.edu

Resource and Subject Guides:
libguides.libraries.wsu.edu

Databases and Off-Campus Database Access:
libraries.wsu.edu/find-articles

Digital Collections
These online resources are produced by Manuscripts, Archives and Special Collections (MASC) and include access to audio versions of historical interviews and music, data archives, maps, photographs, images and texts suitable for classroom and research use.

content.libraries.wsu.edu or libraries.wsu.edu/masc
Citation Information
The Libraries have access to citation databases which allow you to track how often and by whom your work is cited.

Information: libguides.libraries.wsu.edu/citationsearching

Scholarly Communication Services
Increase the visibility and impact of your research by sharing it via Research Exchange, WSU’s digital repository of scholarly and educational materials produced at this institution.

Research Exchange: research.libraries.wsu.edu
More Information:
libguides.libraries.wsu.edu/scholarlycommunication

Reference Management
Reference management programs allow you to maintain bibliographic information and notes about articles you use in your research and writing, keep copies of articles, search article PDFs, “cite while you write,” and more. The Libraries provide training for two specific applications: Endnote/Endnote Web and Zotero.

libguides.libraries.wsu.edu/endnote
libguides.libraries.wsu.edu/zotero

Access to the Chronicle of Higher Education
Sign up for email notifications from the Chronicle and when you are on a wired campus connection the links to all “subscriber only” sections of the Chronicle will work. If you are off campus use the Libraries’ proxy bookmarklet for access to this and other articles from journals and databases the Libraries subscribe to.

Open Chronicle Account: chronicle.com/myaccount/
Proxy Bookmarklet Information:
libraries.wsu.edu/help/proxy-bookmarklet

Office Delivery
We can deliver most WSU Libraries’ or Summit books and media directly to your departmental zipcode.

libraries.wsu.edu/services/office-delivery

Google Scholar Customization
Be sure to get the full benefit of Google Scholar by setting your Library Links through Google Scholar Preferences to the WSU Libraries@Find it system.

Google Scholar Customization:
libguides.libraries.wsu.edu/getting-connected/settingupgooglescholar

Connect with Us!

| Washington State University Libraries Pullman |
| Owen Science and Engineering Library |
| The MASC |
| WSULibrariesPullman |
| @WSULibraries |
TIPS FOR SUCCESS

Teaching Tips:
Chuck Munson - WSU Teaching Academy

- Show that you care
- Be fair and consistent
- Have passion for teaching
- Accept feedback and adapt
- Never stop improving
- Have fun!

Videoconferencing tips:

- Create and share the outline for your video conference session to communicate class objectives and to keep sessions on track.
- Do a test run of your presentation prior to the first day.
  - Differences in formatting and fonts created on the Mac version of Office may not appear the same on our Windows version.
- Make text visible, at least 24 point font.
- Sans Serif fonts (e.g. Arial, Verdana) are advisable.
- Sharing content using Blackboard or via email.
- Avoid becoming a "talking head"
- Be conscious that your body movement, hand gestures, expressions, voice modulations, clothing, and jewelry may be perceived differently on distant sites, on a monitor.
- Remember to speak to and include the video conference sites when addressing the students.
- Be aware of camera angles and position.
- Use the mouse when pointing to items on the computer screen, do not point with your finger as students on distant sites may not be able to see it.
- There may be delay in audio or video.
- Note that cameras, lighting, screen resolution, screen size, screen dimensions, and monitor color settings affect the visual element of your communication.
- Likewise, microphone placement, volume, sensitivity, speakers, bit rate, and Internet traffic affect the audio elements.
- Visit/teach from each of the sites at least once per term.

Tips for Teaching with Technology - Be Prepared!

- Become familiar with the tools:
  - Schedule a training session.
  - Perform a trial run.
  - Prepare a back-up plan.
- Become familiar with your room and its equipment, prior to the first day of class.
  - Review your assigned room's capabilities and available equipment on this website.
  - Visit the classroom.
- Know support contact information for your classroom as well as for connecting sites.
- Take time to understand tools available in your Blackboard course space (all classes have a Bb course space).
- Leverage AOI experts and expertise.
  - For GUCs and Videoconference - One-on-one orientation is available anytime during the year.
  - Teaching Online - Complete the online orientation (contact registrar@wsu.edu to be enrolled).
- Note that cameras, lighting, screen resolution, screen size, screen dimensions, and monitor color settings affect the visual element of your communication.
- Likewise, microphone placement, volume, sensitivity, speakers, bit rate, and Internet traffic affect the audio elements.
A GUIDE TO TEACHING RESOURCES AT WSU

Academic Outreach & Innovation (AOI)

Academic Technology, Teaching & Technical Support
Support for all things teaching, online, on campus, and anything in-between, including Instructional Design consulting and media development and support for developing Open Educational Materials.

- Major Academic Technology Platforms at WSU
  - Learning Management System = Blackboard Learn
  - Lecture Capture = Panopto
  - Videoconference = Polycom (AMS)
  - Webconference
    - Blackboard Collaborate
    - Skype

- Trainings & Tutorials:
  https://elearning.wsu.edu/training_resources/
  Quick Response Systems - BYOD

- Teaching online with Global Campus:
  https://elearning.wsu.edu/training_resources/

- Teaching with Technology Learning Community:
  https://elearning.wsu.edu/blackboard/online-tech-community.aspx, a resource and collaboration space for faculty, staff, and graduate students interested in using and discussing academic technology at WSU.

- DCB (Digital Classroom Building):
  Academic Innovation Hub (need URL)

- Technology Test Kitchen:
  Faculty Innovation Lab - DCB (Digital Classroom Building) 102
  (need URL)

- General University Classroom Specs:
  124 specifically designated classrooms (need URL)

- Technical Support for Academic Technologies:
  - Blackboard Support: wsuonline.support@wsu.edu or 335-4320
    - ams@wsu.edu or 335-4535
      - General University Classrooms
      - Videoconference
    - Panopto
    - Blackboard Collaborate

Teach.wsu.edu
https://teach.wsu.edu/
A central repository of information and opportunities, including information on developing and adopting Open Educational Resources.

Teaching Listserv
Learn about upcoming events and opportunities related to teaching innovation at WSU and join in the conversation.
aoi_learning_innovations@lists.wsu.edu subscribe by contacting Deanna.hamilton@wsu.edu.

Teaching Academies
WSU Teaching Academy
https://vpue.wsu.edu/teaching-academy/
Teaching Services:
- Class Observation/Syllabus Analysis and Feedback
- Guidance for Creating Teaching Portfolios and/or Preparing for Tenure or Promotion Applications
- Individual & Group mentoring

VetMed Teaching Academy
http://www.vetmed.wsu.edu/innovative-education
Programs, events & teaching resources

Syllabus policies, required content and checklist
https://vpue.wsu.edu/policies/
ON YOUR RADAR
TEN ISSUES WITH LEGAL IMPLICATIONS

1. FACULTY EMPLOYMENT
   A. Appointment Letter
   B. Faculty Manual – [https://facsen.wsu.edu/faculty_manual/](https://facsen.wsu.edu/faculty_manual/)
   C. Special provisions – discipline, consulting, annual review

2. PUBLIC RECORDS
   A. Revised Code of Washington (RCW 41.56)
   B. WSU/Public Records – [https://public-records.wsu.edu/](https://public-records.wsu.edu/)

3. ETHICS
   A. RCW 42.52
   B. Faculty Manual II.D

4. ACADEMIC FREEDOM
   A. AAUP
   B. Faculty Manual II.A

5. FREEDOM OF SPEECH
   A. Constitution – campus, protest
   B. WSU – [https://provost.wsu.edu/freedom-of-speech/](https://provost.wsu.edu/freedom-of-speech/)
   C. Faculty Manual II.B

6. DISCRIMINATION
   A. WSU Office of Equal Opportunity – [https://oeo.wsu.edu/](https://oeo.wsu.edu/)
   B. Title IX

7. WORKPLACE VIOLENCE
   A. Business Policies and Procedures Manual – BPPM 50.30
   B. Reporting Workplace Violence

8. DISABILITIES
   A. Faculty/Staff – Human Resource Services
   B. Students – [https://accesscenter.wsu.edu/](https://accesscenter.wsu.edu/)

9. STUDENT CONDUCT
   A. Student Code of Conduct
   B. WSU Office of Student Conduct – [https://conduct.wsu.edu/](https://conduct.wsu.edu/)

10. FERPA
    A. Federal Educational Rights and Privacy Act

11. RESOURCES
    A. WSU Division – Office of Attorney General – [https://atg.wsu.edu/](https://atg.wsu.edu/)
Orientation for New Faculty
An Introduction to the WSU Graduate School
16 August 2017

Graduate School Mission Statement:
Service to students, faculty, academic programs, colleges and the institution as a whole
Oversight of standards and application of Best Practices in graduate education, as well
as program review and assessment, and administrative support
Advocacy at WSU, nationally and globally for the research enterprise of graduate
students, including attention to diversity and academic integrity

Resources:
Grad School web site: https://gradschool.wsu.edu/
Policies & Procedures: https://gradschool.wsu.edu/policies-procedures/

How the Graduate School can help you and your graduate students
• Recruiting https://gradschool.wsu.edu/recruitment-toolbox/

• Funding opportunities for students
General scholarship/fellowship page
   https://gradschool.wsu.edu/scholarships-fellowships-awards/
RADS: https://gradschool.wsu.edu/research-assistantship-for-diverse-scholars/
ARCS: https://gradschool.wsu.edu/achievement-rewards-for-college-scientists-arcs/
Prestigious Fellowships workshop example
   https://gradschool.wsu.edu/pdi/event/prestigious-fellowships-workshop/
Graduate School Scholarships https://gradschool.wsu.edu/scholarships-2016/

• Professional Development Initiative (PDI) https://gradschool.wsu.edu/pdi/
Encourage your students to avail themselves of workshops and resources to address
four core competencies:
• Academic and Career Development
• Communication and Collaboration
• Leadership and Professionalism
• Personal Wellbeing
As academics, we have been told time and again to write often and as much as we can, but no one teaches us how to keep track of the many different projects that we may be working on at any given time. As a result, we are pulled in multiple directions, and incremental progress made on multiple manuscripts can make it feel like our productivity – and our motivation – is at a standstill. By conceptualizing all of your writing projects as moving through a pipeline, you can make progress on a daily basis and keep everything flowing towards publication.

In this workshop, you will learn how to:

- Establish a sustainable daily writing practice
- Experiment with a tracking system to analyze where to focus your writing and research efforts
- Make a concrete action plan for moving several projects forward simultaneously
- Celebrate the process of moving your work from one stage of the pipeline to the next

Workshop Facilitator:

Erin Furtak, PhD, University of Colorado Boulder

Friday, October 27, 9 am-4pm
(hour break for lunch at noon - lunch and snack/beverages provided)
Butch’s Den Cub, L60

CONTACT:

Masha Gartstein, Ph.D.
gartstma@wsu.edu

Davi Kallman
davi.kallman@wsu.edu
LGBT Resources at WSU
EDUCATION | EMPOWERMENT | ENGAGEMENT

900+
PEOPLE TRAINED TO BE AN ALLY EACH YEAR

10+ YEARS
LONG STANDING PRESIDENT’S COMMISSION ON GENDER IDENTITY/EXPRESSION & SEXUAL ORIENTATION

OUR NON-DISCRIMINATION STATEMENT INCLUDES GENDER, SEXUAL ORIENTATION, GENDER IDENTITY, AND GENDER EXPRESSION.

157248 7/17

FOR MORE INFORMATION:
Matthew Jeffries, Director,
matthew.jeffries@wsu.edu, 509-335-8841
thecenter.wsu.edu

Sign up for our mailing list on our website, thecenter.wsu.edu, or by emailing GIESORC@wsu.edu

instagram.com/GIESORC
twitter.com/GIESORC
facebook.com/GIESORC

WSU IS RANKED IN THE TOP 30 UNIVERSITIES IN THE UNITED STATES FOR LGBTQ STUDENTS BY CAMPUS PRIDE INDEX
Our Values
EDUCATION | EMPOWERMENT | ENGAGEMENT

ANNUAL EVENTS:
- Fall Community Dinner/Drag Bingo
- Lavender Graduation
- UndocuQueer Conference

FACTS:
- GIESORC is located in Compton Union Building (CUB) 401. The Center offers computers, hangout space, and safer sex materials.
- Ally and Trans* Ally trainings are scheduled monthly and also available by request through our website.
- The resource library contains many pamphlets and brochures to provide access to information about gender identity/expression, coming out, spirituality, local resources, and much more!

CAMPUS RESOURCES:
- AWARE Network is a resource for those concerned about a student’s well-being. AWARE Network reports can be made at aware.wsu.edu.
- Counseling and Psychological Services – 509-335-4511 – counsel.wsu.edu
- Employee Assistance Program – 1-877-313-4455

COMMUNITY RESOURCES:
- Alternatives to Violence on the Palouse – 509-332-HELP
- University of Idaho LGBTQA Office – 208-885-6583
- Trevor Lifeline – 866-488-7386
- Trans LifeLine – 877-565-8860
The Top Ten Things New Faculty Would Like To Hear From Colleagues

Mary Deane Sorcinelli
University of Massachusetts

When we seasoned faculty look back at the early years of our careers in academia, what advice do we wish we had received as we started out? What issues do new faculty struggle with today and what kind of guidance might we offer them? More than a decade of research has identified three core, consistent and interwoven concerns that affect early career faculty as they navigate their way through the first years. New faculty want

- a more comprehensible tenure system,
- a stronger sense of community, and
- a balanced and integrated life.

Studies also show that senior colleagues and department chairs can play an important role in creating the kind of academic environment that supports the success of early career faculty (Rice, Sorcinelli & Austin, 2000; Sorcinelli, 2000).

As an antidote to the triple threat of evaluation, isolation, and overwork, I’d like to offer some advice drawn not only from research on what helps new faculty succeed, but also from my interactions with hundreds of new and early career faculty members, their mentors, and their chairs. The following are the top ten things I believe new faculty members would most like to hear from their chair (or senior colleagues) as they try to figure out how to live an academic life—that is, how to teach well, produce fruitful research, earn tenure, pay attention to a partner and children, lead an examined life, and make plans for the future.

Getting Started

1) Remember: you are great.

We hired you for a reason—you may think that you somehow faked your way in here, but my colleagues and I are pretty smart judges of quality. And, we hired you for success. We make a huge, up front effort to get talented young faculty and the goal is to have you succeed. Newcomers, with new energy and ideas, help us improve our department. You are rising stock, an investment in the future of the department and institution. Despite your greatness, however, you aren’t expected to figure out everything about this department and institution on your own. Reach out to all of us in the department. Ask questions. Ask for help.

2) You don’t have to be superman or woman tomorrow.

Or even next month. That superstar older professor who is an outstanding teacher, has built a daunting research program, and is president of his professional society did not get there in a year. I’m sure there are one or two new faculty members who may appear to manage it all in their first year, but in my experience, such an expectation is unrealistic. It takes new faculty two or three
years to get established; so, pace yourself for the long run. Things will take off more quickly than you think.

You might start by setting goals for your first two or three years and reviewing them with me. You are entitled to your big dreams, but try to sort them into manageable goals - that you can actually accomplish - for yourself. Small successes are likely to motivate you more than struggling to meet an unattainable plan.

**Tenure Truisms**

3) **Figure out what matters.**

Every department and college differs in its expectations for research, teaching and service. And every department and college’s requirements will be vague or contradictory at least sometimes. Here again, don’t try to figure things out on your own. Talk to everyone. Talk to your department chair and to the dean, but remember that what we say may be constrained by pressures bearing on us at the moment. We’ll probably be at the helm for some time, but you can’t always guarantee the same administrators will be around when you go up for tenure. Talk to recently tenured faculty and talk to that respected, older, straight shooting professor who can give you solid, realistic advice. Talk with members of the personnel committee to find out what they think is necessary for a successful case. Better yet, along the way, try to sit on the department personnel committee so that you can measure the official version of how things happen against what happens in practice. Finally, make an app!

ointment to meet with the department chair at least once a year to review those manageable goals we talked about earlier as well as your teaching and research, your annual faculty report, and the tenure timetable.

4) **Decide what doesn’t matter.**

Everyone works hard. But you’re not going to help your career development if you are working hard on something that does not matter. For example, we all want and need you to be a good department and campus citizen. Here is where advice from older heads can help. Someone might relish your chairing the department space or website committee, but let’s talk about how you can make the best investments in terms of citizenship in your early years. For example, it’s okay to be a bit mercenary and serve in places that will be of some benefit to you. For example, being on undergraduate or graduate admissions may garner you excellent students with whom to work on projects. Being in charge of the departmental seminar series may help you establish relationships with important colleagues in your field. Invite them to give a departmental seminar. Their input about your work will be valuable, and you will be expanding your network of colleagues beyond our campus. A positive, national reputation does not hurt in influencing local tenure decisions.

5) **Teaching matters.**

In your doctoral program, external funding, journal papers, and books may have been pretty much all that mattered. But teaching, especially a commitment to undergraduate students, increasingly matters a lot in most departments. We know that early career faculty find great
satisfaction in being valued as a teacher and advisor by students. At the same time, they find it challenging to sustain satisfaction in teaching if it is ill-defined, poorly evaluated and undervalued.

We, your senior colleagues, are here to help you figure out where your teaching is going and why you are taking it there. You may get off to a great start but even if you falter you will improve over time. Someone in the teaching and learning center or your dean or your department chair can introduce you to teachers in and outside of our department who are committed to teaching and student learning. They have a range of skills and experiences worth tapping-for making lectures more effective, facilitating discussion, testing and assigning grades, and teaching with technology. And you can also sign up for consultation, seminars, grants and other offerings through the teaching and learning center on most campuses. Put simply, departments can’t afford faculty who can’t teach their way out of a paper bag. So instead, we subscribe to the “open-bag policy”: we regard teaching as worthy, public, and always developing and evolving. We’ll be talking about and assessing teaching and student learning all along the way with you.

6) Make a plan.

As you are figuring out 3, 4, and 5, make a plan. Consult with me (your department chair) about the priorities you set. As you pursue your plan, here are a few tips.

Play to your strengths. This may seem obvious, but it can get lost. Think about what you know, what you are comfortable with, and what you are ready to teach.

Cultivate a specialty that you enjoy and do well (e.g., large classes, junior year writing) as it will make your teaching more coherent and enjoyable.

Just as you develop a “big picture” for your teaching, you also should develop a big picture for your research and service. Think about the kinds of questions you want to learn more about and are ready to explore in your research.

Trust that we hired you because we recognize and want to capitalize on your strengths. Do your thing well.

In a related vein, take a look at your department’s planning documents. Think about how you fit into the scheme of things. How are you helping to define and complement the department’s avowed teaching and research mission? How will your work help to enhance the department? Finally, try not to avoid or procrastinate on the important tasks in your plan-on the things that matter. You should remember though, every task and every handout does not have to be perfect. For some tasks, “good enough” is good enough.
Collegiality and Community

7) Think “mentors,” plural.

Those who are older are sometimes wise and can give you realistic and solid advice on a lot of issues. I’ll introduce you to one or two senior faculty members in the department who have volunteered to meet with you on an ongoing basis. Mentors inside the department can help you with issues of teaching and scholarship and also on how to read the culture-who’s who, what visions people have. Again, I also encourage you to reach out to colleagues beyond the department. There might be someone in the college or at another institution who can provide some distance from our community, and give you a broader view of the discipline and academia. Your senior colleagues are ready to help, but they are as busy as you, so you may have to seek them out. Stop by our offices, e-mail us, make an appointment for coffee or lunch. You’re not being pushy or needy. You’re being smart.

8) Invite community.

It’s the rare department that can unanimously achieve the ideal in relationship harmony. But most of us want more collegiality. If you share a sense of excitement about your teaching and scholarship, it will bring colleagues to you who can contribute to your work. Invite us to attend one of your classes or to read a manuscript. Attend departmental colloquia and lectures; spend time in the faculty lounge. This is a place where we meet to share works in progress, to talk about our teaching and our students, and to socialize.

Almost everything you encounter, someone else has too. Track down our successful scholars and teachers and consult with them. And don’t hide your own teaching and scholarship away. Tell us what you’re doing. Reach outside of the department as well—for example, once again, to our teaching and learning center, our scholarly writing group for junior faculty, or our community-service learning initiatives. Of course, don’t forget your own students. Be sure to invite their feedback—they just might be your best teachers.

The Balancing Act

9) Don’t work on 15 things equally all at once.

Nothing will ever get done. The good news is that as a new faculty member, you’ll probably get better at juggling multiple roles and tasks. The bad news is it remains a challenge throughout an academic career. Over the years, I’ve picked up a book or two on time management and thumb back through them at the start of every semester. You’re welcome to borrow them. Something I did in my early career was to pick one thing that mattered out of all the responsibilities and tasks I’d outlined. I tried to make sure I was devoting at least a quarter of my time to that one thing and splitting the other three-fourths of my time among the 14 other things I had to do. Once that one thing went “out the door,” be it developing a new course or writing a book chapter, I turned to the next thing that mattered, so there was always one project getting a good chunk of my time. It didn’t always work, but it was helpful to hold as an ideal plan.
10) Have a life.

Take care of yourself and your life outside of work. Whether the fatigue is emotional or physical, work can be an effort when you are too tired to put on a public face, to smile and chat at the mailboxes, to stand in front of the classroom. So you must take care of yourself, “fill the tank,” whatever that is to you—working out at the gym, seeing a show, jogging, getting away from town for a weekend, playing with your kids or someone else’s. If you are drained, you can’t be imaginative in the ways your teaching and research require. If you take care of yourself, you’ll have more time and energy to do what matters and you’ll enjoy this job, despite all the pressures. An academic career reminds me of what Mark Twain once said of Richard Wagner’s music: “It’s better than it sounds.” For most of us, an academic career is better than it sounds. For some of us, it remains the greatest job in the world.

Conclusion

My advice ends where it began, by focusing on the personal—on what newcomers, chairs, and senior colleagues can do to improve the quality of academic life as we now know it. There is no doubt from studies of new faculty that despite our best personal efforts, systemic problems remain that prevent faculty, departments, and institutions from being the best that they can be, especially in the pursuit of excellence in teaching and student learning. But proactive, individual actions can build hopes, dreams, and accomplishments. Re-envision your career and your future in higher education. What is a meaningful faculty career? What is meaningful faculty work to you? What will you need to give-and receive—to shape an academic life and workplace that matters?

References


Contact:
Mary Deane Sorcinelli
Associate Provost and Director
Center for Teaching
301 Goodell, University of Massachusetts
Amherst, MA 01003
Phone: (413) 545-1225
Fax: (413) 545-3829
Web: http://www.umass.edu/cft

This was originally published in the Tomorrow’s Professor Blog/Mailing list, and was replicated as an article through Academic Ladder. To access the article, please visit http://academicladder.com/top-ten-things-new-faculty-members-would-like-to-hear-from-colleagues.
FOR FACULTY USE: RESOURCES FOR STUDENTS IN CRISIS

The Washington State University Division of Student Affairs engages all students in a transformative university experience which prepares them for success at WSU and after graduation. In collaboration with academic leaders in the classroom, we partner to provide support and resources for students to achieve academic and personal success.

TOOLS TO HELP FACULTY HELP STUDENTS – AWARE NETWORK

When students are in distress, early intervention can make a big difference in outcomes. The AWARE Network allows you to share concerns about a student’s emotional or psychological well-being, physical health, or academic performance with colleagues who can help. The goal is to connect the student with the resources they need. The Dean of Student’s office works with the reporter to offer support, referrals to resources and determine next steps. **AWARE.WSU.EDU**

**CAMPUS RESOURCES**
For students experiencing mental health issues.

- **Health & Wellness Services** 509-335-3575  hws.wsu.edu
  Provides medical and prevention services for WSU students.

- **Counseling and Psychological Services** 509-335-4511  counsel.wsu.edu
  Provides confidential counseling and testing services for students and a 24-hour crisis hotline at 509-335-2159.

- **Office of the Dean of Students** 509-335-5757  deanofstudents.wsu.edu
  Provides assistance and referrals for any student concern or crisis.

- **WSU Police**
  Provides immediate assistance.
  911 for emergency, 509-335-8548  police.wsu.edu

- **Office for Equal Opportunity** 509-335-8288  oeo.wsu.edu
  Responsible for discrimination complaint investigations, equal employment opportunity/Affirmative Action compliance, Title IX compliance, and education and training.

**COMMUNITY RESOURCES**
For students experiencing violence.

- **Alternatives to Violence of the Palouse** 509-332-4357  www.atvp.org
  A non-profit that supports victims and survivors of violence in the Palouse region.

- **Pullman Regional Hospital** 509-336-7359  www.pullmanregional.org
  Local hospital emergency department.

- **Pullman 24 Hour Crisis Line** 509-334-1133  www.palouserivercounseling.org
  Provides crisis intervention for individuals, family, and community.

- **24-Hour Crisis Line**
  1-800-273-TALK (8255), **Press 2 for veteran’s services**
  Crisis line for suicide prevention.
THE KEYS TO COUGAR SUCCESS

1. Start organized, stay organized
   Keep track of deadlines and due dates

2. Know your syllabus
   Your syllabus is the map and rulebook for your course

3. Treat class like a job
   Attend every day and grab a seat in the front

4. Healthy body, healthy mind
   Staying active and eating right will help you stay sharp

5. Take note(s)
   Write down the key points during lecture and review them after class

6. Go beyond the classroom
   Get involved outside of class through research, volunteering, and internships

for more information:
teach.wsu.edu
## WSU Representative Acronyms and Terms

<table>
<thead>
<tr>
<th>Name or Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAC &amp; U</td>
<td>Association of American Colleges and Universities</td>
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<tr>
<td>AAFTE</td>
<td>Average Annual Full Time Enrollment</td>
</tr>
<tr>
<td>AAU</td>
<td>Association of American Universities</td>
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<tr>
<td>Academic Advisor</td>
<td>School Official, usually assigned by your college or university, who will help you choose classes and make sure you are taking the right courses to graduate.</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>Not maintaining satisfactory academic progress</td>
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<tr>
<td>Access Center</td>
<td>Provides accommodations and services for students with disabilities, psychological or medical conditions, or temporary injuries that limit their access to the educational environment.</td>
</tr>
<tr>
<td>ADCAPS</td>
<td>Alcohol and Drug Counseling, Assessment and Prevention Services</td>
</tr>
<tr>
<td>ADVANCE</td>
<td>A program whose goal is to increase representation of women in target STEM disciplines, as well as underrepresented minority faculty in all disciplines at WSU.</td>
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<tr>
<td>AEA</td>
<td>Office for Access Equity, and Achievement</td>
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<tr>
<td>AEC</td>
<td>Academic Enrichment Center</td>
</tr>
<tr>
<td>AFW</td>
<td>Association for Faculty Women</td>
</tr>
<tr>
<td>Alumni</td>
<td>People who have graduated from WSU</td>
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<tr>
<td>AMS</td>
<td>Academic Media Services</td>
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<tr>
<td>AOI</td>
<td>Office of Academic Outreach and Innovation</td>
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<tr>
<td>AP</td>
<td>Administrative Professional</td>
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<tr>
<td>APAC</td>
<td>Administrative Professional Advisory Council</td>
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<tr>
<td>AR</td>
<td>Annual Review</td>
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<tr>
<td>ASCC</td>
<td>Academic Success and Career Center</td>
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<tr>
<td>ASWSU</td>
<td>Associated Students of Washington State University</td>
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<tr>
<td>ATL</td>
<td>The Office of Assessment of Teaching and Learning</td>
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<tr>
<td>ATLAS</td>
<td>Aspiring Teacher Leadership And Success</td>
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<tr>
<td>AY</td>
<td>Academic Year</td>
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<tr>
<td>BCU</td>
<td>Biomedical Communications Unit (passport printing service)</td>
</tr>
<tr>
<td>Blackboard, Blackboard Learn</td>
<td>an online platform used by faculty and advisors for classes and information</td>
</tr>
<tr>
<td>Bookie</td>
<td>Student Book Corporation/Bookstore</td>
</tr>
<tr>
<td>BPPM</td>
<td>Business Policy and Procedures Manual</td>
</tr>
<tr>
<td>CAHNRS</td>
<td>College of Agricultural, Human, and Natural Resource Sciences</td>
</tr>
<tr>
<td>CAMP</td>
<td>College Assistance Migrant Program</td>
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<tr>
<td>CAPS</td>
<td>Counseling and Psychological Services</td>
</tr>
<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>CCAMPIS</td>
<td>Child Care Access Means Parents In School</td>
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<tr>
<td>CCE</td>
<td>Center for Civic Engagement</td>
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<tr>
<td>CCOB</td>
<td>Carson College of Business</td>
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<tr>
<td>CFSL</td>
<td>Center for Fraternity and Sorority Life</td>
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<tr>
<td>Chinook</td>
<td>Chinook Student Center</td>
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<tr>
<td>CHP</td>
<td>Center for Health Promotion</td>
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<tr>
<td>CLASP</td>
<td>Critical Literacies Achievement and Success Program</td>
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<tr>
<td>COA</td>
<td>Cost of Attendance</td>
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<tr>
<td>COE</td>
<td>College of Education</td>
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<tr>
<td>Common Reading program</td>
<td>A WSU program designed to create community connections among students, between students and their professors, residence hall staff, and others</td>
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<tr>
<td>CTS</td>
<td>Counseling and Testing Services</td>
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<tr>
<td>CUB</td>
<td>Compton Union Building</td>
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<td>CUE</td>
<td>Smith Center for Undergraduate Education</td>
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<tr>
<td>CVM</td>
<td>College of Veterinary Medicine</td>
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<tr>
<td>DOS</td>
<td>Dean of Students</td>
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<tr>
<td>ELSSECP</td>
<td>Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology in the College of Education</td>
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<tr>
<td>ESFCOM/COM</td>
<td>Elson S. Floyd College of Medicine</td>
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<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
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<tr>
<td>FCC</td>
<td>Faculty Crimson Club</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<tr>
<td>First Scholars</td>
<td>A program to support first-generation students and enhance their ability to successfully graduate</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>GA</td>
<td>Graduate Assistant</td>
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<tr>
<td>GIESORC</td>
<td>Gender Identity/Expression and Sexual Orientation Resource Center</td>
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<tr>
<td>GPSA</td>
<td>Graduate Professional &amp; Student Association</td>
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<tr>
<td>HWS</td>
<td>Health and Wellness Services</td>
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<tr>
<td>IACUC</td>
<td>Institutional Animal Care and Use Committee</td>
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<tr>
<td>IALC</td>
<td>Intensive American Language Center</td>
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<tr>
<td>IEC</td>
<td>Institutional Effectiveness Council</td>
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<tr>
<td>IFC</td>
<td>Interfraternity Council</td>
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<tr>
<td>INTO</td>
<td>INTO WSU, a program to bring international students to WSU, beginning Fall 2017</td>
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<tr>
<td>IP</td>
<td>International Programs</td>
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<td>IR</td>
<td>Office of Institutional Research</td>
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<td>ISC</td>
<td>International Student Council</td>
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<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>Junior Writing Portfolio</td>
<td>A mid-career diagnostic to determine if students’ writing abilities have advanced in ways that can handle the demands of upper-division courses and courses in their majors</td>
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<tr>
<td>The Lair</td>
<td>Lounge area on the first floor of the CUB</td>
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<tr>
<td>LLC</td>
<td>Living Learning Community</td>
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<tr>
<td>LMCE</td>
<td>Liaison Committee on Medical Education</td>
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<tr>
<td>MLC</td>
<td>Math Learning Center</td>
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<td>MSMP</td>
<td>Multicultural Student Mentor Program</td>
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<td>MSS</td>
<td>Multicultural Student Services</td>
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<tr>
<td>myWSU</td>
<td>WSU’s online student center portal center</td>
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<tr>
<td>NCFDD</td>
<td>National Center for Faculty Development and Diversity</td>
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<td>NSE</td>
<td>National Student Exchange</td>
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<td>NSP</td>
<td>New Student Programs</td>
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<tr>
<td>NSSE</td>
<td>National Survey of Student Engagement</td>
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<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
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<tr>
<td>OC</td>
<td>Orientation Counselor</td>
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<tr>
<td>OEO</td>
<td>Office for Equal Opportunity</td>
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<tr>
<td>Ombudsman</td>
<td>An official appointed to investigate individuals’ complaints against maladministration.</td>
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<tr>
<td>ORC</td>
<td>Outdoor Recreation Center</td>
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<td>ORSO</td>
<td>Office of Research Support and Operations</td>
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<td>P and T/T and P</td>
<td>Tenure and Promotion</td>
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<tr>
<td>PAN</td>
<td>Panhellenic Council</td>
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<td>PBL</td>
<td>Permanent Budget Line</td>
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<tr>
<td>RA</td>
<td>Resident Advisor</td>
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<td>RED</td>
<td>Residential Education Director</td>
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<td>RHA</td>
<td>Residence Hall Association</td>
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<tr>
<td>ROTC</td>
<td>Reserve Officer Training Corps</td>
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<tr>
<td>RSO</td>
<td>Registered Student Organization</td>
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<tr>
<td>SEB</td>
<td>Student Entertainment Board</td>
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<tr>
<td>Smart Start Program</td>
<td>A program designed to serve first-generation students through classroom instruction, personal counseling and academic advising</td>
</tr>
<tr>
<td>SRC/UREC/REC</td>
<td>Student Recreation Center</td>
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<tr>
<td>SSS</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Staff</td>
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<tr>
<td>STEM</td>
<td>The fields of science, technology, engineering and math</td>
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<tr>
<td>SURCA</td>
<td>Showcase for Undergraduate Research and Creative Activities</td>
</tr>
<tr>
<td>TA</td>
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</tr>
<tr>
<td>TODD AUD</td>
<td>Todd 116</td>
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<td>TRIO</td>
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<td>UCORE</td>
<td>University Common Education Requirements</td>
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<tr>
<td>VA</td>
<td>Veteran Affairs</td>
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<tr>
<td>Abbreviation</td>
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<tr>
<td>VCEA</td>
<td>Voiland College of Engineering and Architecture</td>
</tr>
<tr>
<td>VetMed</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>WFSE</td>
<td>Washington Federation of State Employees</td>
</tr>
<tr>
<td>WRC</td>
<td>Women’s Resource Center</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Office that has Writing Portfolio information and writing tutoring</td>
</tr>
<tr>
<td>WSU</td>
<td>Washington State University</td>
</tr>
<tr>
<td>WSU Alert</td>
<td>WSU emergency notification service</td>
</tr>
<tr>
<td>WSU-S</td>
<td>Washington State University Spokane</td>
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<tr>
<td>WSU-TC</td>
<td>Washington State University Tri-Cities</td>
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<tr>
<td>WSU-V</td>
<td>Washington State University Vancouver</td>
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