2019
New Faculty Orientation
provost.wsu.edu
Faculty are cordially invited to a unique opportunity to network and socialize with colleagues and Provost Mitzi Montoya at the monthly Faculty Crimson Club events.

The Crimson Club will be held from 5:00 – 6:30 p.m. Please visit the Provost’s website for the confirmed event location (https://provost.wsu.edu/faculty-crimson-club/). Hors d’oeuvres will be served, and a cash bar will be available. Mark your calendars for the following Crimson Club dates!

- Wednesday, September 25, 2019
- Thursday, October 24, 2019
- Tuesday, November 19, 2019
- Wednesday, December 18, 2019

**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, 2019
Compton Union Building (CUB), Room 210

Preliminary Agenda

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

8:00 – 8:15 AM  Welcome and Introductions
  • Melanie Neuilly, Interim Associate Vice Provost for Faculty Development

8:15 – 8:30 AM  Tribal Welcome
  • Zoe Higheagle Strong, Executive Director, Native American Programs
  • Ken Lokensgard, Assistant Director, Plateau Center

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

9:15 – 9:45 AM  Graduate Education Overview
  • Lisa Gloss, Dean, Graduate School

9:45 – 10:15 AM  The Road to Success as a Faculty Member
  • Laura Lavine, Chair, Department of Entomology

10:15 – 10:30 AM  Break

10:30 – 11:15 AM  What I Wish I Knew: Research
  • Porismita Borah, Associate Professor, Murrow College of Communication
  • Amit Dhingra, Professor, Department of Horticulture
  • Geeta Dutta, Assistant Vice President for Research

11:15 – 11:30 AM  University Resources for Faculty
  • Greg Crouch, Chair, Faculty Senate and Clinical Professor, Department of Chemistry
  • Max Kirk, Ombudsman and Associate Professor, School of Design and Construction
  • Carolyn Ross, Co-Chair, Faculty Status Committee and Professor, School of Food Science

11:30 AM – 12:00 PM  Undergraduate Education Overview
  • Mary Wack, Vice Provost for Undergraduate Education

12:00 – 1:30 PM  Lunch and Interactive Session: Working with Diverse Students
  • Anna Plemons, Director, Critical Literacies Achievement & Success Program
1:30 – 2:15 PM  What I Wish I Knew: Teaching
• Chrissy Eckstrand, Clinical Assistant Professor, Department of Veterinary Microbiology and Pathology
• Cliff Stratton, Clinical Associate Professor, Department of History
• Rebecca Van de Vord, Assistant Vice President, Academic Outreach and Innovation
• Anita Vasavada, Associate Professor, Voiland School of Chemical Engineering and Bioengineering

2:15 – 3:00 PM  What I Need to Know: Resources for Student Success
• Jaime Nolan, Associate Vice President for Community, Equity, and Inclusive Excellence
• Jill Creighton, Associate Vice President for Campus Life and Dean of Students
• Jennifer Ellsworth, Director of Counseling and Psychological Services
• Luci Loera, Executive Director for Access and Opportunity
• Brian Shuffield, Executive Director for Student Involvement & Leadership Development

3:00 – 3:15 PM  Break

3:15 – 4:00 PM  What I Wish I Knew: Second Year Faculty Panel
• Idil Akin, Assistant Professor, Department of Civil and Environmental Engineering
• Mark Stevens, Clinical Assistant Professor, School of Music
• Tommy Tafazzoli, Assistant Professor, School of Design and Construction
• Anna Warner, Assistant Professor, Department of Crop and Soil Sciences

4:00 – 4:15 PM  Take Away Message

4:15 – 4:30 PM  Transition to the President’s Residence

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

New Faculty Workshop Series
Save the Date

• Tuesday, October 8, 2019 from 3:30 – 5:00 PM in Lighty, Room 405
  o Preparing for Annual Reviews and Progress Toward Tenure

• Wednesday, November 20, 2019 from 10:30 AM – 12:00 PM in Lighty, Room 405
  o Conversations of Care

• Tuesday, December 10, 2019 from 3:30 – 5:00 PM in Lighty, Room 405
  o You Survived Your First Semester Reception!
2019 New Faculty Orientation: Presentations
Overview

• Welcome to Washington State University
• What is Washington State University?
• University Structure and Administration
• University Aspiration and Initiatives
Washington’s Land Grant University

Education • Scholarship • Service

WSU is managed by the Board of Regents
WSU’s 11th President

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

Provost and Executive Vice President

• Dr. Mitzi M. Montoya (Aug. 1, 2019)
• WSU’s Chief Academic Officer
  - WSU: Professor, Carson College of Business
  - Oregon State University: Dean, College of Business; Executive Dean, Business and Engineering Division.
  - Arizona State University: Vice President and University Dean, Entrepreneurship & Innovation; Dean, College of Technology & Innovation; Vice Provost, Polytechnic Campus.
  - North Carolina State University: Zelnak Professor of Marketing and Innovation; Special Assistant to the Vice Chancellor of Research.
  - American Council on Education Fellow
WSU’s State Footprint

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

“One University” Model

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

• Pullman is the largest campus and houses central administration.

• The Vancouver and Tri-Cities (Kennewick/Richland/Pasco) Campuses offer four years of instruction. Many degrees can be earned entirely at those locations.

• The Spokane Campus is focused on the health sciences. The College of Nursing, College of Pharmacy and Pharmaceutical Sciences, 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. Campuses also have additional staff who support faculty and staff locally.

• Each college is responsible for its faculty and academic programs at all locations.

• Faculty work with their campus leadership as well as their Chair/Director and Dean.
Our Colleges

• The Provost is the Chief Academic Officer that oversees 10 colleges, 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 academic college awards degrees and houses faculty. Most colleges organize those faculty into departments or schools.

• 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 various 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 operation of the university.

• The Faculty Manual is the governing document of faculty affairs.

Drive to 25

• Recent initiative to achieve recognition as one of the nation’s top 25 public research universities by 2030.

• Accelerate development of a preeminent research faculty.

• 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

• System-integration for Drive to 25
• INTO partnership for international enrollment
• Business Engagement Center
• Inclusive Excellence
Thank You and Questions

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

New Faculty Orientation
Lisa Gloss, Dean

What does the Graduate School do?

Three Missions

- **Service**: Students, Faculty, Academic Programs, Colleges, and the Institution as a whole
- **Oversight**: Standards and Best Practices of Graduate Education, Program Review and Assessment, Administrative Support for Graduate Education
- **Advocacy**: on Campus, Nationally and Globally The research enterprise of graduate students, Diversity, Academic Integrity
WSU Graduate School: 324 French Ad
• Dr. Lisa Gloss, Dean
• Dr. Raymond Herrera, Assistant Dean
  ➢ McNair Scholars, Recruitment
• Dr. Judi McDonald, Associate Dean

Graduate Programs at WSU
• 64 Doctoral programs & 79 Master’s Programs
  – 26 Graduate certificate programs
• ~4200 Graduate Students **WSU statewide**
  – Avenues for faculty at all sites to participate in graduate education
• ~1000 doctoral and master’s degrees each year
• Professional Programs are not under the Graduate School
  (DVM, MBA, MD, PharmD)
Care and Mentoring of Graduate Students

- Training graduate students is a privilege, not a right.
- Familiarize yourself with accepted Best Practice concepts and actions.
- Avoid the trap of “that is how I was trained”
- Resources:
  - Graduate School Web site
  - GS Policies & Procedures
  - Council of Graduate Schools publications

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

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

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

II. Funding support

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

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

Requires partnership with college or unit

II. Scholarships and Fellowships

➢ Third year of new scholarship program (URL on handout)
  • 8 new scholarships: interdisciplinary, STEM, social sciences & humanities
  • Students nominated by each college
  • Made ~40 awards; including two Dissertation Year Fellowships

➢ Mentoring to support students’ applications for prestigious fellowships, such as NSF GRFP
  • Prestigious Fellowship workshops have more than doubled successful WSU applications for fellowships
III. Interdisciplinary programs
- Cross-college, defined curriculum & faculty cohort
  - Molecular Plant Sciences (CAHNRS, CAS)
  - Material Sciences & Engineering Program (VCEA, CAS)
- Individual Interdisciplinary Doctoral Program (IIDP)
  - Among the oldest in the nation
  - Participation of faculty across campus
  - Fosters collaboration across underpinning of three or more disciplines

IV. Mentorship & Professional Development
- Graduate Mentor Academy
  Faculty cohort with experience and training to mentor faculty & students in tricky situations
- Professional Development Initiative (PDI)
  Partnership of the Graduate School & the Graduate and Professional Student Association (GPSA)
  Collaborate with partners across campus
  Workshops focus on four core competencies:
Four Core Competencies

<table>
<thead>
<tr>
<th>Academic &amp; Career Development</th>
<th>Communication &amp; Collaboration</th>
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</thead>
<tbody>
<tr>
<td>Leadership &amp; Professionalism</td>
<td>Personal Well-being</td>
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</table>

The people who make PDI run

Jenn Johnson, GPSA Director of PD
Davi Kallman, Grad School PDI GA
Bruce Williamson Benavides, PDI GA
V. Student data on progress and success

• Tracking student success at WSU and beyond
• The GRM
  Graduate Research Management module of myWSU
• Graduate Student Placement Project
  LinkedIn and “web scraping” to track graduates

Questions?

https://gradschool.wsu.edu/
Emerging Technology: Developing a Research Program

Porismita Borah
Associate Professor
Washington State University

Research

• Areas
  • Emerging technology
    • in the context of politics and health
• Recent selected projects
  • Message design
  • Misinformation
  • Twitter conversations
  • EMA (Ecological Momentary Assessment) via mobile technology in understanding health behavior
• WSU Internal grants (SEED/ADARP) and federal grants
Resources

- Office Of Research Advancement and Partnerships
  - [https://orap.wsu.edu/](https://orap.wsu.edu/)
  - Proposal writing training

- Alcohol and Drug Abuse Research Program
  - [https://adarp.wsu.edu/](https://adarp.wsu.edu/)

- Interdisciplinary research

- College/Department resources

- The Association for Faculty Women (AFW)
New Faculty Orientation
Panel Discussion on Research

August 16, 2019

Dr. Geeta Dutta
Assistant Vice President for Research Advancement and Partnerships
Office of Research
geeta.dutta@wsu.edu

Office of Research Responsibilities
• Provide vision, strategic direction, and priorities for WSU research
• 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
  o Office of Research Support and Operations
  o Office of the Campus Veterinarian
  o Office of Research Assurances
  o Research Misconduct
  o Communications
• Provide proposal development training and assistance
• Manage selected Centers, Institutes, and Core Laboratories
• Manage WSU’s intellectual property through our Office of Commercialization
Role of the Ombudsman

- To assist individuals: develop and present a range of options as allowed per the various policies and procedures of WSU
  - Faculty Manual
  - Academic Regulations
  - Student Handbook
  - Graduate School Policies and Procedures
  - BPPM
  - Administrative/Professional Handbook
  - WAC’s and RCW’s (classified staff)

We also assist WSU by identifying trends, issues, and concerns about policies and procedures, including potential future issues and communicate those with appropriate people at WSU.

The Ombudsman Office

Located in Wilson Short Room 2

We are a confidential resource for faculty, staff, and students to raise workplace issues
  - Do not reveal identity or discuss issues without permission

We are neutral: do not advocate for individuals or the university
We are informal: records are not kept
We also perform mediation services for faculty and staff

Common Faculty Issues are:
  - Promotion and tenure
  - Annual review
  - Conflict with chair or colleague
  - Student conduct
    - Behavior, plagiarism, cheating
Faculty Status Committee (FSC)

- Independent investigative committee
- Reviews, mediates and/or adjudicates disputes within and between the faculty and the administration

Purpose is to ensure fairness and efficacy in the application of university policies and procedures
We advocate for the process and investigations focus on violations of policies and procedures
Reports of findings of FSC investigation are provided only to appellant and President

Faculty Status Committee (FSC)

- Does not review decisions based on merits of cases or question evaluations made by others

- Appropriate issues:
  - Non-reappointment, denial of tenure or deferral of promotion
    - Reasons to appeal denial (Faculty Manual): Procedural error, Inadequate consideration, Violation of Academic Freedom
    - Appeal must show that lapse had substantial impact on decision
  - Other decisions that appellant believes may violate Faculty Manual or other university policy
  - Does not accept cases more appropriately handled by OEO, HR or cases when the appellant has retained legal counsel

- Questions? Contact Carolyn Ross (cfross@wsu.edu)
Undergraduate Education

WSU New Faculty Orientation
August 16, 2019

Mary F. Wack
Vice Provost for Undergraduate Education
Vice Provost for Undergraduate Education

Office of Undergraduate Education

General Education (UCORE)

Course Management

Curriculum

State Undergraduate Issues

Transfer

Accreditation & Program Improvement

Academic Policy

University Classrooms
What We Do Well: Access with Excellence

• Top 50 research university (CMUP 2017)
• 33% low income grads reach upper middle class (Money Magazine 2018)
• Top 25: degrees to underrepresented students (Diverse Magazine 2018)

WSU Pullman is located on the ancestral homelands of the Palus people and on the ceded lands of the Nimíipuu (Nez Perce) Tribe.
FALL 2017 IPEDS NEW STUDENT ENROLLMENT BY STATE OR TERRITORY

- Washington: 81%
- PNW + CA and HI: 13%
- Rest of US: 4%
- International: 1%

FALL 2017 ALL UNDERGRADUATES RACE/ETHNICITY PERCENTAGES

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

• 40% Low Income and/or 1st Generation
• Visible and invisible disabilities (25% or more)
• Reasonable accommodation

• Mental illness (20%)
• Food insecurity (45%)
• Adverse childhood experiences (ACEs)
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 for Students Look Like?

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

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

OUR GOAL:
Transformative Student Experience

- Challenge preconceptions
- Enrich and deepen understanding
- Foster achievement previously unattainable
High Impact Practices

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

Drive to 25: Undergraduate Research, Scholarship and Creative Activity

- Auvil Fellowships—competitive grants for students
- Intro to research courses
- Peer mentoring
- REU support
- Student travel awards
- Undergraduate research showcase
WSU’s Academic Strengths per NSSE

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

WSU Teaching Academy Retreat

7 Learning Goals of Undergraduate Education

- Career and life skills—what employers are looking for
- Make a difference in undergraduates’ lives in the long run
- Embedded in every course as outcomes of either general education or the major
- Also outcomes of experiential learning
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.

QUESTIONS?
Partnership with Library Staff

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

- First-Year Focus living-learning community program (Pullman)
- First Year Seminars
- Common Reading

https://commonreading.wsu.edu/

WSU-wide 2019-20 common reading

*Refuge* selected as common book for Pullman, Tri-Cities, Everett, Spokane, and Global campuses
Academic Integrity Resources

• https://communitystandards.wsu.edu/faculty-resources/
• Campus Access or Disability Resource Centers
• WSU Teaching Academy (website coming soon)
• Teach
  • https://provost.wsu.edu/teach/

• Vancouver Faculty Toolkit for Student Success
  https://www.vancouver.wsu.edu/faculty-toolkit

• Tri-Cities Innovative Instruction Series
  https://tricities.wsu.edu/academics/faculty-resources/innovative-instruction

• Vancouver: Reimagining the First Year of College
  https://hub.wsu.edu/reimagining/
The Writing Program
https://writingprogram.wsu.edu/

- 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
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
Best Practice #1:

Be explicit when and where it makes sense.

“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 #2:

Diffuse stereotype threat with environmental cues
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
Stereotype Threat, cont.

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

Best Practice #3:
Encourage a malleable view of intelligence
Growth Mindset Research

Growth mindset: *Intelligence can be developed*
Fixed mindset: *Intelligence is static* (Dweck)

More recent work from new WSU faculty member Elizabeth Canning shows that faculty mindsets can play a massive role in student learning (Canning et al., 2019)

Across 15,000 students and 150 faculty, Canning found that racial achievement gaps in courses taught by faculty with fixed mindsets were twice as large as those in courses with faculty that modeled a growth mindset.
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
NEW FACULTY ORIENTATION
WHAT I WISH I KNEW: TEACHING

CHRISSY ECKSTRAND, DVM, PhD, DACVP
WASHINGTON STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE
DEPARTMENT OF VETERINARY MICROBIOLOGY AND PATHOLOGY

WHAT I WISH I KNEW…

1. TECHNOLOGY AVAILABLE FOR TEACHING
2. LEARNING MANAGEMENT SYSTEM (LMS) INTRODUCTION
3. COLLEGE OF VETERINARY MEDICINE TEACHING ACADEMY
1. AVAILABLE TECHNOLOGY

![Technology Tools Table]

**Technology Tools List**

Select a tool for more details about what each tool can do and how to get started with using them. For ways to implement the tool into your course, visit Instructional Activities. Contact an instructional designer at pubilsued@wsu.edu if you would like help creating activities to fit your needs.

<table>
<thead>
<tr>
<th>Tools</th>
<th>Meritlab Solutions (pdf)</th>
<th>Padlet (pdf)</th>
<th>Pearson</th>
<th>Paraiso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Face-to-Face</td>
<td>Online or Face-to-Face</td>
<td>Online or Face-to-Face</td>
<td>Online</td>
</tr>
<tr>
<td>Learning Curve</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>Blackboard Gradebook Integration</td>
<td>Not Applicable</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Cost</td>
<td>Free</td>
<td>Free</td>
<td>Free</td>
<td>Free</td>
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**Legend**

- **Type:** Can this tool be used in an online or face-to-face course?
- **Learning Curve:** How easy is it to learn how to use this tool?
- **Blackboard Gradebook Integration:** Does the tool integrate into Blackboard course spaces?

**Considerations When Choosing a Tool**

- In what ways are you trying to engage your students?
- What kind of activity are you looking to incorporate into your course?

2. BLACKBOARD – LEARNING MANAGEMENT SYSTEM

![Best Practices/Tips for Success]

**Getting Started**

- Become familiar with the tools.
- Schedule a training session.
- Perform a trial run.
- Prepare a back-up plan (always create a technology contingency plan, below).

**Use the LMS to increase teaching efficiency**

A streamlined process

- All communications with students (including feedback on assignments and grades) are in one location.
- Reduce paper use, course assignment deadlines and office tours.
- Add, remove, assign, and delete course materials within the course space instead of for multiple locations.
- Mentor required, group involvement by requiring use of the LMS discussion tool.

**Better grading**

- Electronic grade book allows the instructor to grade and students to access those grades in a secure (SSM) automated manner at any time.
- Grade book can be accessed anywhere there is an internet connection.
- Electronic book is an alternative method of grading grades and individual grades for assignments.

**Organization**

- Make your course space look organized and maintain a clear path to where it is not needed later.
- **Post Describe:** Avoid posting the same information in multiple locations.
- **Dated & Edited:** Keep deadlines and points on your course schedule or syllabus and avoid all attempts at spreading them throughout the course space.
- **Consistent FOR:** When grading, present documents to PDAs to ensure that students’ work is consistent with students’ work.
- **Better Tech:** Use the Bb Tech Help feature to guide instructors and students about missing assignments or errors due to “technical” issues on your behalf.

**LMS TUTORIALS**

**Bb Learn**

The tutorials below will help instructors get the most out of the Blackboard Learn learning management system.

For other Bb Learn workshop options, visit the [training page](https://li.wsu.edu/academic-tech-tools/learning-management-systems-lms/lms-tutorials/). You can also access WSU Blackboard instructional tutorials on the [YouTube page](https://li.wsu.edu/teaching-tool-boxes/technology-tools/).
3. WSU CVM TEACHING ACADEMY

Promote Faculty Development

A resource to the entire College of Veterinary Medicine, the Teaching Academy is committed to promoting excellence in teaching and learning by supporting educators and providing programs that improve and enrich teaching in every department.

- Programs

Community & Innovation

The CVM Teaching Academy supports the growth of educators through a multitude of activities and events that promote professional development focused on teaching and learning. This is done by sponsoring educational discussions, workshops, webinars, and summer programs.

- Events

Teaching & Learning

Our members are dedicated to improving and developing not only their own educational methods, but strengthening the excellence in teaching throughout the College of Veterinary Medicine and the greater community.

- Membership

3. WSU CVM TEACHING ACADEMY

Brown Bag Discussions

Brown Bag discussions are designed to explore and disseminate best practices for helping educators teach students effectively and ethically in both didactic and clinical environments. Brown Bag also includes CVM "Learning Clubs" where groups can come together to explore the literature on teaching and learning, disseminate knowledge and ideas to teaching faculty, and thereby foster innovation and revolution in the curriculum. Below is a list of past discussions that the Teaching Academy has hosted:

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<th>Topic</th>
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<td>January 30, 2019</td>
<td>Dr. Valerie Russo and Belinda Colpitt</td>
<td>The Landscape of Student Anxiety and What Can Be Done About It: Basic Elements of Assessment and Feedback Instruction</td>
</tr>
<tr>
<td>January 30, 2019</td>
<td>Dr. Valerie Russo and Belinda Colpitt</td>
<td>The Landscape of Student Anxiety: Why Students Are Anxious and Why Pedagogical Differences May Be a Factor: Basic Elements of Assessment and Feedback Instruction</td>
</tr>
<tr>
<td>November 28, 2018</td>
<td>Dr. Iwanowski</td>
<td>Competency-Based Veterinary Education: A Framework and Resources.</td>
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<tr>
<td>November 7, 2018</td>
<td>Dr. Phil Miler</td>
<td>Writing a Teaching Philosophy Statement</td>
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<td>October 5, 2018</td>
<td>Dr. Jennifer Flaxman</td>
<td>Designing Effective Questions</td>
</tr>
<tr>
<td>May 8, 2018</td>
<td>Dr. Elise Olschewski</td>
<td>Educational Research: Cost/Benefit. Prior your study, investigating best practices for preparing students for critical evaluation</td>
</tr>
<tr>
<td>April 22, 2018</td>
<td>Dr. Steve Finns &amp; Steve Matthews</td>
<td>COM Faculty Town Hall: April - Student focus group - class attendance</td>
</tr>
<tr>
<td>March 29, 2018</td>
<td>Dr. Steve Finns</td>
<td>Detecting the Presence of Learning: Workshop</td>
</tr>
<tr>
<td>March 4, 2018</td>
<td>Guest Speaker Sibh Kanoo</td>
<td>Professional Development Curriculum: Equipping the Next Generation of Veterinarians for Success and Wellness</td>
</tr>
<tr>
<td>Feb. 19, 2018</td>
<td>Dr. Sibh Kanoo</td>
<td>Professional Development Curriculum: Equipping the Next Generation of Veterinarians for Success and Wellness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DISCUSSIONS: Teaching and Teaching Peer Review / Faculty Development: Presentation / INVENTORY - EDUCAH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU  Workshop: Reflection on Teaching Practices</td>
</tr>
</tbody>
</table>
3. WSU CVM TEACHING ACADEMY

Faculty Development Workshops

Faculty development is accomplished by conducting ongoing series of workshops on teaching and learning, involving experts from within the college and outside. Below is a list of workshops the Teaching Academy has provided for faculty:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlene T. Wu, PhD</td>
<td>March 13-14, 2019</td>
<td>Workshop 112: Symposium Improving Learning Environments, Improving Learning Environments in the Health Professions: What &amp; how can we do it?</td>
</tr>
<tr>
<td>Sandip M. van den Akker, MD, PhD</td>
<td>September 5, 2013</td>
<td>Workshop 131: Clinical Teaching: Feedback</td>
</tr>
<tr>
<td>Julia Lenz, DVM, MS, MD, DACVM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. WSU CVM TEACHING ACADEMY

Invited Guest Speakers

The CVM Teaching Academy invites various experts from within the university and outside to speak on areas that concern the academy.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting Regional Teaching Academy Fellows: Dr. Emma Dufresne, PhD</td>
<td>Exam Writing &amp; Learning Outcomes</td>
<td>Feb. 19-20, 2019</td>
</tr>
<tr>
<td>University College of Veterinary Medicine:</td>
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<td></td>
</tr>
<tr>
<td>Dr. Lisa Day, Vice Dean for Educational Innovation, College of Nursing at Washington State University</td>
<td>Student Learning</td>
<td>Oct 15, 2018</td>
</tr>
<tr>
<td>Integrated Program in Biomedical Science &amp; CVM Teaching Academy Presenters Dr. Diane Ehlers-May</td>
<td>Scientific Teaching</td>
<td>August 14, 2018</td>
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</tbody>
</table>
3. WSU CVM TEACHING ACADEMY

A resource to the entire College of Veterinary Medicine, the Teaching Academy is committed to promoting excellence in teaching and learning by supporting educators and providing programs that improve and enrich teaching in every department.

Established Programs Include:

- Peer Observation Program
- Teaching Academy Learning Communities
- New Faculty Development Program
- Educational Research Grant
- Travel Grant
There is…

• Little to be gained from privileging content over skill building.

• A lot to be gained from diving right into active and collaborative learning.

• No digital substitute for human-to-human communication.

• No widespread conspiracy of apathy among students.

There is a vibrant community of teacher-scholars

WSU Teaching Academy (new website coming!)

Vet Med. Teaching Academy

Learning Innovations (Academic Outreach and Innovations)

Work with Libraries or Center for Digital Scholarship and Curation
There are standards and expectations

- Syllabus requirements
- University Common Requirements (UCORE)

You have more say than you think

- Avoid rushing between classes

There is modest but impactful support!

- Smith Teaching and Learning Grants
- CDSC Summer Fellowships
- Office of Assessment of Teaching and Learning
  - Mini-grants
  - Assignment/syllabus design workshops
WSU Academic Outreach and Innovation

Dr. Rebecca Van de Vord, Assistant Vice President

Who we are AOI

• Embracing Technology and Innovation
  – the division of WSU promoting and supporting the use of academic technology and innovative pedagogy in a wide variety of teaching and learning contexts—traditional classrooms, online courses, and video conferencing courses.

• https://aoi.wsu.edu/ - 5 Pillars
Who we are
Learning Innovations

• Goal – support faculty to leverage technology to enhance teaching and student success
• 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

What?

• Blackboard Learn – LMS (long term plan to move to Canvas)
• Panopto – Lecture Capture
• ZOOM – Video Conferencing
• General University Classrooms
• Global Campus and “Online Courses” (75% or more of the course is taught online).
• 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 (https://li.wsu.edu/trainings-workshops-tutorials/)
  - Professional Development Certificates
- Tailor, individualize
  - Open labs (https://lmstransition.wsu.edu/)
  - 1:1 in office support (Bb Specialists)
  - Mobile Training– you chose the location
  - Training requests https://li.wsu.edu/trainings-workshops-tutorials/training-request/
- Faculty-led peers as experts
  - Faculty–led workshops (Archives)
  - Faculty videos (Teaching Academy)
  - Spring Teaching Innovation Day
- Global Campus
  - 1:1 support, course verification
  - Online orientation for first time Global Campus instructors
  - Excellence in Online Teaching Course (can be completed by anyone)
- Teaching Listserv – subscribe by contacting deanna.Hamilton@wsu.edu

DAY 1

- Syllabus Guidelines https://syllabus.wsu.edu
- 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 https://learn.wsu.edu/webapps/login/
  - Open labs and on-site visits http://lmstransition.wsu.edu/
  - Technical Support ats.aoi@wsu.edu
  - Attend trainings
- Training & Tutorials at https://li.wsu.edu/trainings-workshops-tutorials/
QUESTIONS?
What I Wish I Knew: Teaching

• Don’t try to do (or ask the students to do) too much
  - When in doubt, cover less material

Anita Vasavada
vasavada@wsu.edu
Voiland School of Chemical Engineering and Bioengineering
Department of Integrative Physiology and Neuroscience

What I Wish I Knew: Teaching

• Help students to learn from their mistakes
  - Corrections
  - Reflections

Anita Vasavada
vasavada@wsu.edu
Voiland School of Chemical Engineering and Bioengineering
Department of Integrative Physiology and Neuroscience
Supporting our Cougs outside of the classroom

Student Affairs & student services across the WSU System

STATE-WIDE STUDENT SUPPORT

• Student Affairs and student support services are available on each campus.
• Departments, services, and staffing levels vary to meet the distinct needs on each campus.
• System & campus leadership:
  Mary Jo Gonzales, Ph.D.
  Vice President of Student Affairs (system)
  Associate Vice Presidents for Student Affairs (system)
  Vice Chancellors for Student Affairs (campus based)
A PARTNER & RESOURCE

• Know who to call. You don’t need to know exactly what to do. The Office of the Dean of Students can provide Resources or contacts for any campus.

• A partner between students and administration

• AWARE Network

Student resource fair at WSU Spokane, August 2018

INVolVEMENT & LEADERSHIP

• Student engagement and learning

• Leadership development

• Endless opportunities across the System

#OneWSU Student Government Council meeting held at WSU Vancouver, July 2019
ACCESS & OPPORTUNITIES FOR ALL COUGS

• First generation students
• Low-income
• Diversity & inclusion efforts
• Retention programs
• Transition from high school to college support
• LGBTQ+
• Accommodations or disabilities

Community Potluck hosted by Multicultural Student Services at WSU Pullman, March 2019

HOLISTIC HEALTH & WELLBEING

• Integrated health services
• Wellness
• Recreation
• Mental health
  - Campus specific “Guide to Helping Students in Distress”
  - “Campus Connect” – evidence-based 2-hour suicide prevention training program, available free of charge with WSU log-in through Global Campus website
  - Outreach & Programming
  - Counseling services available on campuses
  - International and graduate student insurance covers mental health treatment

Mental Health Awareness Resource Fair on the Tri-Cities campus, April 2019
Mental Health

Old Mental Health Spectrum

- People who are "sane" without mental health disorders
- People with mild mental health disorders, like anxiety and depression
- People with severe mental health disorders, like schizophrenia or bipolar disorder

Mental Health Spectrum

Ross Szabo

Able to balance
Difficult to Balance
Need Help to Balance
Need Constant Assistance to Balance
Not Able to Balance

RESOURCES & CONTACTS

WEBSITES
Everett: everett.wsu.edu/student-resources
Global: online.wsu.edu/student-experience
Pullman: studentaffairs.wsu.edu
Spokane: spokane.wsu.edu/studentaffairs
Tri-Cities: tricities.wsu.edu/current-students/student-affairs
Vancouver: studentaffairs.vancouver.wsu.edu
Embrace the LAND-GRANT MISSION

Make on Forward PROGRESS

• Brainstorm goals
• Focus on 1-3
• Revisit list regularly
• Protect your time
• Celebrate small victories

Focus on...

**Relationships**

• Faculty, staff, students, community
• Build a cohort of support among yourselves
• Take advantage of networking events
• Find a mentor

**Relevance**

• Define the community you serve
• Get into the community
• What does the community need
• How can you relate to students’ needs

**Rigor**

• Maintain high expectations
• Raise the bar
• Think innovatively
2019 New Faculty Orientation: Handouts
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

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
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 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?
The Faculty Staff Fitness Program offers simple, affordable, and convenient fitness options for faculty and staff. Services and facilities are only available from 11:00 am to 1:00 pm in the Smith Gym, PE Building and Hollingberry Fieldhouse. Faculty and staff can also buy an annual membership in the Student Recreation Center at a reduced rate. Visit facultystafffitness.wsu.edu for more details.
THE PROGRAM
ADVANCE at WSU strives to support women pursuing academic careers and diverse faculty, regardless of gender, in any discipline by providing funding opportunities for eligible individuals.

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 STEM women faculty in the academic pipeline. The focus has been expanded to diverse faculty, defined in terms of underrepresented minority (URM) status, and we now support women faculty in any discipline. Our programs aim to limit the barriers that prevent these individuals from moving forward in their careers.

Tenured and tenure-track women faculty and diverse faculty, with diversity defined as URM, regardless of 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, especially in traditionally underrepresented fields of science, technology, engineering, mathematics, and medicine (STEMM) disciplines.
- Increase the percentage of tenured and tenure-track diverse faculty.
- Support policies and practices to enhance the recruitment, retention, and advancement of women 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
   a. 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
   a. 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 and diverse faculty in any discipline.
   b. External Mentor program - Pilot Extension provides additional career-development opportunities for faculty previously been supported by an External Mentor award.

3. Institutionalizing Transformation Initiative
   a. 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.
Greetings!

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

Our theme this year is "intention." We aim to be intentional by offering programming that best meets the current needs of faculty women on our campuses. We are intentional in creating inclusive spaces and increasing access to AFW. Finally, we will be intentional in the ways that we communicate to our members and the broader WSU community.

Join AFW to receive our new monthly newsletter and information on all of our 2019-2020 events.

Anne E. Cox
AFW President
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. 12 – Welcome to AFW
3:30 - 5 pm, Bundy Reading Room, AMS
Available

OCT. 16 – Finding Balance in Service
3-5 pm, Bundy Reading Room, AMS Available

CONTACT US

Carrie Cutler
AFW Membership and Outreach
Pullman/WSU System
carrie.cuttler@wsu.edu

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

Allison Matthews
Tri-Cities AFW Representative
almatthews@tricity.wsu.edu

Alair MacLean
Vancouver AFW Representative
alair.maclean@wsu.edu

www.afw.wsu.edu #AFWWSU
Learning Innovations Faculty Training and Workshop Offerings

**Blackboard Learn**

All WSU courses are associated with a Blackboard course space for instructors to use as needed. For each of these training, we suggest you bring your own device to follow along. You can attend any session in Spark 102 (Pullman campus) or virtually.

<table>
<thead>
<tr>
<th>Basics</th>
<th>Grade Center</th>
<th>Rubrics &amp; Assignments</th>
<th>Tests &amp; Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will show you how to create, upload and edit content, including a review of the feature-rich content editor. We’ll also suggest valuable ideas, shortcuts, and tips designed to save you time and energy.</td>
<td>We’ll explain different setup options, show how to grade and comment on student work, and demonstrate how to use the electronic rubric.</td>
<td>Electronic rubrics reduce grading fatigue and ensure more consistent judging criteria. In this session we will cover rubrics, assignments, and SafeAssign.</td>
<td>A 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.</td>
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</table>

**Educational Technology Tools**

These training sessions will explore WSU’s educational technology available to you. Technology tools can enhance the learning experience by providing opportunities for student engagement, content review, tutorials, and reinforcement of reading. You can attend any session in Spark 102 (Pullman campus) or virtually.

<table>
<thead>
<tr>
<th>Cougar Capture: Panopto</th>
<th>Cougar Capture: VoiceThread</th>
<th>Webconference:</th>
<th>Perusall: Ensure Your Students Are Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to use this flexible recording and uploading tool. Create video lessons, in-video quizzing and schedule recordings.</td>
<td>Engage students in meaningful conversations with their peers through interactive media. Create, comment, collaborate, and share information with this tool that centers conversations around media.</td>
<td>These tools allows users to communicate through webcam/ microphones, chat, and screen sharing. Learn about how these tools can be used to conduct real time class sessions, meetings, office hours, host remote presenters, and other events.</td>
<td>This tool engages students in reading, annotating, and text discussions. Annotations are automatically graded. In a quick scalable way identify students’ questions and misconceptions. This tool is also a strong candidate for a flipped classroom.</td>
</tr>
</tbody>
</table>

Let’s explore the possibilities together!

Spark 102 Faculty Studio  |  509-335-3557  |  li.wsu.edu  |  aoi.li@wsu.edu
**Classroom Technology**

With a focus on face-to-face classes, these sessions will cover how to address specific teaching and learning goals as well as ensuring your class progresses smoothly and uninterrupted using WSU classroom technologies.

### General University Classrooms (GUCs)

Learn about the technology options you can expect in all GUCs.

### Video Conference (VC)

Learn the basics of video conferencing and how to use it in your classroom.

**Faculty-Led Workshops**

Your WSU colleagues have some exciting ideas to share! Hear from a panel about successful implementation of simple changes to make a big impact. Every Faculty Panel will include perspectives of varying disciplines and offer a 30-minute open lab following the workshop for you to incorporate panel ideas into your own course.

**Create & Apply Workshops**

Work with LI team members to bring your ideas to life! Implement Faculty-Led Workshop concepts and many other strategies, in your own course.

 Attend both the faculty-led workshop and its Create and Apply workshop to earn an AOI Teaching Series Certificate!

**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).

Please see the full schedule at [https://li.wsu.edu/learn](https://li.wsu.edu/learn).
Your WSU colleagues have some exciting ideas to share! Hear from a panel about successful implementation of simple changes to make a big impact. Every Faculty Panel will include perspectives of varying disciplines and offer a 30-minute open lab following the workshop for you to incorporate panel ideas into your own course.


August 29, 2019  
12:10pm-1:00pm with optional lab 1:00pm-1:30pm  
Award-winning faculty panel who will provide participants the opportunity to outline a personal success plan and network with colleagues.

**Faculty Panel**

**Excellence in Online Teaching Award Recipient**  
**JASON PORTER**  Accounting, Pullman

**Oaks Academic Technology Award Recipient**  
**REBECCA COONEY**  Communication, Pullman

**President’s Distinguished Teaching Award Recipient**  
**RENEE PETERSEN**  Civil and Environmental Engineering, Pullman

### Preparing Students for Success

September 10, 2019  
12:10pm-1:00pm with optional lab 1:00pm-1:30pm  
Explore strategies to prepare your students to engage with their materials in a meaningful and purposeful way. Topics covered in this Faculty Panel include:

- Motivating students to come to class prepared
- Using rubrics to communicate clear expectations
- Getting students to get the takeaways from your syllabus

**Faculty Panel**

**ANNA PLEMONS**  English-DTC, Tri-Cities

**JANET PETERS**  Psychology, Tri-Cities

**SAMANTHA GIZERIAN**  Integrative Physiology and Neuroscience, College of Veterinary Medicine, Pullman

**Create and Apply:** Work with LI team members to implement these strategies in your own course. Join us on September 24! (Participants can attend either events or both.)

### Building an Environment of Success

October 17, 2019  
12:10pm-1:00pm with optional lab 1:00pm-1:30pm
Explore a variety of methods to engage, interact with, and assess a diverse set of learners. Topics covered in this Faculty Panel include:

- **Expression**: Providing varying opportunities to show mastery
- **Engagement**: Motivating your learners in multiple ways
- **Representation**: Presenting information in different formats
- **Achievement**: Making learning outcomes attainable to all learners

**Faculty Panel**

JOY EGBERT  Teaching and Learning, Pullman

SARA PETERSEN  Teaching and Learning, Special Education Program, Pullman

TOM TRIPP  Management, Information Systems and Entrepreneurship, Vancouver

---

**Create and Apply**: Work with LI team members to implement these strategies in your own course. 
Join us on **October 31**! (Participants can attend either events or both.)

---

**Using Group Work Effectively**

**November 6, 2019**  
12:10pm-1:00pm with optional lab 1:00pm-1:30pm

Learn ways to incorporate collaborative group work that maximizes productivity and efficiency. Topics covered in this Faculty Panel include:

- **Set up**: Purpose, forming groups, and communicating expectations
- **Monitoring and facilitating**
- **Follow-Up**: Assessments and reflections

**Faculty Panel**

CLIF STRATTON  History, Pullman

JENNIFER ROBINSON  Pharmacy, Spokane

---

**Create and Apply**: Work with LI team members to implement these strategies in your own course. 
Join us on **November 20**! (Participants can attend either events or both.)

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All sessions are available virtually, in CUE 512 (Pullman campus), or via videoconference at all WSU sites.

Lunch or snacks will be provided for Pullman attendees.

Register at [li.wsu.edu/flw](http://li.wsu.edu/flw)

Assist both the faculty-led workshop and its Create and Apply workshop to earn an AOI Teaching Series Certificate!
AOI’s Learning Innovations would like to invite you to lunch! We want your teaching experience here at WSU to flourish. This forum is an exciting opportunity to continue building community with other faculty and learn about how we can support you.

**Wednesday, August 21st**
12:10pm – 1pm in **CUE 512**

Should we make this a regular thing? Follow this captcha and give us your thoughts!

To register and for more information on this and other LI events and trainings, please visit our webpage at [https://li.wsu.edu/learn](https://li.wsu.edu/learn).
The Center for Civic Engagement (CCE) works alongside WSU faculty to integrate service learning into their courses and pedagogy. Service learning is a “...form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996).

The CCE’s role is to support WSU faculty with:
- Community partner identification and relationship development
- Creating course projects that deepen the understanding of course content while meeting community identified needs.
- Providing ongoing support throughout the semester for students, faculty, and community partners
- Developing reflection strategies to support the achievement of learning outcomes

WSU students who participate in service learning activities have the opportunity to enhance their academic and personal growth in these areas:
- **Civic Responsibility**: Understanding issues in the community and the responsibility of citizens to participate in the democratic process and work toward positive change in society.
- **Self-Awareness and Efficacy**: Identifying one’s own values and interests; respecting and appreciating the perspectives and life situations of others; and gaining confidence to take action that makes a difference.
- **Academic Success**: Acquiring and strengthening knowledge by applying academic concepts to real issues in the community, leading to success in the classroom and development of professional skills.

For more information about service learning and/or course development, contact Jessica Perone, CCE Faculty Consultant, at jessica.perone@wsu.edu or (509) 335-3271.
The Washington State University (WSU) President’s Commission on the Status of Women (CSW) was established in 1971 to gather data and make policy recommendations regarding matters pertaining to women students and all women employed by the University. Although our title reflects our contributions to the advancement of women in particular, our focus is on all members of the WSU community regardless of race, class, age, ethnic origin, disability, and sexual orientation.

The CSW’s mission is to advise the President and Executive Vice President on all issues relevant to women, including, but not limited to, institutional climate, advancement and leadership, safety, childcare, anti-discrimination/harassment practices, job and leadership opportunities, hiring practices, career advancement, salary equity, family medical leave and other benefits, admission practices, awarding of financial aid, graduation rates, fellowships and assistantships, advising practices, and housing.

General membership meetings are open to the public and meeting dates can be found on the CSW website (listed below). We have three subcommittees that work throughout the full academic year:

**Institutional Climate, Oversight, and Administration:** The focus of the Institutional Climate, Oversight, and Administration subcommittee is to examine and make recommendations regarding those issues that affect the University’s strategic goal of creating an environment of integrity, trust, and respect as well as the issues that affect the University’s strategic goal of increasing institutional effectiveness through strengthening administrative accountability, utilizing valid and reliable data, and increasing employee productivity and satisfaction.

**Mentoring and Development:** The focus of the Mentoring and Professional Development subcommittee is to examine and make recommendations regarding those issues that further the University’s strategic goals of increasing productivity, creativity, and institutional effectiveness by providing leadership development and mentoring opportunities to faculty, staff, and students.

**Employee and Student-Parent Life:** The focus of the Employee and Student-Parent Life subcommittee is to examine and make recommendations regarding those issues that affect the University’s strategic goals of providing quality, excellence, and institutional effectiveness through increased support of employee and student access to the WSU system and opportunities.

**Executive Board members for the 2019-2020 academic year**

- Casey St.Claire, Chair
- Erin Hvizdak, Chair-Elect
- Lauren Wells, Past Chair
- Claire Burbick, Membership Coordinator
- Marcela Pattinson, EEO/AA Liaison
- Amy Nusbaum, Public Relations Liaison
- Leila Harrison, Recorder/Historian

**Connect with CSW**

Twitter: @WSU_CSW | Facebook: WSU President’s Commission on the Status of Women

Website: [https://president.wsu.edu/status-women/](https://president.wsu.edu/status-women/)
Disabled Staff & Faculty + Allies

DSFA is a collective of professionals at Washington State University who are working to improve the experiences of disabled staff and faculty at WSU

Advocate for Yourself & Others by:
- Creating Opportunities to Meet, Connect & Share
- Promoting self-advocacy skills in the workplace;
- Creating awareness of accommodation processes
- Assisting other in Navigating processes as efficiently as possible

Join Us at Our Next Meeting:
SRC 144       4PM
The 1st Thursday of Every Month

Questions? Contact:

Acacia Kapusta
Outreach and Education Coordinator
509-335-6388
Acacia.Kapusta@wsu.edu

OR

Tyler Kirchner
Student Services Coordinator
509-335-4567
tyler.kirchner@wsu.edu
Faculty are cordially invited to a unique opportunity to network and socialize with colleagues and Provost Mitzi Montoya at the monthly Faculty Crimson Club events.

The Crimson Club will be held from 5:00 – 6:30 p.m. Please visit the Provost’s website for the confirmed event location (https://provost.wsu.edu/faculty-crimson-club/). Hors d’oeuvres will be served, and a cash bar will be available. Mark your calendars for the following Crimson Club dates!

- Wednesday, September 25, 2019
- Thursday, October 24, 2019
- Tuesday, November 19, 2019
- Wednesday, December 18, 2019

**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.
Washington State University is committed to providing a welcoming and inclusive environment for LGBTQ+ students, faculty, and staff. As a Coug, you have access to resources and opportunities including:

**QUICK FACTS**

- WSU is ranked in the top 25 universities in the U.S. for LGBTQ+ students by the Campus Pride Index
- The President's Commission for Gender Identity/Expression and Sexual Orientation has served WSU for 10+ years
- WSU's non-discrimination statement includes gender, sexual orientation, gender identity, and gender expression

**GIESORC**

The Gender Identity/Expression and Sexual Orientation Resource Center (GIESORC) leads WSU's ongoing work towards building an inclusive campus culture.

**At the Center:**

- GIESORC is located in the Compton Union Building (CUB) 401 and offers a hangout space, computers, a resource library, and safer sex materials. The resource library features many pamphlets and brochures on gender identity/expression, coming out, spirituality, local resources, and much more.

---

**Location:** CUB 401  
**Hours:**  
  Monday–Thursday: 8 AM – 9 PM  
  Friday: 8 AM – 5 PM  
**Phone:** 509-335-8841  
**Website:** thecenter.wsu.edu

**Director:** Matthew Jeffries  
  matthew.jeffries@wsu.edu  
  instagram.com/GIESORC  
  twitter.com/GIESORC  
  facebook.com/GIESORC
GIESORC EVENTS

Monthly Events:
• Socials for graduate/professional students, faculty, and staff
• Educational opportunities – community members can request a training for their department or area at thecenter.wsu.edu
• Q*mmunity Lunches – an opportunity to build community through sharing ideas and stories

Annual Events:
• UndocuQueer Conference – an event that illuminates issues related to the intersections of LGBTQ+ identities and immigration status
• InQueery Symposium – a one-night event featuring a national speaker and student presentations related to the LGBTQ+ community
• Lavender Graduation – an annual celebration of LGBTQ+ students and their allies

CAMPUS RESOURCES

AWARE Network
• AWARE Network is a resource for those concerned about a student’s wellbeing. AWARE Network reports can be made at aware.wsu.edu.

Cougar Health Services Counseling and Psychological Services
• Cougar Health Services provides counseling and psychological services to the WSU community, including 24/7 mental health crisis support.
  • 509-335-4511 - Daytime services
  • 509-335-2159 - Evening and weekend crisis services
  • cougarhealth.wsu.edu

Employee Assistance Program
• 1-877-313-4455

Office for Equal Opportunity
• 509-335-8288
• oeo.wsu.edu

COMMUNITY RESOURCES

Alternatives to Violence of the Palouse
• 509-332-HELP

University of Idaho
LGBTQA Office
• 208-885-6583

Trevor Lifeline
• 866-488-7386

Trans Lifeline
• 877-565-8860

Gender Identity/Expression and Sexual Orientation Resource Center
Washington State University
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/
https://gradschool.wsu.edu/facultystaff-resources/
Policies & Procedures: https://gradschool.wsu.edu/policies-procedures/
Graduate School forms: https://gradschool.wsu.edu/facultystaff-resources/18-2/

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 with link to video
  https://gradschool.wsu.edu/pdi/event/graduate-student-prestigious-fellowship-workshop-2/
• 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
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>
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<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>
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<tr>
<td></td>
<td></td>
<td>Choice</td>
<td>NW</td>
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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>$165</td>
<td>$340</td>
<td>$289</td>
<td>$464</td>
</tr>
<tr>
<td>Kaiser WA Value</td>
<td>$88</td>
<td>$186</td>
<td>$154</td>
<td>$252</td>
</tr>
<tr>
<td>Kaiser WA SndChc</td>
<td>$35</td>
<td>$80</td>
<td>$61</td>
<td>$106</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>$143</td>
<td>$296</td>
<td>$250</td>
<td>$403</td>
</tr>
<tr>
<td>Kaiser NW CDHP</td>
<td>$28</td>
<td>$66</td>
<td>$49</td>
<td>$87</td>
</tr>
<tr>
<td>UMP Classic</td>
<td>$107</td>
<td>$224</td>
<td>$187</td>
<td>$304</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>$50</td>
<td>$110</td>
<td>$88</td>
<td>$148</td>
</tr>
</tbody>
</table>

Medical Savings Accounts:
- Flexible Spending Account (Navia): Low Deductible Plans
  - $250 – $2650 a year
- Health Savings Account (Health Equity): High Deductible Plans
  - WSU funds $700/$1400 a year
  - Faculty can fund up to $2800/$5600

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

Coverage starts September 1, 2019 for August 16, 2019 hires.

Elections deadline is September 16, 2019. If deadline not met, default plan is the UMP Classic.

New Employee Orientation
(attend only one day)

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSU Info</td>
<td>8:30am</td>
<td>Lighty 405</td>
</tr>
<tr>
<td>Benefits</td>
<td>10:15am</td>
<td>Lighty 405</td>
</tr>
<tr>
<td>Retirement</td>
<td>1:30pm</td>
<td>Lighty 405</td>
</tr>
</tbody>
</table>

Register to attend at hrs.wsu.edu/training/neo
Benefit packets will be mailed to employing department or home address for non-Pullman locations. If you don't receive a packet by August 30, contact HRS.

Human Resource Services
Benefit Services
139 French Administration
509-335-4521
hrs@wsu.edu
hrs.wsu.edu/employees/benefits
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 90-360 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, from as low as $30/mth to $19K/yr, with an extra $5K for those over 50. 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.
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:

libguides.libraries.wsu.edu/az.php

libraries.wsu.edu/help/proxy-bookmarklet

**Research Consultations and Library Instruction**

Librarians are available to provide research consultations and/or instruction for you and your students.

Find your Librarian:

libraries.wsu.edu/find-your-librarian

Information for Faculty and Staff:

libraries.wsu.edu/info-for/faculty-staff

**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 or Summit.

Interlibrary Loan:

libraries.wsu.edu/services/interlibrary-loan

**Classroom Resources**

Place items on physical or electronic reserve (Leganto).

Reserves:

libraries.wsu.edu/course-reserves

Open Educational Resources:

libguides.libraries.wsu.edu/affordablelearning

**Manuscripts, Archives, & Special Collections (MASC)**

Research and teaching resources of historical value, including photographs, books, manuscripts, university records, campus newspapers and yearbooks, audio and video, maps, and more. MASC also has extensive digital collections.

libraries.wsu.edu/masc or content.libraries.wsu.edu
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/gettingconnected/settingupgooglescholar

Connect with Us!

Washington State University Libraries Pullman
The MASC

WSULibrariesPullman

@WSULibraries
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
WSU President’s Teaching Academy

Contact:
Chair, Clif Stratton (UCORE Director, Department of History): clif.stratton@wsu.edu
Vice-Chair (Chair Elect), Joy Egbert (College of Education): jegbert@wsu.edu

Mission:
To provide university-wide advocacy; human capital and expertise; and resources to enable the faculty of Washington State University to involve students in transformational learning experiences.

Profile:
35 active members, 16 of which are career-track (non-tenure-track) faculty
4 campuses currently represented
8 of 10 colleges currently represented

Teaching Academy recurring activities:
Peer mentorship and training
Shaping university policy (e.g. tracks and appointments initiative)
Evaluation of President’s Distinguished Teaching Award for NTT Faculty applications
Evaluation of Smith Teaching and Learning Grant applications
Cross-disciplinary peer evaluation
Co-sponsorship/collaboration of teaching workshops and other professional development initiatives (partners with AOI, Vet Med Teaching Academy, Office of Assessment of Teaching and Learning; new faculty orientation)

Upcoming initiatives, 2019-20 & beyond
Membership drive: We strive for representation from all campuses, colleges, and ranks, with a strong emphasis on inducting new members with sustained records of teaching excellence at WSU (recent award and teaching grant winners). Faculty with three years of service at WSU are eligible to apply. A call for new members will appear in AY 2019-2020.

Professional Development Fellowship program: Provide faculty for whom no mechanism exists to obtain temporary relief of teaching duties to pursue professional development. Types of professional development activities that fellowships support include, but are not limited to studying and developing strategies for closing course equity gaps or other inclusive excellence practices; revising, redesigning, or enhancing a course; learning and applying relevant software or pedagogical strategies to improve a course; integrating relevant research in the faculty member’s field of study to update the content and/or pedagogical approach of a course; engaging in scholarship of teaching and learning.
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
  11:00 AM - 1:00 PM

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.
The Black Faculty & Staff Association (BFSA) welcomes you to Washington State University. Dedicated to diversity and inclusivity for African American faculty, staff, and students within the WSU system, the BFSA includes full-time tenure-track and tenured faculty as well as staff and lecturers of African descent. Our mission is to engage progress through professional development, fellowship, wellness, and cultural programs that emphasize the legacy and traditions of Black communities.

In addition, our significant purpose is to contribute to the betterment of WSU and serve as a resource for employees of African descent by providing support, education, and social interaction. We provide a safe forum for community members to articulate mutual concerns, share their perspectives, and experiences, and advance educational opportunities. Our scheduled meetings, campus lectures, and other activities not only provide an opportunity for African American faculty and staff to fellowship and establish relationships but to also to limit feelings of isolation.

**OUR COMMITMENTS**

We are committed to establishing a proactive environment that is working to improve the quality of the Black experience at WSU by:

- Fostering unity and collegiality among the Black faculty and staff in support of one another.

- Supporting the Black graduate and undergraduate students within the WSU System in advancing educational, life, and leadership opportunities.

- Assisting with institutional diversity initiatives by encouraging the recruitment and retention of Black faculty, staff, and students.

- Bringing issues of importance concerning Black faculty, staff, and students to the attention of administration to address said concerns and working alongside University administration to facilitate resolution.

- Providing leaders with a representative Black perspective on institutional, societal, and programmatic matters.

- Serving as a resource to navigate and connect WSU Pullman with other campuses around the state and surrounding communities.

For more information please contact: Sylvia Bullock, Courtney Anne Jackson, J.J. Oliver, or Aaron N. Oforlea.
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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This was originally published in the Tomorrow’s Professor Blog/Mailing list, and was replicated as an article through Academic Ladder. To access the article, please visit http://academieladder.com/top-ten-things-new-faculty-members-would-like-to-hear-from-colleagues.
## WSU Representative Acronyms and Terms

<table>
<thead>
<tr>
<th>Name or Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAC &amp; U</td>
<td>Association of American Colleges and Universities</td>
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<tr>
<td>AAFTE</td>
<td>Average Annual Full Time Enrollment</td>
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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 underrepresented minority faculty in all disciplines at WSU.</td>
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<tr>
<td>AEA</td>
<td>Office for Access Equity, and Achievement</td>
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<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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<tr>
<td>APAC</td>
<td>Administrative Professional Advisory Council</td>
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<tr>
<td>AR</td>
<td>Annual Review</td>
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<tr>
<td>ASCC</td>
<td>Academic Success and Career Center</td>
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<tr>
<td>ASWSU</td>
<td>Associated Students of Washington State University</td>
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<tr>
<td>ATL</td>
<td>The Office of Assessment of Teaching and Learning</td>
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<tr>
<td>ATLAS</td>
<td>Aspiring Teacher Leadership And Success</td>
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<tr>
<td>AY</td>
<td>Academic Year</td>
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<tr>
<td>BCU</td>
<td>Biomedical Communications Unit (passport printing service)</td>
</tr>
<tr>
<td>Blackboard, Blackboard Learn</td>
<td>an online platform used by faculty and advisors for classes and information</td>
</tr>
<tr>
<td>Bookie</td>
<td>Student Book Corporation/Bookstore</td>
</tr>
<tr>
<td>BPPM</td>
<td>Business Policy and Procedures Manual</td>
</tr>
<tr>
<td>CAHNRS</td>
<td>College of Agricultural, Human, and Natural Resource Sciences</td>
</tr>
<tr>
<td>CAMP</td>
<td>College Assistance Migrant Program</td>
</tr>
<tr>
<td>CAPS</td>
<td>Counseling and Psychological Services</td>
</tr>
<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>CCAMPIS</td>
<td>Child Care Access Means Parents In School</td>
</tr>
<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>
</tr>
<tr>
<td>CTS</td>
<td>Counseling and Testing Services</td>
</tr>
<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>
</tr>
<tr>
<td>ELSSECP</td>
<td>Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology in the College of Education</td>
</tr>
<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>
</tr>
<tr>
<td>FCC</td>
<td>Faculty Crimson Club</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>First Scholars</td>
<td>A program to support first-generation students and enhance their ability to successfully graduate</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistant</td>
</tr>
<tr>
<td>GIESORC</td>
<td>Gender Identity/Expression and Sexual Orientation Resource Center</td>
</tr>
<tr>
<td>GPSA</td>
<td>Graduate Professional &amp; Student Association</td>
</tr>
<tr>
<td>HWS</td>
<td>Health and Wellness Services</td>
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<tr>
<td>IACUC</td>
<td>Institutional Animal Care and Use Committee</td>
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<tr>
<td>IALC</td>
<td>Intensive American Language Center</td>
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<tr>
<td>IEC</td>
<td>Institutional Effectiveness Council</td>
</tr>
<tr>
<td>IFC</td>
<td>Interfraternity Council</td>
</tr>
<tr>
<td>INTO</td>
<td>INTO WSU, a program to bring international students to WSU</td>
</tr>
<tr>
<td>IP</td>
<td>International Programs</td>
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<tr>
<td>IR</td>
<td>Office of Institutional Research</td>
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<tr>
<td>ISC</td>
<td>International Student Council</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<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>
</tr>
<tr>
<td>LLC</td>
<td>Living Learning Community</td>
</tr>
<tr>
<td>LMCE</td>
<td>Liaison Committee on Medical Education</td>
</tr>
<tr>
<td>MLC</td>
<td>Math Learning Center</td>
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<tr>
<td>MSMP</td>
<td>Multicultural Student Mentor Program</td>
</tr>
<tr>
<td>MSS</td>
<td>Multicultural Student Services</td>
</tr>
<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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<tr>
<td>NSE</td>
<td>National Student Exchange</td>
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<tr>
<td>NSP</td>
<td>New Student Programs</td>
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<tr>
<td>NSSE</td>
<td>National Survey of Student Engagement</td>
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<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>OC</td>
<td>Orientation Counselor</td>
</tr>
<tr>
<td>OEO</td>
<td>Office for Equal Opportunity</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>An official appointed to investigate individuals’ complaints against maladministration.</td>
</tr>
<tr>
<td>ORC</td>
<td>Outdoor Recreation Center</td>
</tr>
<tr>
<td>ORSO</td>
<td>Office of Research Support and Operations</td>
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<tr>
<td>P and T/T and P</td>
<td>Tenure and Promotion</td>
</tr>
<tr>
<td>PAN</td>
<td>Panhellenic Council</td>
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<tr>
<td>PBL</td>
<td>Permanent Budget Line</td>
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<tr>
<td>RA</td>
<td>Resident Advisor</td>
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<tr>
<td>RED</td>
<td>Residential Education Director</td>
</tr>
<tr>
<td>RHA</td>
<td>Residence Hall Association</td>
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<tr>
<td>ROTC</td>
<td>Reserve Officer Training Corps</td>
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<tr>
<td>RSO</td>
<td>Registered Student Organization</td>
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<tr>
<td>SEB</td>
<td>Student Entertainment Board</td>
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<tr>
<td>Smart Start Program</td>
<td>A program designed to serve first-generation students through classroom instruction, personal counseling and academic advising</td>
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<tr>
<td>SRC/UREC/REC</td>
<td>Student Recreation Center</td>
</tr>
<tr>
<td>SSS</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Staff</td>
<td>University support personnel</td>
</tr>
<tr>
<td>STEM</td>
<td>The fields of science, technology, engineering and math</td>
</tr>
<tr>
<td>SURCA</td>
<td>Showcase for Undergraduate Research and Creative Activities</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching assistant</td>
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<td>TODD AUD</td>
<td>Todd 116</td>
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<tr>
<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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<tr>
<td>VA</td>
<td>Veteran Affairs</td>
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<tr>
<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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<tr>
<td>VetMed</td>
<td>Veterinary Medicine</td>
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<tr>
<td>WFSE</td>
<td>Washington Federation of State Employees</td>
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<tr>
<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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<tr>
<td>WSU Alert</td>
<td>WSU emergency notification service</td>
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<tr>
<td>WSU-S</td>
<td>Washington State University Spokane</td>
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<tr>
<td>WSU-TC</td>
<td>Washington State University Tri-Cities</td>
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<tr>
<td>WSU-V</td>
<td>Washington State University Vancouver</td>
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