

**Suggested Teaching Practices
and
Other Helpful Hints for Tenure-Track and Adjunct
Professors**

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Introduction

The Department of Civil and Environmental Engineering (CEE) at Texas Tech University (TTU) seeks to improve the quality of its instructional program through the development of its faculty. As part of these efforts, the Department has already instituted a mentoring program wherein new faculty are paired with established senior colleagues. This will allow the new faculty member to have easy and informal access to experienced teachers to resolve any day-to-day questions they may have with respect to teaching-related activities. Additionally, this *document* was developed. The primary purpose of this guide is to continue to develop excellence in teaching within the Department. In that sense, the guide materials should be useful to both continuing as well as new faculty. The guide also presents potential assessment techniques that faculty mentors may apply during the review of the teaching potential of new, temporary, and tenure-track faculty members. The suggestions are intended to elevate the consideration of teaching potential, capabilities, and/or credentials to the same level as the research-oriented evaluation, which has traditionally occurred. The guide is also an attempt to describe Departmental cultural practices regarding teaching and appropriate classroom etiquette. It is further hoped that this document will be of assistance to both the Department's temporary and full-time teaching faculty.

A Brief Guide to Good Teaching Practices

It is recommended that:

- All faculty should familiarize themselves with the Code of Teaching Responsibility (Appendix A).
- Faculty members must cover all topics included on the ABET course syllabus. To change the ABET syllabi, the instructor must meet with other faculty in the discipline for approval.
- A set of clear, concise, and measurable learning objectives must be developed for each course, included in the course syllabus, and presented to the students on the first class period of the semester (Appendix B) (OP 32.06).
- A grading rubric that clearly indicates the distribution of credit across all required course assignments including tests, homework, projects and quizzes, shall be included and clearly stated in the syllabus (OP 32.06).
- Both technical content and communication aspects (for example, grammar, spelling, readability) should be evaluated for course assignments whenever possible (other than in-class tests). See Appendix C for suggested Standards for Engineering Calculations.
- If an assignment such as a project is to be graded on the basis of “effective communication” as well as technical content, the breakdown for such grading should be clearly explained to the students.
- The instructor should grade and return at least one exam prior to the deadline to drop a course *with an automatic “W”* to enable the student to make an effective assessment of his or her performance in the class before making the decision to drop the class.

- The grading scale for a course should be clearly stated in the syllabus (a typical scale: $\geq 90\%$ = A; ≥ 80 and < 90 = B; ≥ 70 and < 80 = C; ≥ 60 and < 70 = D; and < 60 = F).
- An overall grade in the course of B indicates that the student has achieved a level of competence that would allow entry into graduate study in civil and/or environmental engineering in the Department.
- For other tips on syllabus development, visit the *SYLLABUS GUIDE FOR FACULTY (Tips For Creating A Conflict Free Syllabus)* (www.ttu.edu/ombudsman).
- Any process for appealing grades on graded materials should be clearly conveyed to students either orally or in written form, although all students have the right to discuss their grade(s) with the instructor. Regarding grading disputes the instructor should refer the student to OP 34.02 and OP 34.12. For a listing of other important OPs and other faculty related information, see Appendix D.
- The CEE Department believes in an “open door policy” and encourages instructors to be available to answer students questions when they are in the office. Additionally, instructors shall (1) have three to six (3 to 6) hours of “open” office hours each week during the semester; (2) be available for e-mail “questions and answers;” and (3) be available by appointment within reason (extra hours near exam or major “due dates” are also encouraged). Not all office hours should be scheduled in the same class time period (e.g., MWF, 10:00-11:00). Teaching assistants (TAs) (students paid a monthly salary) should have office hours in addition to the instructor’s, if possible.
- Instructors should treat students with respect and be professional inside and outside of the classroom. The typical attire is business casual dress, with exceptions for research activities.
- Instructors should institute some means to gain feedback from students during the semester regarding pace of the course and student understanding of the course material (see Appendix E for examples of “minute papers” and mid-semester course evaluations).
- A variety of assignments should be required from each student and graded by the instructor (and/or TAs) in order that students receive timely feedback regarding their mastery of course material. The course grade should not be based on only one or two assignments.
- Faculty members must grade tests and projects. While a faculty member may use graduate teaching assistants to help with grading tests, the faculty member must ensure that (1) he or she (the faculty member) makes all judgment calls in awarding partial credit; (2) that he or she (the faculty member) is the only person cognizant of each individual’s final score on a test; and (3) teaching assistants, either graduate or undergraduate, do not obtain other students’ test scores or course grades. Grading assistants (paid hourly) may grade homework. We recommend that the faculty member maintain the records of homework grades.
- Faculty should make every effort to correct student assignments and return corrected assignments in a prompt fashion (for example, a good target is to return student materials within one week).

- Laboratory assignments should be clearly linked to lecture material and reviewed periodically so that such assignments remain relevant to the class and to the curriculum.
- Regularly scheduled classes should be canceled only when absolutely required and that “lost” time should be made up in some way (e.g., extra lectures or night exams). Substitute instructors are appropriate to cover class; however, they should not teach a significant portion of the class.
- Instructors should use state-of-the-art technology in course and laboratory assignments.
- A mentoring committee will be assigned to adjunct and new faculty members to assess the faculty member's performance in the classroom. The description of the program is outlined below.

Guidelines for the Mentoring Committee to Assess the Teaching Performance of New and Adjunct Faculty Members

As required for tenure and promotion, faculty members must demonstrate teaching effectiveness. Additionally, the Department strives for excellence in teaching from all instructors. Therefore, the purpose of this section is to describe the methodology mentors may use in the assessment of the teaching performance and potential of new and adjunct faculty members. The steps of the assessment processes as well as criteria for assessment are presented below so that the new faculty members are aware of the procedures to be used.

Upon appointment of an assistant professor, the Departmental Chair will appoint a mentoring committee consisting of two Departmental faculty members, who hold the rank of associate professor or higher, to oversee the teaching efforts of the adjunct or new faculty member. A mentoring committee of two tenure track faculty will be appointed by the Department Chair to mentor the teaching effectiveness of adjunct professors. The assessment period will be a minimum of one year to a maximum of two years. Ideally, both members of the mentoring committee will be faculty members in the specialty area of the new hire and familiar with the courses taught in the specialty area. The faculty member may make recommendations; otherwise, the Departmental Chair will appoint committee members with complementary research areas.

The instructor will meet the mentoring committee during the first week of work on campus. At this initial meeting, the mentoring committee will review the instructor's teaching assignment for the semester using the ABET-approved course outlines and the syllabi of the course(s) from the previous semester and instructor. Additionally, a copy of the Departmental teaching policy will be provided and discussed with the instructor. The mentoring committee will meet with the instructor prior to the start of classes to review the syllabi developed by the instructor for his/her teaching assignments and answer questions the new instructor may have.

Each member of the mentoring committee will make at least two unannounced visits to each class for the courses assigned to the instructor during the semester. After each member has attended one class in each course, the members of the committee will meet with the instructor

and discuss their observations of classroom performance. The committee members will evaluate the instructor's presentation for organization, clarity, knowledge of the lesson topics, and for stage presence. Specific suggestions for effective teaching are presented in Appendix F. Upon conclusion of the meeting, the mentors will address the instructor's strengths, weaknesses and provide up to three areas of improvement. Appendix G contains a handout that may be used during the instructors review. During the semester, the members of the mentoring committee will be available to assist the new faculty member.

Prior to the start of the second semester, another meeting will be held with the instructor. Before the meeting, the instructor will present the committee members an assignment folder documenting class work assignments and tests from the previous semester as well as the syllabi for the course the instructor will teach in the upcoming semester. Grade distributions for class assignments and test scores for the courses taught in the instructor's first semester will be examined and discussed. The mentoring committee will discuss the instructor's classroom performance specifically highlighting the instructor's strengths and weaknesses. The mentors will address the instructor's progress on the three areas of improvement noted in the previous meeting.

The mentoring committee will write a report documenting the instructor's performance based on their classroom visits and the steps and progress made by the instructor in addressing these areas of improvement. This report will be discussed with the instructor and then sent to the Department Chair. The report will contain a summary of the instructor's strengths, weaknesses, and progress made on the three areas of improvement identified by the committee during their initial visit. The report will be placed in the instructor's file for availability during tenure and promotion preparation.

The procedure outlined above will be repeated for the second semester of the faculty member's appointment.

If the mentoring committee agrees the new faculty member would benefit from additional mentoring, they will request the Department Chair to form a new teaching mentoring committee; however, the original mentoring committee established by the Chairperson will remain to serve non-teaching mentoring functions. Such recommendations should be noted in the mentoring committee's final report submitted to the Department Chair at the end of year one. The new teaching mentoring committee will consist of two new committee members at associate rank or higher in the instructor's specialty area or an area complementary to the instructor's specialty area.

The Department Chair will visit at least one class each semester taught by all assistant professors during the trial period prior to the submission of the tenure and promotion packet.

Appendix A

TTU CEE Code of Teaching Responsibility

1. Course content and format must be consistent with the content and format conforming with the Faculty Handbook and Texas Tech University Operating Policies.
 - (a) Instructional objectives should be stated at the beginning of the semester. This information should be provided in the syllabus that should be distributed on the first day of classes.
 - (b) Class activities should be consistent with course objectives. Information should be detailed in the course syllabus.
 - (c) The evaluation of student performance should be consistent with course objectives. This information should be detailed in the course syllabus.
2. Students are to be informed of methods to determine the final grade. This information should be detailed in the course syllabus and should be discussed on the first day of class.
 - (a) Students should be informed of attendance requirements. This information should be detailed in the syllabus. (In scheduling examinations and due dates for major assignments, please keep in mind that the University policy on religious observance permits students and faculty to arrange for absences for the purpose of observing major religious holidays.)
 - (b) Course grades are to be determined by the INSTRUCTOR'S assessment of a student's INDIVIDUAL performance. Group project grades must allow for the instructor's evaluation of each student.
3. Students should have timely access to their performance on examinations through discussions or an early return of examinations. Unclaimed exams must be kept for one semester, not counting Summer (Spring Semester exams must be kept through Fall Semester.) If an instructor keeps papers or similar projects, the information should be detailed in the syllabus; students should have the opportunity to make an additional copy. The Department Chairperson must be informed and approve any exceptions that deviate from regularly scheduled class times.
4. The instructor must inform teaching or grading assistants of the Code of Teaching Responsibility. This is the responsibility of the instructor. Duties of the assistant should be consistent with the Code and syllabus.
5. Instructors must schedule and keep a reasonable number of office hours and an option of prearranged appointments where there is conflict. This should be detailed in the syllabus and should be registered with unit administrators and office staff.
6. If an instructor is responsible for advising, he or she must be accessible to advisees during the enrollment period. Instructors should be aware that the regular Add-Drop period extends through the fifth class day of the semester and drops until the middle of the semester. Some students may need assistance during this time. For information on advising, see Appendix I.

Appendix B

Examples of Course Objectives

CE 2301: Statics Course Objectives

1. Apply knowledge of mathematics and science to the analysis of simple engineering structures
2. Identify, formulate and solve equilibrium problems
3. Analyze and interpret data
4. Analyze simple structural systems or components
5. Communicate effectively regarding engineering problems
6. Use the techniques, skills, and modern engineering tools necessary for engineering practice

CE 5352: Advanced Pavement Design Course Objectives

- Understand the basic pavement management system
- Knowledge of state-of-practice in pavement management
- Knowledge of pavement evaluation methods
- Knowledge of NDT evaluation procedures
- Knowledge of pavement layer moduli back-calculation
- Awareness of latest research in pavement management
- Ability to research and communicate ideas in technical literature

CE 3309: Environmental Engineering Course Objectives

1. List and define all major water quality parameters
2. Define and discuss the necessity of water quality parameters
3. Relate water quality parameters to environmental health
4. Predict changes in the environment owing to the release of effluent or pollution
5. Design water and wastewater treatment processes
6. Discuss important regulatory aspects of water quality parameters

CE 3341: Principles of Structural Design Expected Learning Outcomes

Upon completion of this course, the student will be able to:

- Identify Functional, Aesthetic, Serviceability, and Construction design requirements
- Recognize different building components
- Determine dead and live loads on buildings
- Perform preliminary design of steel, concrete, and timber beams and columns
- Perform preliminary design of lateral resisting systems and spread foundations
- Develop systematic design skills by preliminarily designing the structural components of a building
- Improve teamwork, written, and oral communication skills by working as a team to complete a project

CE3354: Engineering Hydrology Knowledge Elements

Fundamentals: Basic skills required to do any hydrology

- Delineate watersheds
- Hydrologic units

Precipitation: Understand how to manipulate precipitation quantities

- Measurements and data sources
- TP-40 and Hydro-35
- Intensity-duration-frequency curves
- Huff's quartile system
- NRCS precipitation distributions
- Probable maximum precipitation
- Isohyetal and Thiessen methods

Runoff: Ability to convert rainfall into runoff

- Conceptual model using interception, depression storage, and infiltration
- Peak runoff intensity using rational method
- NRCS curve number procedure. Horton infiltration model

Hydrographs: Understanding and manipulating hydrographs

- Measurement and data sources
- Change of unit graph duration using lagging methods
- Change of unit graph duration using S-hydrograph method
- Synthetic unit graph derivation using NRCS triangular and dimensionless methods
- Time of concentration using Kerby and Kirpich methods
- Time of concentration using Morgali and Linsley method
- Complex runoff hydrographs from unit graphs and effective precipitation distributions (from precipitation knowledge elements)
- Simple runoff hydrographs using the modified Rational method approach

Reservoir Routing: Route flood waves through a reservoir

- Rating spillways
- Governing equation. Modified Puls tabular solution

Other Topics: Not of lesser importance, just miscellany, covered whenever class time permits

- HEC-HMS operation
- Frequency analysis
- Groundwater flow
- Well hydraulics
- Evapotranspiration
- Interception

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Examples from Other Institutions

CE 305: Structural Analysis (excerpt from syllabus)

This course addresses the behavior of civil engineering structures, which is the basis for analysis and design. Specifically, you will learn to compute deflections and internal forces for elastic determinate framed plane structures, and to recognize instability and indeterminacy. In addition, you will gain experience using a computer program for structural analysis, learn to estimate the strength of members, and be introduced to the history and current practice of the structural engineering profession. CE 305 will prepare you for design courses (CE 405 and 406) and for the advanced analysis course (CE 400).

CE 405: Design of Steel Structures (excerpt from syllabus)

You will develop and demonstrate the ability to analyze and design structural steel framing systems and components such as tension members, columns, beams, and connections. AISC standards of safety and economy, and the “load and resistance factor design” methodology will be employed.

Appendix C

Suggested Standards for Engineering Calculations*

As a professional engineer, it is important that your calculations be neat, well organized, well documented, and correct (both mathematically and technically).

In this class, you will be required to follow the same standards that a professional engineer is required to follow in an engineering firm. The following guidelines will help you succeed:

- Use engineering paper for calculations. Spiral notebook paper with a ragged edge will not be accepted.
- Use neat, clear, and legible handwriting. Printing is preferred.
- Use a pencil. If you make a mistake, clearly correct by erasing and re-doing the calculation. Do not cross out errors.
- At the top of each page of your homework, put your name, the date, the course, and the sheet number. Also clearly write the assignment at the top of the first page. Indicate total number of sheets on every sheet, for example “Sheet 1 of 4.”
- Draw diagrams and label clearly. Use conventional symbols for support conditions.
- Show a majority of the steps in a solution. The more steps you show, the higher the potential grade.
- Label the steps of a solution so the grader, and yourself in a few years, will be able to tell what you are doing in different steps. Use brief statements such as “Determining the Floor Dead Loads.”
- Label the answer by double underlining, boxing in, or writing “Ans.” in the margin. Set the answer apart by right justifying or skipping a line.
- All answers must include a sign convention and appropriate units.
- Show results to three significant digits.

Not following the above guidelines will result in points taken off.

*Modeled from Dr. Finely A. Charney’s requirements

Appendix D

TTU Teaching Related Operating Procedures and Other Helpful Information

TTU Operating Procedures Related to Teaching

30 ACADEMIC AND STUDENT AFFAIRS - GENERAL

[30.22 Guidelines for the Educational Use of Copyrighted Works](#)

32 ACADEMIC POLICIES - FACULTY

[32.01 Promotion and Tenure, Standards and Procedures](#)

[32.04 Conduct of University Faculty](#)

[32.06 Faculty Responsibility](#)

34 ACADEMIC POLICIES - STUDENTS

[34.03 Student Grade Appeal](#)

[34.05 Student Withdrawal from Classes](#)

[34.10 Final Examinations](#)

[34.11 Combined Undergraduate/Graduate Courses](#)

[34.12 Grading Procedures](#)

[34.13 Grades for Military Personnel Ordered to Active Duty](#)

[34.15 Grade Replacement Policy](#)

[34.17 Unscheduled Class Activity](#)

[34.19 Student Absence for Observance of Religious Holy Day](#)

[34.22 Establishing Reasonable Accommodation for Students with Disabilities](#)

Other Teaching-Related Information Sources

FACULTY HANDBOOK

<http://www.depts.ttu.edu/officialpublications/facultyHB/index.html>

TEACHING, LEARNING AND TECHNOLOGY CENTER (TLTC)

<http://www.tlhc.ttu.edu/content/asp/main/start.asp>

AN ACADEMIC ACCOMMODATION AND DISABILITY SUPPORT PROGRAM (AccessTECH)

<http://www.depts.ttu.edu/studentaffairs/accesstech/>

OFFICE OF THE OMBUDSMAN FOR STUDENTS, TIPS TO PREVENT CONFLICT

<http://www.depts.ttu.edu/ombudsman/students/tips/>

Appendix E

Suggested Ongoing Course Evaluations

“Ongoing” course evaluations include those activities undertaken during the course where the instructor and students can interact to make adjustments in coverage, pace of presentation, and so on. There are many ways to do this and examples are presented below.

General Mid-Semester Review Questions

- What works well in this class? What do you like? What helps you learn?
- What does not work well? What do you not like? What does not help you learn?
- What suggestions or recommendations do you have?

Or

- What can the instructor do to help students learn the material better?
- What can the students do to learn the material better?
- What could the students’ classmates or group members do to help learn the material better?

Example Feedback Form Following an Examination

- Do you feel the test was representative of the material covered in class?
- Was the test format acceptable?
- Were there any misleading questions?
- Was the reference sheet useful?
- Was the practice exam useful to you?
- Was the solution key helpful or was it a dis-incentive to do the practice test?
- Are you satisfied with your lab experience?
- Any additional comments.

Evaluating Team Results Example

Use this form to evaluate the results of your team efforts (tasks).

RESULTS	What Worked	What Didn't Work	Ways to Improve
All available information and alternatives were examined			
All tasks were completed			
Goal was accomplished and supported by all			
Goal was met within the parameters of quality, timing, cost			
Although other problems were created, they were handled successfully			
Other:			
Other:			

The University Course Evaluation Questions

Texas Tech University conducts evaluations of courses and instructors at the end of each semester. The questions are indicated below. 5 indicates the students strongly agree; 1 indicates strongly disagree.

Evaluation and Course Questions:

1. Overall this instructor was effective
2. The instructor was available for consultation during office hours or by appointment
3. The instructor stimulated student learning
4. The instructor treated all students fairly
5. The instructor treated all students with respect
6. The instructor welcomed and encouraged questions and comments
7. The instructor presented the information clearly
8. The instructor emphasized the major points and concepts
9. The instructor went beyond presenting the information in the text
10. The instructor demonstrated knowledge of the subject
11. Overall the course was a valuable learning experience
12. The assignments were relevant and useful
13. Course materials were relevant and useful
14. Expectations were clearly stated either verbally or in the syllabus
15. The testing and evaluation procedures were fair
16. The workload was appropriate for the hours of credit

Appendix F

Suggestions for Effective Teaching**

- Set classroom behavior rules in the syllabus. Address cell phone usage, etc.
- Start promptly on time and end promptly on time.
- Hand out old homework before class starts. Do not spend class time handing back assignments.
- Write daily instructions on the board before class starts. Give problems assigned, average of tests just taken, etc.
- Use physical models as much as possible to demonstrate ideas.
- Call the roll the first several classes (this is required by the University) and ask what name the students prefer to go by.
- Make class attendance a requirement.
- Learn and use student names.
- Engage the class by asking questions throughout the entire period. The best way to ask questions is to first ask the question, pause for about 5 seconds, then call a student's name. This method ensures that all students think about the question and try to formulate an answer. Calling a student's name first, and then asking the question, does not work as well.
- Return assignments in a timely manner. Try to have all assignments back within a week. If a longer time is required, then state so at the time of the submission.
- For an undergraduate class, aim the material to the middle range students. Occasionally provide more difficult material to keep the top notch students from getting bored.

**Some items taken from Prof. R.H. Plaut, Professor at Virginia Polytechnic Institute and State University.

Appendix G

Teaching Effectiveness Evaluation Form[†]

[†]From The ExCEED Teaching Workshop, ASCE

TEACHING ASSESSMENT WORKSHEET

INSTRUCTOR: _____ ASSESSED BY: _____

LESSON TOPIC: _____ DATE: _____

STRENGTHS:

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AREAS FOR IMPROVEMENT:

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35	

Needs Work ①	Good ②	Excellent ③	Remarks
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TECHNICAL EXPERTISE		
Command of the Subject Matter		
LESSON ORGANIZATION		
Lesson Objectives		
Organization of Boards & Classroom Activities		
CONDUCT OF THE CLASS		
Enthusiasm, Energy, and Confidence		
Orientation to the Subject Matter		
Clarity of Presentation (<i>boards, viewgraphs, etc.</i>)		
Clarity & Precision of Explanations		
Voice (<i>volume, speed, variation</i>)		
Questioning & Answering Questions		
Contact with Students		
Visual Aids and Demonstrations		
Time Management		
Appropriate Use of Textbook		
THE CLASSROOM ENVIRONMENT		
Classroom Appearance		
OVERALL ASSESSMENT:		
<i>After attending this class, are the students adequately prepared to accomplish the Lesson Objectives?</i>		
Yes	<input type="checkbox"/>	No <input type="checkbox"/> Not sure <input type="checkbox"/>

SPECIFIC AREAS TO FOCUS ON FOR YOUR NEXT CLASS:

1. _____
2. _____
3. _____

Appendix H

Tips for First Year Faculty Members

- Start a folder of Important Documents including your PAF (Personnel Action Form).
- Apply for membership into the Graduate Faculty as soon as possible. You are required to be a member before you can serve on a thesis or dissertation committee.
- If you plan on doing laboratory research, spend time getting the equipment you may need and learning how to use it before you get a research project. It takes longer than you think to set up equipment.
- Ask for a mentoring committee. You should have one by the beginning of your first semester.
- Take advantage of the programs offered at the Teaching, Learning and Technology Center (TLTC). Think of attending the seminars they offer as “doing work,” not skipping your real work.
- Work on campus a significant amount of time. Working from home is okay for a short amount of time each week, but spending most of your time off campus robs the Department of a needed worker.
- Travel to conferences and meetings as doing so has a potential benefit to the CEE Department. Trips to discuss potential work with an organization and trips to present a project at a conference are good. Do not just travel to attend, but travel to participate.
- Start thinking about the NSF Career award early. Most people will recommend not to apply to the program until the second or third year, but if you start early, you can possibly get some preliminary data to help your proposal.
- Be organized. Write down semester and year long goals and discuss them with your mentors or the Department Head. Some things you plan on doing may not be that important, and should be replaced with others.
- The writing exams rule of thumb: The students need 2 to 3 times longer than it took you to take the exam.
- Visit with your mentoring committee about equipment availability in the Department and University before purchasing equipment for research and teaching. In purchasing, setting up and operating equipment, check with the technicians overseeing the research labs as well as the computer help staff. Both groups may improve the success of accomplishing your desired goals. For teaching labs, visit with the faculty member that taught the course previously as well as the technician in charge of the lab.

Appendix I

Our 15-minute Opportunity! Guidelines for Advising

By Dr. R. Heyward Ramsey

Another student counseling period is upon us. When I hear what other departments do in comparison to Civil and Environmental Engineering, the prouder I am of our efforts. Both students and parents talk to us about what they have experienced elsewhere; they are not pleased with what has been offered in the guise of advisement. ABET criteria have been and are the basis of what and why we talk and counsel our students. Our ABET visitors randomly check a sample of student records, which they request to insure our students are taking courses in the proper sequence while making progress toward obtaining a degree. We, as a Department use the Dynamic Enrollment Management Plan in which degree plans and senior letter requirements are submitted to the Dean's office at specific times in the student's program. Additionally, the ABET Departmental visitor checks to ensure advising occurs as we state in the ABET report. In addition to advising records, the students may be interviewed about advising; therefore, our student advisement duties are important for ABET accreditation.

Another factor affecting our advisement procedures is the Graduate-on-Time (GOT) Contract signed by incoming freshmen. We will need to identify the individuals participating in this program and ensure they and the Department are in agreement with their course schedule. Dean Eibeck in her memorandum dated Oct. 20, 2004 states, "Advisors need to document attendance for advising; what semester-by-semester plan they develop with the student, and what courses they advise the student to take each semester." This is in line with what we currently do; we just have to make sure that we follow Departmental procedures for advising each time we meet with the student.

ABET and GOT requirements aside, the counseling period is a time of opportunity to meet and help students. The relationships developed in just 15 minutes of face-to-face contact time per semester pay dividends. If it is a good experience for the student, they will return for help and advice at other times during the semester. This will not necessarily happen with each advisee because some do not have that many problems, but those with academic problems will know to come to you if you've been responsive to them during advisement. Additionally, the advising period may be the beginning of a fruitful relationship with future alumni.

The time period for academic advising invariably hits at the busiest time of the semester. Dissertations, thesis, and master reports must be read and time must be set aside for oral examinations so that graduate school deadlines are met. The time frame for class enrollments must be met for the different classes and their enrollment periods. Keep in mind that we all have similar workloads, but if we can work together, we can minimize advising activities.

Each of us has different ways of preparing for and handling these sessions. However, suggestions on advising activities are listed below:

- Glenna will send out an email requesting an advising schedule from you. Please provide her a schedule as quickly as possible so that students may begin signing up. Honors students register early and they will need to visit with you early.
- Each morning when you come in the Departmental office, make a copy of your advising list for the day so that you can organize student records in the order of their appearance.
- Do not expect the students to have the class form completed when they meet you, even though you may have requested it.
- Review the student's current enrollment to see if it agrees with the class form from the previous advising period. If they are different, go to and update the flow sheet to reflect current enrollment by posting the grade received and the semester taken on the course icon.
- Next, fill out a class form with name, SS number, and semester. Talk about progress in this semester's classes. If the student is in trouble, the flow chart and the posted grade sheets can be used to review past work.
- Ask the student if what is recorded currently on the flow chart is correct. If courses have been taken at other schools (transfer students or summer school sessions elsewhere) they will want to know how to get the grades transferred. Tell them to work with Glenna to ensure that the records are updated and correct.
- Tell the student the courses needed for the next semester to ensure courses are taken in the proper sequence (the courses that have not been taken in previous semesters or if a course needs to be retaken because of grades). The new rules on the number of attempts to complete a course improve the students' attentiveness to signing up and completing courses.
- Ask if your course recommendations are in agreement with the courses they had in mind; most of the time they are. Course changes will be required for band members or ROTC students.
- After filling out the course form, sign, date, sign, and make a copy to place in the student's record. The student carries the original to Glenna to lift the hold on their registration.

Additional Insights:

- If a student's flow sheet has many changes recorded on it, you will need to check his previous course completions carefully. As you become more familiar with the flow sheet, the curriculum requirements, and the student being advised, the course schedule the student needs to take the following semester becomes apparent.
- Tell the first semester juniors to complete a degree plan form, which can be obtained from Glenna. You will have to sign the completed form before Glenna can process it further.
- First semester senior students must fill out the senior letter request in the semester prior to their graduation. Request forms can be obtained from Pearl in the Dean's office.

- Students in the junior or senior years who have experienced academic problems often will ask during the counseling session how much longer will it take before graduation - this is an opportune time to sketch their remaining semesters and the courses to be enrolled. This type of session will help them arrive at an exit date as well as potentially save the student time and money. Make a copy and place the copy in the student's folder for consultation in future counseling sessions.
- You and the student may perform a Degree Audit using the TechSIS system. This is a good thing to do, if the student is nearing graduation.