2018 New Faculty Orientation

provost.wsu.edu
Faculty are cordially invited to a unique opportunity to network and socialize with colleagues and Provost Dan Bernardo at the monthly Faculty Crimson Club events.

The Crimson Club will be held in the Martin Stadium Premium Seating and Press Box Building, Rankich Club Room (located on the second floor) from 5–7 p.m. Hors d’oeuvres will be served, and a cash bar will be available. Mark your calendars for the following Crimson Club dates!

- Wednesday, August 22, 2018
- Tuesday, September 18, 2018
- Thursday, October 25, 2018
- Tuesday, November 13, 2018
- Wednesday, December 19, 2018
- Thursday, January 17, 2019
- Tuesday, February 19, 2019
- Wednesday, March 20, 2019
- Thursday, April 18, 2019

To access the Crimson Club, please use the “Premium Seating” press box entrance located in close proximity to the doors leading to the basement floor of the Compton Union Building (CUB) and directly across the street from the Jordan Schnitzer Museum of Art. When you arrive at the elevator, please proceed to the second floor.

**RSVP**
Kindly RSVP two business days prior to the respective event by emailing or calling Kristina Peterson-Wilson at provosts.office@wsu.edu or 509-335-5581.

**Questions?**
Please contact Kristina Peterson-Wilson, Provost’s Office Chief of Staff at (509) 335-5581.
New Faculty Orientation
August 16, 2018
Compton Union Building (CUB), Room 210

Agenda

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

8:00 – 8:15 AM  Welcome and Introductions
  • Craig Parks, Associate Vice Provost

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

8:30 – 9:15 AM  University Overview
  • Dan Bernardo, Provost and Executive Vice President

9:15 – 9:45 AM  The Road to Success as a Faculty Member
  • Vicki McCracken, Professor and Chair, Department of Apparel, Merchandising, Design and Textiles

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

11:45 AM – 12:45 PM Lunch with Faculty Senate and Human Resource Services Introductions
  Lunch Buffet will be served in the Compton Union Building (CUB), Room 210
  • Jeannette Mageo, Chair, Faculty Senate
  • Ann Monroe, Employee Benefits Director, Human Resource Services

12:45 – 1:30 PM  What I Wish I Knew: Second Year Faculty Panel
  • Shenghai Dai, Assistant Professor, Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology
  • Nella Ludlow, Clinical Professor, School of Electrical Engineering and Computer Science
  • Hallie Meredith, Clinical Assistant Professor, Department of Fine Arts

1:30 – 2:15 PM  What I Need to Know: Resources for Student Success
  • Mary Jo Gonzales, Vice President of Student Affairs
  • Renee Coleman-Mitchell, Executive Director, Cougar Health Services
  • Jennifer Ellsworth, Director, Counseling and Psychological Services
  • Luci Loera, Assistant Vice President, Access and Opportunity
  • Kathy MacKay, Dean of Students

Office of the Provost
Washington State University
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
• Chrissy Eckstrand, Clinical Assistant Professor, Department of Veterinary Microbiology and Pathology
• Steve Hines, Professor, Department of Veterinary Microbiology and Pathology
• Joe Hedges, Assistant Professor, Department of Fine Arts
• Rebecca Van de Vord, Assistant Vice President, Academic Outreach and Innovation

3:45 – 4:00 PM   Take-Away Messages

4:15 – 5:30 PM   Reception at the President’s Residence
755 NE Campus Street, Pullman, WA

Save the Date
2018 New Faculty Workshop Series

• Tuesday, October 2, 2018 from 3:30 – 5:00 PM in Lighty 405
  o Dealing with Difficult Situations

• Wednesday, November 7, 2018 from 12:00 – 1:00 PM in Lighty 405
  o Preparing for Annual Review and Progress Toward Tenure

• Tuesday December 4, 2018 from 3:30 – 5:00 PM in Lighty 405
  o You Survived Your First Semester!
2018 New Faculty Orientation: Presentations
Welcome and Overview

• Welcome to Washington State University
• What is Washington State University?
• University Structure and Administration
• University Aspiration and Initiatives
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
• 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
  - Carson College of Business
  - College of Agricultural, Human, and Natural Resource Sciences (CAHNRS)
  - College of Arts and Sciences
  - College of Education
  - College of Nursing
  - College of Pharmacy and Pharmaceutical Sciences
  - College of Veterinary Medicine
  - Elson S. Floyd College of Medicine
  - Morrow College of Communication
  - Voiland College of Engineering and Architecture (VCEA)

- 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.

- College administrative structure typically includes 1-4 associate deans responsible for specific academic functions
**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.

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**Drive to 25**

- Recent 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 32,000 students
- Over 25 percent growth in undergraduate enrollment over past 8 years
- Changing demographics of student body
- Continued commitment to serve Washingtonians

Other University Initiatives

- Elson S. Floyd College of Medicine
- WSU-Everett Campus
- INTO
Thank You and Questions

The Office of the Provost &
Executive Vice President
Phone: (509) 335-5581
Email: provosts.office@wsu.edu

provost.wsu.edu
The Road to Success as a Faculty Member

New Faculty Orientation 2018

Vicki A. McCracken
Professor, School of Economic Sciences
Chair, Department of Apparel, Merchandising, Design and Textiles
College of Agricultural, Human and Natural Resource Sciences

A Little About Me

• Reflecting Back - Not the career that I imagined when I left Purdue in 1984!

• Many Roles/Positions all at Washington State University
  – Faculty Member – Agricultural Economics; Economics
  – Research Administrator – CAHNRS Research Office/Ag Experiment Station Associate Director (twice)
  – Associate Dean – Academic Programs
  – Associate Vice Provost – Enrollment Management
  – Faculty Member and then also Assoc. Director of SES
  – Department Chair and Faculty Member
Publish or Perish?

• True to some degree -- but most tenure track faculty publish and thrive in WSU’s environment
• It’s not that it is 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 discouraged or down (and your most likely will), remember …

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

• Identify and build your program
• 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
• Be a team player
• WRITE IT UP (CREATE IT) and SUBMIT IT for PEER REVIEW!

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
• You get immediate feedback!

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
- Use Activity Insight (AI) to compile annual review information
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 (EMP)
  - Strong performance beyond satisfactory (SP)
  - Satisfactory (S)
  - Some improvement needed (SIN)
  - Substantial improvement needed (SUB)

Annual Review

- Chair's written report each year addresses Progress *at WSU* in:
  - Teaching
  - Research/Scholarship/Creative Arts
  - Service/Outreach
  - Other
  - Summary
**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 – But No External Letters
  – Packets are reviewed by senior faculty, chair, dean and provost.

• Possible Results:
  – Well Prepared (WP)
  – Satisfactory (S)
  – Improvement Needed (IN)
  – Unsatisfactory (U)
    ➢ can lead to non-renewal

• Report explains rationale for ranking and provides explanation of needed areas of improvement.

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

\[ \approx \text{95\% Who Apply Have Gotten Tenure (But not all faculty remain to the application stage)} \]
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 members’ 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 extended?
  
  − Yes in certain circumstances, such as
    
    ➢ Birth, adoption, or fostering
    
    ➢ Serious illness or other family emergencies
    
    ➢ Elder or dependent care when faculty member is caregiver
  
  − All requests must be made to the Provost by September 1

Other Faculty Support Policies

• Modified Duties
• Reasonable Accommodation
• Partner Accommodation
• Professional Leaves
• Phased Retirement
• Faculty Staff Fitness Program and/or Student UREC Membership

 Spend some time perusing: faculty.wsu.edu or advance.wsu.edu/facultyfriendlypolicies/
Other University Resources (good to peruse these for general information)

Policy Manuals
- Educational Policies and Procedures Manual
- Executive Policies Manual
- Board of Regents Policy Manual

https://provost.wsu.edu/manuals-and-forms/

Other University Resources (good to peruse these for general information)

- Computing & Network Use Policies
- Copyright Policy
- Disclaimer & Freedom of Expression Policy
- Graphic Identity Program (includes downloads and guidelines for using the Washington State University signature and branding elements in print, Web, presentations, and merchandise)
- Non-Discrimination Statement
- Privacy Notice
- Reasonable Accommodation Statement
My Philosophy in leadership as a faculty member

- Be approachable – by students, colleagues, administrators
- Be accessible (and have mutual respect for each others’ time)
- Listen with positive intent
- Show you care

My Favorite Quotes

- "Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny." —Lao-Tze

- “Don’t confuse having your say, with having your way.”

- “There are very few hills you want to die on.”
Back to “A Little About Me”

• I grew up in Indiana and spent the last 34+ years in some capacity at WSU. You have to take your job seriously but you need to enjoy your time here. My summary of my transition:

  “Brain Sandwich to Cougar Gold Grilled Cheese
  Two crops to 300 crops
  Whirlpool to Nike and Nordstroms
  Tobacco to Marijuana
  Vegetarian before it was cool”

Have fun in the Pacific Northwest!
Thanks for listening!

Any Questions?
Undergraduate Education

WSU New Faculty Orientation
August 16, 2018

Mary F. Wack
Vice Provost for Undergraduate Education

WSU: Access with Excellence

• #1 Public university for "value-added" (Money Magazine)
• Top 50 research university
• Top 25: degrees to underrepresented students

WHY WSU TRI-CITIES?
FALL 2017 NEW STUDENT ENROLLMENT BY STATE OR TERRITORY

- Washington: 82%
- California: 7%
- Rest of West (HI, ID, OR, MT, AK, CO, AZ, NV, UT): 7%
- International: 2%
- Rest of US: 2%

FALL 2017 ALL UNDERGRADUATE RACE/ETHNICITY PERCENTAGES

- White: 61%
- Asian: 6%
- Black or African American: 3%
- Hispanic/Latino: 15%
- International: 5%
- Unknown: 3%
- Two or More: 7%
- American Indian or Alaska Native: 3%
Other demographic factors

- 40% Low Income
- 40% First Generation
- Disabilities, visible and invisible
- Mental illness
- Adverse childhood experiences
OUR GOAL: Transformative Student Experience

- Challenges preconceptions
- Enriches and deepens understanding
- Leads to achievement previously unattainable

Gallup-Purdue Index

“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

Excited About Learning

• Curiosity: Why?
• Messy
• Reflection
7 Reasons to be Excited About Learning: Goals of Undergraduate Education

- Communication
- Quantitative Reasoning
- Critical Thinking
- Information Literacy
- Diversity
- Scientific Literacy
- Depth, Breadth and Integration of Learning

- Make a difference in undergraduates’ lives in the long run
- Career and life skills
- Embedded in every course as outcomes
- Also outcomes of experiential learning in curriculum and co-curriculum

WSU’s Academic Strengths

- Reflective and integrative learning
- Effective teaching practices compared to AAU peers
- Student and faculty interaction
- Culminating senior experience (Capstone)
Student-Faculty Interaction: Transformative

- Gallup:
  - “Professors cared about me as a person”
  - “A mentor encouraged my goals and dreams”

- WSU's Key asset: Student–Faculty interaction

High Impact Practices

- Writing
- Learning communities
- Service learning
- Work with faculty on research project
- Internship, co-op, clinical placement, etc.
- Study abroad
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

Partnership with Library Personnel

www.wsulibs.wsu.edu

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

Top-ranked program, US News

Undergraduate Research Programs

- Auvil Fellowships—competitive grants for students
- Intro to research courses
- Peer mentoring
- REU support
- Student travel awards
- Undergraduate research showcase
2018-19 Common Reading

Common Reading Lecture

October 22, 7 p.m.
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
Let’s take a Test

1. We will share a series of 9 symbols
2. You will have 30 seconds minutes to memorize these symbols
3. We will take the test
Test:

Replicate the number/line patterns from memory.

The Results

How does presenting the code to you in this way change the test?

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<th>3</th>
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<td>7</td>
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</tbody>
</table>
“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

The Effects of Stereotype Threat on the Standardized Test Performance of College Students (adjusted for group differences on SAT), From J. Aronson, C.M. Steele, M.F. Salinas, M.J. Lustina - Readings About the Social Animal, 8th edition, E. Aronson

The more the student cares about their performance, the more acute stereotype threat’s negative impact.

Stereotype Threat, cont.

Reduction in stereotype threat supports an open, relaxed posture for learning and improves academic performance.

Photo credit: Funky Larry Jones
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
clasp.wsu.edu
Washington State University
Faculty Benefit Information

Medical Insurance Options:
- Preferred Provider Organization Plans (PPO)
- Managed Care Plans (aka HMO's)
- Accountable Care Plans
- Low and High Deductible (CDHP) Options ranging from $175 – $1400 a person to $525 – $2800 for families.

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Medical Insurance Monthly Premiums:

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</table>

Medical Savings Accounts:
- Flexible Spending Account (Navia): Low Deductible Plans
  $250 – $2500 a year
- Health Savings Account (Health Equity): High Deductible Plans
  WSU funds $700/$1400 a year
  Faculty can fund up to $2750/$5500

Wellness Incentive:
$125 towards deductible or HSA depending on Medical Plan

Key Information

Coverage starts
September 1, 2018 for August 16, 2018 hires.

Elections deadline is
September 14, 2018. If deadline not met, default plan is the UMP Classic.

New Employee Orientation
Sessions
WSU Info – 8:30am
Benefits – 10:15am
Retirement – 1:30pm

August 21 – Lighty 405
August 22 – French 139
August 30 – Lighty 405
September 1 – Lighty 405
September 7 – Lighty 405
September 8 – Lighty 405
September 14 – Lighty 405
September 15 – Lighty 405

Benefit packets will be mailed to employing department or home address for non-Pullman locations. If you don’t receive a packet by August 31, contact HRS.

Human Resource Services
Benefit Services
139 French Administration
509-335-4521
hrs@wsu.edu
hrs.wsu.edu/employees/benefits

HRS Document July, 2018
**Life Insurance:**
- WSU provides $35K term policy and $5K AD&D policy
- Faculty can purchase up to $1Mil, with first $500K auto approved and up to $250K of AD&D
  Policies also available for dependents

**Long Term Disability Insurance:**
- WSU provides $240 monthly benefit with 90 day waiting period
- Faculty can purchase a 60% pre-tax salary replacement, with waiting periods ranging from 30–360 days. Insures annual salaries up to $120K, equating to a $6K a month benefit.

**Retirement Plans:** Faculty will choose between the following plans.
- Teachers Retirement System (TRS) Plan 3 – a 401a plan
  A tax-deferred hybrid plans that offers a Defined Contribution component (WSU funded) and a Defined Benefit component (faculty member funded). Faculty will make contributions ranging from 5% – 15%. Five to ten year vesting period.
- WSU Retirement Plan (WSURP) – Vendor, TIAA – a 403b plan
  A tax-deferred defined contribution plan. WSU provides 100% matching contributions. Both employee and employer contributions, ranging from 5% – 10%, based on age, are immediately and fully vested.

**Voluntary Retirement Plans:**
Additional contributions can be made to one or both of the voluntary retirement programs up to the IRS maximum limits. The plans are the State of Washington Deferred Compensation Program (a 457b plan) and/or the Voluntary Investment Program (VIP) through TIAA (a 403b plan), which has Roth and pre-tax options.

**Additional Benefits:**
- Caregiver benefit portal with BrightHorizons to find babysitters, nannies, pet sitters, tutor and nationwide network of senior care providers
- Liberty Mutual Automobile and Homeowners Insurance via payroll deduction
- Dependent Care Assistance Program (DCAP)
- GET College Savings Plan

**Payroll, Annual Leave and Sick Leave Basics**

**Payroll:** Paid Twice a Month:
- Work done 1<sup>st</sup> – 15<sup>th</sup> – paid on the following 25<sup>th</sup>
- Work done 16<sup>th</sup> – 31<sup>st</sup> – paid on the following 10<sup>th</sup>

**Annual Leave:** Faculty in 12 month appointments accrue 16.67* hours per month. Faculty in less than 12 month appointments do not accrue annual leave.

**Sick Leave:** Full time employees earn 8* hours per month

*Part time employees earn prorated amount.
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](http://AWARE.WSU.EDU)

**CAMPUS RESOURCES**

For students experiencing mental health issues.

| Cougar Health Services | 24-hour crisis support services, 509-335-2159  
509-335-3575 | cougarhealth.wsu.edu |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean of Students</td>
<td>509-335-5757</td>
</tr>
<tr>
<td>Provides assistance and referrals for any student concern or crisis.</td>
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</tr>
<tr>
<td>WSU Police</td>
<td>911 for emergency, 509-335-8548</td>
</tr>
<tr>
<td>Provides immediate assistance.</td>
<td></td>
</tr>
<tr>
<td>Office for Equal Opportunity</td>
<td>509-335-8288</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>
</tr>
</tbody>
</table>

**COMMUNITY RESOURCES**

For students experiencing violence.

<table>
<thead>
<tr>
<th>Alternatives to Violence of the Palouse</th>
<th>509-332-4357</th>
<th><a href="http://www.atvp.org">www.atvp.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>A non-profit that supports victims and survivors of violence in the Palouse region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pullman Regional Hospital</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>Pullman 24 Hour Crisis Line</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>
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<td></td>
</tr>
<tr>
<td>24-Hour Crisis Line</td>
<td>1-800-273-TALK (8255), Press 2 for veteran's services</td>
<td></td>
</tr>
</tbody>
</table>
New Faculty Orientation
Panel Discussion on Research

August 16, 2018

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
- Develop effective partnerships with the private sector and other external entities, including management of the intellectual property arising from WSU research
**Office of Research Organization Chart**

**WSU Profile**

- FY16 HERD Total R&D expenditures: $334.1M, Rank 70 (Public Rank: 44)
- FY16 HERD Federal R&D expenditures: $136.7M, Rank 87 (Public Rank: 55)
- Total enrollment: 30,614
- 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
- 20+ 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 89 countries
- 11 National Academy members
- FY18 Proposals (estimated): 2,750 proposals totaling $906M
- FY18 Awards (estimated): 1,700 awards totaling $224M
WSU NSF HERD R&D Expenditures - a Drive to 25 Metric (FY2017 figures not official)

Good luck in all your research, creative and scholarly endeavors!
WSU Academic Outreach and Innovation

Dr. Rebecca Van de Vord, Assistant Vice President

Who we are
Learning Innovations

• Goal – enhance teaching and student success
• 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?

- Blackboard Learn - LMS
- Panopto – Lecture Capture
- Blackboard Collaborate Ultra - WebConferencing
- Polycom - Video Conferencing (AMS)
- General University Classrooms
- Global Campus (including instructional design, media creation, student support for online courses)
- Teaching innovation w/ Academic Technology
  - The Spark (Faculty Innovation Lab)
  - Technology Test Kitchen - Holland
  - Bryan & Daggy Active Learning Classrooms
  - Recording Studios/Lightboard
  - Open Educational Resources, adoption/customization/creation

HOW

- Face to Face and virtual training sessions (eLearning.wsu.edu)
  - New this year, Professional Development Certificates
- Tailor, individualize, increase convenience
  - Open labs (lmstransition)
  - 1:1 in office support (Bb Specialists)
  - Mobile Training– you chose the location
  - Training requests aoi.li@wsu.edu
- Faculty-led peers as experts
  - Faculty–led workshops (Archives)
  - Faculty videos (Teaching Academy)
- Global Campus – 100% Online
  - 1:1 support, course verification
  - Online orientation for first time Global Campus instructors
  - Excellence in Online Teaching Course
- Teaching Listserv – subscribe by contacting deanna.Hamilton@wsu.edu
DAY 1

• Syllabus Guidelines https://vpu.wsu.edu/policies/

• GUCs & Video Conferencing
  – Each room includes real time support contact numbers on the lectern (or teaching space)
  – Visit the space before you teach
  – Attend training & practice

• Global Campus aoi.li@wsu.edu
  – Online Orientation
  – Review your course space

• Blackboard
  – Open labs and on-site visits http://lmtransition.wsu.edu/
  – Technical Support wsuonline.support@wsu.edu
  – Attend trainings

• Training & Tutorials at https://li.wsu.edu/trainings-workshops-tutorials/

QUESTIONS?
2018 New Faculty Orientation: Handouts
ADVANCE AT WSU

THE PROGRAM

ADVANCE at WSU strives to increase the participation of women with academic careers in the fields of science, technology, engineering, mathematics, and medicine (STEMM) and diverse faculty in any discipline by providing funding opportunities for individuals working toward achieving our goals.

Our vision is to develop an inclusive research institution whose faculty are supported by a system that promotes career-long excellence for all, irrespective of gender or minority status. We focus on work/life transition points—especially those that disproportionately impact women and diverse faculty—and any obstacles to recruiting, hiring, retaining, and advancing exceptional, diverse faculty.

We began by focusing strictly on keeping STEMM women faculty in the academic pipeline. The focus has been expanded to diverse faculty, defined in terms of underrepresented minority (URM) status. Our programs aim to limit the barriers that prevent these individuals from moving forward in their careers.

Tenured and tenure-track women faculty in STEMM and diverse faculty, with diversity defined as URM, regardless of gender or discipline are eligible for ADVANCE at WSU programs.

ADVANCE at WSU receives funding from the Office of the Provost, and significant support from the College of Arts and Sciences, College of Agricultural, Human, and Natural Resource Sciences, Voiland College of Engineering and Architecture, and the College of Veterinary Medicine.

GOALS

- Increase the percentage of tenured and tenure-track women faculty in science, technology, engineering, mathematics, and medicine (ST EmmM) disciplines.
- Increase the percentage of tenured and tenure-track diverse faculty.
- Support policies and practices to enhance the recruitment, retention, and advancement of women in STEMM and diverse faculty.
- Foster a positive, inclusive work environment through programs and career opportunities that include support at critical work/life transition points.
- Implement an infrastructure that gives these efforts the highest institutional support and visibility, and fully engages the WSU community.

INITIATIVES

1. Work/Life Support Initiative
   - Transitions program provides assistance during work/life transition periods to ease stressors and to support faculty in maintaining the excellence of their work.

2. Leadership Training Initiative
   - External Mentor Program provides career-development opportunities to work with a noted expert in a relevant discipline in a manner that would help address barriers for women faculty in STEMM and diverse faculty in any discipline.
   - External Mentor program - Pilot Extension provides additional career-development opportunities for faculty previously been supported by an External Mentor award.

3. Institutionalizing Transformation Initiative
   - ADVANCE at WSU centralizes programs and activities; organizes, monitors, and assesses institutional progress; oversees the faculty-friendly policy review and proposal process; and disseminates results and best practices to the broader academic community.
Welcome!

The Association for Faculty Women creates opportunities for members to connect in environments that are welcoming, supportive, and empowering.

Our theme this year is "building community." We recognize that our relationships with colleagues across ranks, tracks, disciplines, and campuses are key to fostering positive workplace experiences.

This year we also celebrate the legacy and vision of former Vice Provost Kelly Ward, who dedicated her life and career to the advancement of women faculty.

Leeann Hunter
AFW President

EVENTS & AWARDS

Join us for special events, networking, leadership awards, graduate student awards, and more!

JOIN AFW

Tenured, tenure track, clinical or research track, instructional or adjunct faculty, or administrative positions are encouraged to join.

afw.wsu.edu/how-to-join

CONNECT WITH US

Get involved with AFW by contacting your campus officer(s).
AFW MISSION

- To provide a means for faculty women to share mutual interests, activities, and concerns, particularly as they relate to the academic responsibilities of teaching, research, and service at WSU.
- To provide a structure through which issues that impact faculty women, as an academic group, are considered and addressed, particularly by providing input and recommendations to bodies including the University Administration, the Commission on the Status of Women, the WSU Faculty Senate, and university committees.
- To further the professional growth of faculty women through professional programs, state and national speakers, and consultants.

UPCOMING EVENTS

SEPT. 4 – Welcome to AFW
3 - 5 pm, Bundy Reading Room, AMS Available

SEPT. 18 – Meeting with Provost Bernardo
11:30 am – 1 pm, Lighty 405, AMS Available

CONTACT US

Chelsea Leachman
AFW Membership and Outreach
Pullman/WSU System
chelsea.leachman@wsu.edu

Celestina Barbosa-Leiker
Spokane AFW Representative
celestina@wsu.edu

Allison Matthews & Vanessa Cozza
Tri-Cities AFW Representatives
almatthews@tricity.wsu.edu or
vanessa.cozza@wsu.edu

Rocío Sotomayor
Vancouver AFW Representative
r.sotomayor@wsu.edu

www.afw.wsu.edu @WSUAFW

CONNECT with colleagues
## Faculty-Led Workshops

Active learning sessions for faculty. Engage in the conversation! Lunch will be provided for any session that takes place from 12:10-1 p.m. Snacks will be provided for the session from 3:45-4:30 p.m. All workshops are available via videoconference at all WSU campuses.

### Introducing one-minute mental reflections for students

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Location</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>12:10-1 p.m.</td>
<td>Sept. 11</td>
<td>CUE 512</td>
<td>Janet Peters</td>
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### Effective syllabus design: Research and best practices for increasing academic rigor and performance without harming your course evaluations

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<th>Time</th>
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<th>Location</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>3:45-4:30 p.m.</td>
<td>Oct. 18</td>
<td>CUE 512</td>
<td>Tom Tripp and Anna Plemons</td>
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### Goals and outcomes, and the creation of effective rubrics

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<th>Time</th>
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<th>Location</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>12:10-1 p.m.</td>
<td>Nov. 13</td>
<td>CUE 512</td>
<td>Lisa Johnson-Shull</td>
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### Rubrics for research papers

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<td>Dec. 6</td>
<td>CUE 512</td>
<td>Lisa Johnson-Shull</td>
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More details on each workshop at [li.wsu.edu/learn](http://li.wsu.edu/learn).

## Technology Test Kitchen

The TTK gives you hands-on experience with cutting-edge technologies that you can utilize in your learning space (classroom, videoconference or online). Come see what's available for you and your students.

### Event 1: A 3-D scanner, 3-D printer, laser cutter and the full Adobe suite will be ready for you to try.

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<tr>
<td>Noon</td>
<td>Sept. 13</td>
<td>Spark 115</td>
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### Event 2: Try out a variety of technologies including the Pivot camera and glasses, LE Bluetooth beacons, Equil Smartmarker, and more.

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<tbody>
<tr>
<td>Noon</td>
<td>Oct. 16</td>
<td>Holland 150</td>
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### Event 3: Learn how you can integrate VR into education. A full VR setup and interactive content will be available for you to use with a desktop computer.

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<td>Noon</td>
<td>Oct. 24</td>
<td>Holland 150</td>
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## Training on Demand

Are these scheduled events at inconvenient times? Do you have a group you’d like trained at one time? Contact us to schedule a training for yourself, a group of colleagues, or your department.
### Community of Practice

These meetings provide faculty an opportunity to share and discuss their teaching experiences and ideas with their peers. For all disciplines and course environments.

### Classroom Technology

#### Video Conferencing

This synchronous distance learning technology allows students anywhere in the world to take part in WSU’s educational experience. Learn the basics of video conferencing and how to use it in your classroom.

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<tr>
<td>11 a.m.</td>
<td>Aug. 17</td>
<td>Spark 335</td>
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<tr>
<td>11 a.m.</td>
<td>Aug. 17</td>
<td>Videoconference</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>Aug. 22</td>
<td>Spark 212</td>
</tr>
<tr>
<td>Noon</td>
<td>Aug. 22</td>
<td>Videoconference</td>
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#### Education Technology Tools

**Cougar Capture: Panopto**

Learn how to use this flexible recording and uploading tool. Create video lessons, in-video quizzing, and schedule recordings.

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<th>Time</th>
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<tr>
<td>10 a.m.</td>
<td>Aug. 16</td>
<td>Spark 102</td>
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<td>11 a.m.</td>
<td>Aug. 17</td>
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<td>11 a.m.</td>
<td>Aug. 22</td>
<td>Spark 102</td>
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<td>1 p.m.</td>
<td>Sept. 19</td>
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#### Webconference: Collaborate Ultra

This premier web-conferencing tool allows you to conduct real time meetings, class sessions and other events in a collaborative session. Learn how to communicate through web-cam/microphones, chat, and screen sharing.

<table>
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<td>10 a.m.</td>
<td>Aug. 21</td>
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<td>Oct. 9</td>
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<tr>
<td>10 a.m.</td>
<td>Nov. 5</td>
<td>Spark 102</td>
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</table>

### Enhancing Student Success

**Strategies for Enhancing Student Success**

These sessions will cover approaches shown to result in greater learning achievements and a reduction in drop, withdrawal, and failure rates. Experience strategies applicable across disciplines that can be used in online, hybrid, and f2f courses. Attend any or all of the sessions available—each is independent of the others.

- **Aug. 16** | Spark 223 | Noon
- **Aug. 17** | Spark 327 | 2 p.m.
- **Oct. 8**  | Spark 335 | 3 p.m.
- **Nov. 19** | Spark 102 | 3 p.m.

### Grade Center

We’ll explain different setup options, show how to grade and comment on student work, and demonstrate how to use the electronic rubric.

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<tbody>
<tr>
<td>1 p.m.</td>
<td>Aug. 16</td>
<td>Spark 102</td>
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<td>Noon</td>
<td>Aug. 17</td>
<td>Spark 102</td>
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<tr>
<td>10 a.m.</td>
<td>Aug. 22</td>
<td>Virtual</td>
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<tr>
<td>Noon</td>
<td>Aug. 23</td>
<td>Spark 102</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Nov. 14</td>
<td>Virtual</td>
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</table>

### Rubrics and Assignments

Electronic rubrics reduce grading fatigue and ensure more consistent judging criteria.

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<th>Time</th>
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**Blackboard Learn**

All WSU courses are associated with a Blackboard course space for instructors to use as needed. For these trainings, we suggest you bring your own device.

#### Classroom Technology

**Tests & Quizzes**

Join us for this review of Blackboard’s full array of powerful question formats and setting options that allow you to precisely control and manage delivery of online assessments.

<table>
<thead>
<tr>
<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>10 a.m.</td>
<td>Sept. 6</td>
<td>Spark 102</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>Sept. 26</td>
<td>Virtual</td>
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</table>

**SafeAssign**

Learn how this powerful tool detects similarities between student written submissions and other sources.

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>Noon</td>
<td>Aug. 29</td>
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<td>10 a.m.</td>
<td>Sept. 19</td>
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**Blackboard Communities**

This session reviews Blackboard’s community-building tools, including discussions, wikis, blogs, and web conferencing.

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<tbody>
<tr>
<td>Noon</td>
<td>Aug. 28</td>
<td>Spark 102</td>
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</table>

### Education Technology Tools

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Learn how to use this flexible recording and uploading tool. Create video lessons, in-video quizzing, and schedule recordings.

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<td>1 p.m.</td>
<td>Oct. 9</td>
<td>Spark 102</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Nov. 5</td>
<td>Spark 102</td>
</tr>
</tbody>
</table>

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**General University Classrooms**

120+ General University Classrooms (GUCs) are similarly equipped and maintained. Learn about the technology options you can expect in all of these rooms.

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 a.m.</td>
<td>Aug. 13</td>
<td>Spark G10</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Aug. 16</td>
<td>Avery 8</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Aug. 17</td>
<td>Clark 149</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Aug. 20</td>
<td>Spark 335</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>Aug. 20</td>
<td>Todd 276</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>Aug. 21</td>
<td>CUE 218</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>Aug. 22</td>
<td>Avery 8</td>
</tr>
</tbody>
</table>
How can **Learning Innovations** help you?

**Outcomes**

- Improves student success
- Saves faculty time and increases grading efficiency
- Increases student engagement and networking
- Increases student retention
- Encourages all student voices
- Achieves difficult goals
- Results in unique and robust courses

We offer **ongoing** and **sustained** support for you and your students through the entirety of the course. Whether you teach online, in the classroom, via videoconference, or a combination of modalities, we’ll help you identify the best strategies, techniques, and tools to support your goals.

Leverage technology to enhance teaching and learning—and teach students in the way they live and work today.

Let’s explore the possibilities together!
Spark 102 Faculty Studio • 509-335-3557 • li.wsu.edu • aoi.li@wsu.edu
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><strong>Cougar Health Services</strong></th>
<th>24-hour crisis support services, 509-335-2159</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>509-335-3575 covariancehealth.wsu.edu</td>
</tr>
</tbody>
</table>

Provides confidential medical care and counseling services to WSU students.

<table>
<thead>
<tr>
<th><strong>Office of the Dean of Students</strong></th>
<th>509-335-5757</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>deanoftstudents.wsu.edu</td>
</tr>
</tbody>
</table>

Provides assistance and referrals for any student concern or crisis.

<table>
<thead>
<tr>
<th><strong>WSU Police</strong></th>
<th>911 for emergency, 509-335-8548</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>police.wsu.edu</td>
</tr>
</tbody>
</table>

Provides immediate assistance.

<table>
<thead>
<tr>
<th><strong>Office for Equal Opportunity</strong></th>
<th>509-335-8288</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>oeo.wsu.edu</td>
</tr>
</tbody>
</table>

Responsible for discrimination complaint investigations, equal employment opportunity/Affirmative Action compliance, Title IX compliance, and education and training.

COMMUNITY RESOURCES

For students experiencing violence.

<table>
<thead>
<tr>
<th><strong>Alternatives to Violence of the Palouse</strong></th>
<th>509-332-4357</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.atvp.org">www.atvp.org</a></td>
</tr>
</tbody>
</table>

A non-profit that supports victims and survivors of violence in the Palouse region.

<table>
<thead>
<tr>
<th><strong>Pullman Regional Hospital</strong></th>
<th>509-336-7359</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.pullmanregional.org">www.pullmanregional.org</a></td>
</tr>
</tbody>
</table>

Local hospital emergency department.

<table>
<thead>
<tr>
<th><strong>Pullman 24 Hour Crisis Line</strong></th>
<th>509-334-1133</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.palouserivercouseling.org">www.palouserivercouseling.org</a></td>
</tr>
</tbody>
</table>

Provides crisis intervention for individuals, family, and community.

<table>
<thead>
<tr>
<th><strong>24-Hour Crisis Line</strong></th>
<th>1-800-273-TALK (8255), Press 2 for veteran’s services</th>
</tr>
</thead>
</table>

Crisis line for suicide prevention.
For further information, please visit

faculty.wsu.edu

advance.wsu.edu/facultyfriendlypolicies/

Scan the QR code with your smart phone to access advance.wsu.edu

Supported by
ADVANCE
AT WSU

University Resources

WSU Children's Center

Washington State University Children's Center provides care for the children of WSU students, staff, and faculty. They serve children from the age of 6 weeks through 12 years (5th grade).

Enrollment forms can be found online and printed copies may be picked up at the Children's Center.

- **Enrollment:** All families must have a completed enrollment packet turned in one week before their scheduled start date.
- **Evening Care Enrollment:** All families that need to use Evening Care services during the academic school year, must have a completed enrollment packet on file before they can register online for services.

To learn more about the Children's Center go to: childrenscenter.wsu.edu

WSU Women's Resource Center

The Center works to promote a safe and supportive climate that enables women to engage as full and active participants within the university system. The Center helps transform the educational environment into a more inclusive and progressive institution by assisting, supporting, and mentoring women at Washington State University.

The Women's Center also provides a private, comfortable place to feed a child or use a breast pump. If you need to reserve the Lavender Lounge and/or the Lactation Center for a particular time, do so by going to the following website:

women.wsu.edu

The material in this brochure is based upon work supported by the Washington State University Office of the Provost and the National Science Foundation (NSF) under Grant No. 0810927.
**IS PARTNER ACCOMMODATION AVAILABLE?**
The Provost’s Office will provide, pending the availability of funds, matching funds for half of a position for two years or one third of a position for three years for the domestic partner or spouse of a University employee. Although this funding is not guaranteed, in recent years the provost has accommodated the majority of reasonable requests.

**CAN I STOP THE TENURE CLOCK?**
The tenure clock can be stopped for up to two years for becoming a parent. The clock can also be stopped for care of a partner, dependent, or parent; for time lost because of a serious illness; for time lost because of professional circumstances beyond the candidate’s control; and for leave without pay.

**CAN I CHANGE TO PART-TIME?**
Faculty members may sometimes benefit from a part-time appointment. The University wishes to accommodate these faculty members if possible without negatively impacting their program, department, or University. Part time appointments of no less than 50 percent time may be available to faculty in all ranks. The duties (e.g., teaching, research, and service expectations) and support provided (e.g., startup money and teaching or research assistance) will be the same as for a full-time faculty member except it may be prorated for the percentage of the appointment.

**WHAT IF I NEED MODIFIED DUTIES?**
Faculty members with significant caregiving responsibilities may alter their duties for a semester away from inflexible responsibilities (e.g., teaching) toward more flexible ones (e.g., research) without any loss of salary. Decisions about modified duties are made in consultation with the chair, dean, and provost.

**AM I ELIGIBLE FOR PROFESSIONAL LEAVE?**
After five years of active service (usually six years for pre-tenure faculty), faculty members and administrative professionals are eligible for a one-semester sabbatical at full pay or a two-semester sabbatical at three-quarter pay. Sabbaticals are assigned through a competitive application process.

**WHAT IS WSU’S REASONABLE ACCOMMODATION POLICY?**
Anyone with a disability may apply for a modification or adjustment of a job, work environment, policy, practice, or procedure that will enable that individual to enjoy equal employment opportunity with others. Reasonable accommodations are negotiated on an individual basis through Human Resource Services.

**IS PHASED RETIREMENT AN OPTION?**
Faculty members who are 55 years old or older and who have served the University for at least 10 years can reduce their work time, and therefore their salaries, from 100 percent to 50 percent over a period of up to seven years. The details of a phased retirement agreement are negotiated on an individual basis.

**IS THERE A FACULTY FITNESS PROGRAM?**
Faculty and staff members may pay a fee of $199 per year to join the Faculty and Staff Fitness Program. In return, they receive a locker, towel service, and exclusive access to most of the University’s athletic facilities at noon every day. Faculty members can also buy a membership in the Student Recreation Center at a reduced rate. Visit facultystafffitness.wsu.edu for more details.
Orientation for New Faculty
An Introduction to the WSU Graduate School
16 August 2018

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/graduate-student-prestigious-fellowship-workshop/2017-08-24/

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
Washington State University
Faculty Benefit Information

Medical Insurance Options:
- Preferred Provider Organization Plans (PPO)
- Managed Care Plans (aka HMO’s)
- Accountable Care Plans
- Low and High Deductible (CDHP) Options ranging from $175 – $1400 a person to $525 – $2800 for families.

<table>
<thead>
<tr>
<th>Managed Care</th>
<th>Preferred Provider</th>
<th>Accountable Care</th>
<th>Consumer Directed Health Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser WA</td>
<td>Uniform Medical</td>
<td>Uniform Plus</td>
<td>Uniform</td>
</tr>
<tr>
<td>Kaiser NW</td>
<td></td>
<td>Kaiser Sound</td>
<td>Kaiser WA</td>
</tr>
</tbody>
</table>

Medical Insurance Monthly Premiums:

<table>
<thead>
<tr>
<th>Medical Plan</th>
<th>Employee</th>
<th>Employee + Spouse</th>
<th>Employee + Child(ren)</th>
<th>Full Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser WA Classic</td>
<td>$162</td>
<td>$334</td>
<td>$284</td>
<td>$456</td>
</tr>
<tr>
<td>Kaiser WA Value</td>
<td>$78</td>
<td>$166</td>
<td>$137</td>
<td>$225</td>
</tr>
<tr>
<td>Kaiser WA SndChc</td>
<td>$51</td>
<td>$112</td>
<td>$89</td>
<td>$150</td>
</tr>
<tr>
<td>Kaiser WA CDHP</td>
<td>$25</td>
<td>$60</td>
<td>$44</td>
<td>$79</td>
</tr>
<tr>
<td>Kaiser NW Classic</td>
<td>$137</td>
<td>$284</td>
<td>$240</td>
<td>$387</td>
</tr>
<tr>
<td>Kaiser NW CDHP</td>
<td>$27</td>
<td>$64</td>
<td>$47</td>
<td>$84</td>
</tr>
<tr>
<td>UMP Classic</td>
<td>$102</td>
<td>$214</td>
<td>$179</td>
<td>$291</td>
</tr>
<tr>
<td>UMP CDHP</td>
<td>$25</td>
<td>$60</td>
<td>$44</td>
<td>$79</td>
</tr>
<tr>
<td>UMP Plus</td>
<td>$45</td>
<td>$100</td>
<td>$79</td>
<td>$134</td>
</tr>
</tbody>
</table>

Medical Savings Accounts:
- Flexible Spending Account (Navia): Low Deductible Plans
  $250 – $2500 a year
- Health Savings Account (Health Equity): High Deductible Plans
  WSU funds $700/$1400 a year
  Faculty can fund up to $2750/$5500

Wellness Incentive:
$125 towards deductible or HSA depending on Medical Plan

Key Information

Coverage starts September 1, 2018 for August 16, 2018 hires.

Elections deadline is September 14, 2018. If deadline not met, default plan is the UMP Classic.

New Employee Orientation Sessions
- WSU Info – 8:30am
- Benefits – 10:15am
- Retirement – 1:30pm

August 21 – Lighty 405
August 22 – French 139
August 30 – Lighty 405
September 1 – Lighty 405
September 7 – Lighty 405
September 8 – Lighty 405
September 14 – Lighty 405
September 15 – Lighty 405

Benefit packets will be mailed to employing department or home address for non-Pullman locations. If you don’t receive a packet by August 31, contact HRS.

Human Resource Services
Benefit Services
139 French Administration
509-335-4521
hrs@wsu.edu
hrs.wsu.edu/employees/benefits

Wellness Incentive:
$125 towards deductible or HSA depending on Medical Plan

HRS Document July, 2018
Life Insurance:
~ WSU provides $35K term policy and $5K AD&D policy
~ Faculty can purchase up to $1Mil, with first $500K auto approved and up to $250K of AD&D
Policies also available for dependents

Long Term Disability Insurance:
~ WSU provides $240 monthly benefit with 90 day waiting period
~ Faculty can purchase a 60% pre–tax salary replacement, with waiting periods ranging from 30–360 days. Insures annual salaries up to $120K, equating to a $6K a month benefit.

Retirement Plans: Faculty will choose between the following plans.
~ Teachers Retirement System (TRS) Plan 3 – a 401a plan
   A tax–deferred hybrid plans that offers a Defined Contribution component (WSU funded) and
   a Defined Benefit component (faculty member funded). Faculty will make contributions
   ranging from 5% – 15%. Five to ten year vesting period.
~ WSU Retirement Plan (WSURP) – Vendor, TIAA – a 403b plan
   A tax–deferred defined contribution plan. WSU provides 100% matching contributions. Both
   employee and employer contributions, ranging from 5% – 10%, based on age, are
   immediately and fully vested.

Voluntary Retirement Plans:
Additional contributions can be made to one or both of the voluntary retirement programs up
the IRS maximum limits. The plans are the State of Washington Deferred Compensation
Program (a 457b plan) and/or the Voluntary Investment Program (VIP) through TIAA (a 403b
plan), which has Roth and pre–tax options.

Additional Benefits:
~ Caregiver benefit portal with BrightHorizons to find babysitters, nannies, pet sitters, tutor and
nationwide network of senior care providers
~ Liberty Mutual Automobile and Homeowners Insurance via payroll deduction
~ Dependent Care Assistance Program (DCAP)
~ GET College Savings Plan

Payroll, Annual Leave and Sick Leave Basics

Payroll: Paid Twice a Month: 
Work done 1st – 15th – paid on the following 25th
Work done 16th – 31st – paid on the following 10th

Annual Leave: Faculty in 12 month appointments accrue 16.67* hours per month. Faculty in less
than 12 month appointments do not accrue annual leave.

Sick Leave: Full time employees earn 8* hours per month

*Part time employees earn prorated amount.
ANNOUNCING THE GRAND OPENING OF THE
JORDAN SCHNITZER MUSEUM OF ART
AT WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON • APRIL 6, 2018
“Many people view museums as a place for some elitist few. I firmly believe that art is for everyone! I am trying to tear down those perceived walls. A university campus is just the place to start. The arts are the highest ideals of every society. They are the ultimate legacy we leave for future generations.

This new museum at WSU will reach out to every student on campus, every young person in the surrounding counties, every adult within hundreds of miles—providing activities that will enrich their hearts, minds and souls.”

—JORDAN D. SCHNITZER
OUR STORY

The new Jordan Schnitzer Museum of Art at Washington State University is more than a place to view and experience art. The design by Seattle based and internationally recognized architect, Jim Olson of Olson Kundig, is stunning! The museum is located at the heart of campus. It is designed as a beacon for the arts, inviting visitors to experience the vitality of WSU’s collection. The galleries in the new museum will also offer wonderful opportunities for traveling exhibitions to come to this amazing university.

Olson’s design concept of a mirrored crimson cube rewards visitors with an ever-changing landscape in which to view themselves and the world around them. Life mirrors art, and in this case the building itself is a mirror for the campus as well as a hint of the treasures inside.

“Awareness and knowledge of the arts are very important to any university wishing to graduate educated individuals. We at WSU have a long history of valuing the arts. We are now very fortunate to have the highly visible Jordan Schnitzer Museum of Art in the center of our Pullman Campus demonstrating our values. We want our community to consider art as a normal component of our daily lives.”


“What a powerful gift Jordan has given! The new Jordan Schnitzer Museum of Art at WSU is a perfect example of Jordan's vision of bringing art to communities far from big city art centers. Artistic and creative inspiration are alive and well at WSU. Thank you Jordan!”

—Jim Olson, Principal/Owner, Olson Kundig
ENRICHING A COMMUNITY

“Our goal in undertaking the campaign for a new Museum of Art was to create a beacon of creativity and free expression for the entire university and regional communities. The previous location was limited to a single gallery, tucked away in the Fine Arts building. Now, with this crossroads location and its exciting architecture, the Museum can truly be a place that not only welcomes a diverse audience, but promotes a sense of curiosity and wonder that opens minds to the art inside. Our campaign required private funding, and although hundreds of individuals have contributed, all this would have been impossible without Jordan Schnitzer’s unprecedented, transformational gift and his tireless enthusiasm and dedication to the project.”

—Chris Bruce, Former Director, Museum of Art/Washington State University

“At the museum, we are very excited to have six new exhibition spaces with which to serve the Inland Northwest community as well as our campus family at WSU. At a time when many are pulling back from the arts, we feel it is especially significant that we are able to offer exponentially more art to the community, bringing in people from all different walks of life.”

—Debby Stinson, Marketing and Public Relations Manager, Museum of Art/Washington State University

“As a WSU alum, I am part of a proud group of Cougs who believe their university experience was transformative, opening a myriad of possibilities and perspectives we took forth into our lives. Having the gift of a world class museum at the heart of campus makes this experience significantly richer, and leaves me feeling so hopeful that visitors, current students, regional school children, and future alums will carry a meaningful relationship with art into their futures.”

—Steven Rainville, Principal, Olson Kundig

“The arts are essential to creating interdisciplinary connections and making all of us better, more critically observant individuals. The new Jordan Schnitzer Museum of Art WSU—placed in the heart of the Pullman campus—symbolizes the treasured role of the arts and our commitment to offering our students a transformative educational experience.”

—Kirk Schulz, President, Washington State University

“The Jordan Schnitzer Museum of Art will quickly be prized as a one-of-a-kind jewel of the region. Its mirrored ‘crimson cube’ will inspire visitors from the moment they arrive; as they drink in the audacious architecture, succumb to the spell of filled galleries, relish the sense of authenticity and linger long while being transformed by art and artists all over again.”

—Karen J. Hanan, Executive Director, ArtsWA (the Washington State Arts Commission)

“From a curator’s perspective, the new museum facility, with its six distinctive galleries, affords a range of exhibition possibilities, including full-fledge retrospectives and surveys to more intimate, project-based presentations. Above all, the benefit goes directly to our artists and audiences as our program expands alongside this stunning building.”

—Ryan Hardesty, Interim Chief Curator, Museum of Art/Washington State University
“It’s exciting to have a second Jordan Schnitzer Museum of Art at another prestigious university, this time at Washington State in Pullman. Since our museum at the University of Oregon reopened in 2005, with its new name and significantly larger footprint, we’ve strengthened our mission, serving as both a teaching museum and a Pacific Northwest center for the arts. We’re honored to work so closely with Jordan and his Foundation staff, who support museums across the world. He’s so generous in sharing his passion, knowledge and collection of very fine multiples.”

—Jill Hartz, Executive Director, President Emerita, Association of Academic Museums and Galleries

“Jordan D. Schnitzer stepped in at a critical time while developing a great collaborative relationship with Dr. Elson Floyd. He made a commitment, which really was the spark that lit the fire getting us across the finish line towards the fundraising goal. It is extraordinary to see commitments such as his. I am particularly happy to see them in non-urban areas. The Jordan Schnitzer Museum of Art at Washington State University will become a beacon for all schools, private and public, and for all families in the region.”

—Howard S. Wright III, Chairman & Founder, Seattle Hospitality Group
FOCUS OF THE PERMANENT COLLECTION

The purpose of the permanent collection is to preserve and make accessible an artistic legacy of the 20th and 21st centuries. The goal is to provide a foundation of key styles that represent the ever-changing face of art for our students, visitors and scholars, in part as a context for approaching new forms we can only begin to imagine today.

RECENT SIGNIFICANT GIFTS INCLUDE:

- 289 original prints by the contemporary American artist, Jim Dine — from the artist
- 174 prints and photographs by Andy Warhol — from the Andy Warhol Foundation
- 35 paintings and sculptures by contemporary Northwest artists — from the Safeco corporation
- 48 works of contemporary Northwest glass — from various private donors
- 9 original prints by contemporary Northwest artists from the collections of Greg Kucera and Larry Yocom
- 37 original prints and ephemera from the Sean Elwood collection
- 25 original prints by various artists from the Mary Margaret Aiken and Richard Aiken Collection of Late Twentieth Century Works on Paper

“The Museum of Art—an architectural jewel in the heart of campus—will complete the picture of a great university and provide a unique window into what it means to be a citizen of the world.”

—Elson Floyd, President Emeritus, Washington State University, 2007-2015

“Building the new Jordan Schnitzer Museum of Art WSU has been a true labor of love. It is an expression of commitment, dedication and passion for the arts. Our Crimson Cube shines all the brighter because of those with a clear vision for the arts, reflecting this outward to our community and inward for exhibition excellence.”

—Anna-Maria Shannon, Interim Director, Museum of Art/ Washington State University
Jordan D. Schnitzer, a resident of Portland, Oregon, purchased his first work of art—a painting—when he was 14 years old from the Fountain Gallery of Art, the first contemporary art gallery in Portland, owned and operated by his mother, Arlene Schnitzer. It was through her and her gallery that his initial acquisition turned into a life-long pursuit to collect, share and promote the visual arts. While furthering his family’s legacy of supporting local and regional arts in all mediums, Jordan began to buy contemporary prints and multiples of the most important American artists of our time in the late 1980s. Loans from his collection have been exhibited in more than a hundred museums across the country over the last 25 years.

In addition to helping provide world-class art to many communities across the country, Jordan’s passion of ensuring that every university and college student on every campus has the opportunity to visit a museum and make that part of their ordinary campus life. The Jordan Schnitzer Museum of Art at the University of Oregon opened in 2005 and this new museum at Washington State University will continue his commitment of helping thousands of university students experience art.
Welcome!

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

Information Access

With thousands of volumes and subscriptions to hundreds of databases, the Libraries provides access to articles, books, and more. As a member of the Orbis Cascade Library Alliance (Summit), WSU faculty and students have access to an expanded selection of print and electronic materials.

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

Research Consultations and Library Instruction

Librarians are available to provide research consultations and/or instruction 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 interlibrary loan (free service to WSU affiliated users) to borrow books, book chapters, media, articles, and more not available through 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

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

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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: facultydiversity.org/join, 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/join, make sure to select WSU as your institution 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
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


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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 - $288 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 Representative Acronyms and Terms

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<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>
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<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>
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<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>
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<tr>
<td>ADCAPS</td>
<td>Alcohol and Drug Counseling, Assessment and Prevention Services</td>
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<tr>
<td>ADVANCE</td>
<td>A program whose goal is to increase representation of women in target STEM disciplines, as well as under-represented 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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<td>AEC</td>
<td>Academic Enrichment Center</td>
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<tr>
<td>AFW</td>
<td>Association for Faculty Women</td>
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<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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<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>
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<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>
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<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
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<td>Abbreviation</td>
<td>Description</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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<tr>
<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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<td>IEC</td>
<td>Institutional Effectiveness Council</td>
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<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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<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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<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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<td>PAN</td>
<td>Panhellenic Council</td>
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<td>PBL</td>
<td>Permanent Budget Line</td>
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<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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<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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<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>
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<tr>
<td>SRC/UREC/REC</td>
<td>Student Recreation Center</td>
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<td>SSS</td>
<td>Student Support Services</td>
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<tr>
<td>Staff</td>
<td>University support personnel</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>
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<td>TA</td>
<td>Teaching assistant</td>
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<td>TODD AUD</td>
<td>Todd 116</td>
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<td>TRIO</td>
<td>Student service programs</td>
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<td>UCORE</td>
<td>University Common Education Requirements</td>
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<td>VA</td>
<td>Veteran Affairs</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>VCEA</td>
<td>Voiland College of Engineering and Architecture</td>
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<td>VetMed</td>
<td>Veterinary Medicine</td>
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<td>WFSE</td>
<td>Washington Federation of State Employees</td>
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<td>WRC</td>
<td>Women’s Resource Center</td>
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<tr>
<td>Writing Center</td>
<td>Office that has Writing Portfolio information and writing tutoring</td>
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<tr>
<td>WSU</td>
<td>Washington State University</td>
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<td>WSU Alert</td>
<td>WSU emergency notification service</td>
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<td>WSU-S</td>
<td>Washington State University Spokane</td>
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<td>WSU-TC</td>
<td>Washington State University Tri-Cities</td>
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