CBE New Adjunct Faculty Guide

CBE Dean's Office

This guide serves as a resource to help you have a successful semester. We thank you for your dedication to the students.

Towson University

College of Business and Economics

410-704-3342

towson.edu/cbe

2019-2020

Contents

Quick Check List ☑

Have you…

- ❑ Completed the [early provisioning](#) form

- ❑ Accepted your [contract](#)

- ❑ Obtained a [parking](#) permit

- ❑ Obtained a sample syllabus from your department

- ❑ Created your [syllabus](#) and had it approved by your department chair

- ❑ Discussed [textbooks](#) with your department chair, talked to the department administrative assistant to ensure that books for your class have been ordered, and (if necessary) contacted the publisher representative for training on any publisher supplied online supplements

- ❑ Obtained a copier code from the departmental administrative assistant

- ❑ Made sure that you can access your class [Blackboard](#) site

- ❑ Made sure that you can access your class roster on [PeopleSoft](#)

- ❑ Put necessary material on your course Blackboard site and ensured that it was available to students at least three days before the start of the semester

- ❑ Visited the classroom in which you will be teaching and make sure you understand the technology and have the correct code to open the console

Welcome to the CBE

Welcome to the Towson University College of Business and Economics Community! Teaching within our college is a great way to connect to students while developing your own skills. Please use this guide as well as your department chair and administrative assistant as a resource throughout your experience at Towson. You may also refer to the [Adjunct Initiatives and Resources webpage](#) and the [Towson University's Policy on the Employment of Adjunct Faculty](#) for general guidelines.

CBE Vision, Mission and Core Values

Vision Statement
To be recognized as the business college of choice for students, faculty and organizations in our region.

Mission Statement
The College of Business and Economics **develops** high quality and innovative programs and resources, **connects** individuals to opportunities and theory to practice in curricular, extra-curricular and research activities, and **transforms** students who will have a positive impact within Maryland and beyond.

Core Values
We embrace a culture of striving for excellence, learning, ethical behavior, civility, diversity, inclusion, creativity and engagement.

Profile of a Graduate

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland. Graduates of Towson University's College of Business and Economics will:

- Apply Business Knowledge in the Context of Professional Employment
  - Demonstrate knowledge of business concepts and theories
  - Successfully complete a quality, mentored, reflective professional experience in preparation for future employment
- Communicate Properly and Effectively
  - Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
  - Make articulate and persuasive oral presentations
- Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making
  - Conduct internal and external analysis of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
  - Practice creative ideation

- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context
  - Use Technology Effectively in Business Settings
    - Demonstrate capability in the use of analytical software
    - Utilize state-of-the-practice software for business applications
  - Work Effectively Toward Achieving Common Goals within Diverse Teams
    - Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
    - Treat others with respect and show sensitivity to their views, values, cultures, and customs
  - Distinguish Between Ethical and Unethical Conduct in their Professional Lives
    - Explain how ethical conduct of managers affects individuals' motivation and organizations' performance
    - Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

People to Know

To be successful in teaching your course, you should become familiar with your department chair and administrative assistant. While they are your first resource, you can also receive assistance with answering student questions, technological needs, etc. from other CBE [administrators and staff members](#). You can find the general TU directory [here](#).

Adjunct Faculty Member Qualifications

With AACSB accredited accounting and business programs, faculty teaching in our programs must meet certain qualifications. Normally, these qualifications include an appropriate master's degree in a field related to the subject taught and practical work experience, significant in duration and responsibility. The department chair will evaluate your resume and college transcripts to ensure that you meet these qualifications prior to forwarding your information for approval by the College's AACSB Director.

Hiring Procedures

Contract

Once you have been approved to teach and have scheduled a course with the department chair, the department administrative assistant will send you an email with instructions on how to get access to key work-related tools (such as email and Blackboard) prior to completing the new employee onboarding process. This process is called "early provisioning." Information may be found [here](#).

You will be sent a formal contract via email from hcmprd@towson.edu. Open and read the contract, then accept it in order to be paid in a timely fashion.

After your first semester teaching at Towson University, you will only need to accept the contract. Once the department administrative assistant initiates the contract, you will receive an email from hcmprd@towson.edu. Like before, accept to open and read the contract. At the end of the contract, accept it.

Academic schedules for a semester are prepared by department chairs about six months ahead of time. Your chair will likely reach out to you when making a schedule to see if you are interested in continuing to teach. You should also touch base to let your chair if and what you may be interested in teaching.

Orientation

Once you have completed the early provisioning process and accepted your contract, you will receive information from TU's HR department about meeting with them to obtain your TU ID card and submitting your employment information. For HR related questions, you can ask your department chair or CBE's HR Partner, Esty Goodman. Her phone number is 410-704-5144 and her email is egoodman@towson.edu.

Once you have been officially hired, you will need to complete some mandatory compliance training modules on Title IX, emergency preparedness and FERPA (student privacy) via our learning management system known as Blackboard. You will also use Blackboard to house your syllabus and other material for your course.

Blackboard

Blackboard is TU's online learning platform. The capabilities are endless from serving as a document repository, hosting discussion questions, submitting assignments, administering tests, and tracking grades. Supporting documentation and training can be found at http://www.towson.edu/blackboard/.

The default Blackboard setting for courses is "not available." Once you want students to be able to access the material on your Blackboard site, open the "Customization" link under Course Management on the course menu on the left hand side of the screen. Click on "Properties" and then choose the "Yes" button under Set Availability.

Self-help documents and Blackboard tutorials are available here.

Parking

At Towson University, you are required to have a parking permit to park on campus. Purchase a permit through Parking Services. There are no physical permits; permits are associated with a vehicle.

Office Space

Your department will provide you with an area to meet with students outside of your scheduled class time. Check with your department chair for specifics.

Copies

For less than 10 copies, you may use the copiers in the hallway. You may obtain a copy code from your administrative assistant. For more than 10 copies, submit the copies with the number to the administrative assistant at least 48 hours in advance.

It is CBE policy to email the course syllabus to students prior to the first day of class or to post it on Blackboard. We do not make physical copies to pass out in class.

Online Services

Online Services (PeopleSoft) is our enterprise information system that hosts all student data. This is where students register for classes and you post grades. You can access PeopleSoft by going to inside.towson.edu/ and clicking on Online Services. Here are some other useful sites.

Final Exam Schedule: Finals are administered in a special schedule allotting 2 hours of time for each course. Please make sure you convey the time to your class and list it on your syllabus. You can access the final exam schedule here.

Inputting Grades: Grades are due into PeopleSoft Online Services 48 hours after your final exam. Instructions on how to input the grades into Online Services can be found here. Please note that grades must be entered into the PeopleSoft system to be official (entering them in Blackboard is not sufficient).

Technology Support: Talk to your chair to set up a time for you to tour your classroom and learn to use the available technology. More information about the technology services available for adjunct faculty members can be found here: Tech Services and Support for Adjunct Faculty (PDF)

Assessment

As part of our AACSB and Middle States Accreditation, we perform assessment of learning objectives on our courses. Your department chair should inform you of this for the course you are teaching.

Textbooks

You will have the ability to select the textbook used in your course. Most courses already have standard textbooks or recommended books. The department administrative assistant will work with you to obtain an instructor copy free of charge. You may work out the logistics with the administrative assistant as to whether or not to have the instructor book sent to your house or to Towson University.

To select the textbook with the University store, go to https://www.towson.edu/auxiliaryservices/store/ Students use the University store's site to know which books are required for their course as well as have the option to buy or rent their books. This link shows you how to register with the University Store

so that you can submit your textbook adoptions. Once you register with the bookstore, then you can input the book(s) you would like to use. Follow these steps to enter your textbook adoption.
If your department does not have a standard required textbook for your course, please get approval from your department chair before choosing a book.

Faculty Absences

If you are unable to meet your class due to illness, you must notify the department chairperson and administrative assistant and ensure that students are informed as soon as possible.

Absence for professional purposes and for personal reasons may be allowed at the discretion of the department chairperson. Arrangements for class coverage must be made and such absences may not be for more than five days unless approved by the provost and dean of the college.

Absence for religious holidays and for voting when the faculty member's teaching schedule does not permit voting during the hours the polls are open is allowed, but the department chairperson must be notified in advance and arrangements for class coverage must be made.

Course Evaluations

Evaluation of Teaching by Students

Students' evaluations are a required part of the evaluation process. Such an evaluation is one kind of assessment and should be considered in concert with all other measures of teaching effectiveness. Faculty members shall be evaluated by students for all courses taught, every semester, inclusive of the summer semester.

Course evaluations are completed by students online or via the TU mobile app. They will receive notification that the evaluation surveys are open a week or two before the end of the semester. The process is confidential. Evaluations will be available for you to read about a month after grades are posted. Information about how to access the reports is here.

It is a good idea to allow students class time to complete the evaluations using their laptops or smart phones. Leave the room while they are answering the survey after assuring them that the evaluations will be anonymous and you will not see any comments or numbers until after grades are submitted. More tips for course evaluations are available here.

Evaluation of Teaching by Peers

Classroom visits by other experienced faculty members are required for the purpose of professional growth. A minimum of one peer observation shall be conducted per academic year. Advance notice of at least one week prior to the peer observation shall be given to the faculty member. Assessments shall include:

- Carefully planned and well organized course syllabi as per the department's standards

- Expertise and currency in the content of one's teaching
- Refinements and improvements in courses that one teaches
- Appropriate and effective teaching, evaluation, and grading of student's performance consistent with the *Profile of a CBE Graduate*

Course Corrections through Mid-Semester Student Feedback

Each classroom of students has its own "personality." A technique that works with one class falls flat with another. Many professors find that it is worthwhile to ask students for feedback while the course is ongoing, so that slight adjustments can be made. They use a feedback form that they create, to get general feedback on the course and/or specific feedback on a specific aspect of the course.

This type of feedback feels risky to some professors. Realize that the students already have made certain judgments. You just don't know what these judgments are unless you ask. Students have said that they appreciate a professor who takes their needs and comments into account.

Some professors discuss the feedback with the class, and some don't. Some discuss the changes that they are making, some simply self-correct. Some discuss why certain changes are not possible, and some don't. The point is that you use the feedback in the ways that best fit your style and the students' learning needs.

Syllabus

All courses are required to have a syllabus that serves as a guide throughout the semester. Prior to developing your course syllabus, you should consult with your department chair regarding the form and content as some courses have standard templates.

When creating the course syllabus, please remember to include:

1. Number and Name of the Course
2. Instructor's Name
3. Instructor's contact Information (office location, office hours, phone number(s), e-mail address).

Follow requirements numbered 1 through 8 below as stated in the Towson University Faculty Handbook.

1. Course catalog description, including prerequisites
2. Learning Goals
   a. Program:
      i. Undergraduate: Department-Determined KSAs (if assigned)
      ii. Graduate: Master's Program Learning Goals (if assigned)
   b. Course: Instructor-Determined
      i. For multi-section courses: Department-Determined

3. Course Content
    a. For example, a schedule of topics/assignments
4. Statement of Requirements
    a. For example, readings/assignments/tests/finals
5. Instructor's Grading Scheme or Policy
    a. For example, (a) work/assignments required, (b) percentage/numeric value for each assignment, (c) range of values that forms the course's plus/minus grading policy (Note: There is no "A+ or C-" grade at TU) and (d) policies and/or penalties regarding late assignments
6. Course Policies (a) on academic dishonesty (including plagiarism, as relates to grades) and (b) on attendance (as relates to grades), both consistent to TU Policy on Academic Integrity
7. Statement of additional work (amount and type) required of graduate students (if course is offered for graduate as well as undergraduate credit)
8. Bibliography (for upper-level undergraduate and graduate courses)
9. University policies on writing skills, repeated course, students with disabilities, and course withdrawal
10. For example:
    a. Writing Skills: Students are expected to display college-level writing skills. Students who lack writing proficiency will be required to visit the university's writing lab for supplemental instruction.
    b. Repeated Course: According to university policy, all students may repeat any course once. If repeating, students are advised to inform the instructor. For a third attempt, the student must obtain prior written approval from the Academic Standards Commit-tee. If students enroll for a third attempt without permission, they do so at their own risk.
    c. Students with Disabilities: In accordance with the university policy, if students have a documented disability and require accommodations to obtain equal access in this course, the instructor should be contacted at the beginning of the semester and when an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Support Services (AD 232).
11. Course Withdrawal: Please note that the last day to drop the class is noted in the online academic calendar. Students dropping on or before this date will receive a W on their official transcript. Withdrawal after that date will require an assignment of a letter grade for the course.

Do not think a syllabus cannot be changed. Communicate all changes via e-mail, Blackboard, or in class handouts that are distributed to all students.

You will also be required to turn a copy of your syllabus into the department. The department keeps syllabi on file for accreditation purposes.

Grading

A sample syllabus provided by your department chair will contain a sample grading scale consistent with your department's norms. The undergraduate grading scale at Towson University utilizes the following grading options:

- Letter Grades: A, A-, B+, B, B-, C+, C, D+, D, F, FX

A grade of FX is to be given when a student stops attending class/completing assignments prior to the withdrawal deadline for the course. When you assign the grade, the system will prompt you to enter the last day the student attended.

- The Grades of *S* and *U:* Within the Business School, the grades of S (satisfactory) and *U* (unsatisfactory) are used only in one course: EBTM 250.
- The Grade of *PS. PS* (Pass) is assigned to a course selected on the Pass grading option when students earn a C grade or higher. Students who elect the Pass grading option and earn a grade of D or below will have the grade recorded on the permanent record and used in calculation of their GPAs. Students are not allowed to use the Pass Grading Option for courses that are required for their majors or minors. If a student asks you to sign a permission slip to convert the grading option to Pass, do not do so without checking with your department chair. Instead refer the student to his or her advisor.
- The Grade of W. Students who withdraw from your course prior to the withdrawal deadline will automatically receive a grade of W. W grades will be prepopulated on your grade sheet when you go to enter them into the system.
- The Grade of *I. I* (Incomplete) is given to students by their instructors when verifiable circumstances prevent students from completing a course within the term. The *I* grade should be given only in cases where students have completed most of the term and have a reasonable expectation of successfully completing the work required. It should not be given at a point earlier in the term when a withdrawal is appropriate.

  Before assigning a grade of I, you should talk to the student and agree on a plan of action for completing the material in the future. It is the student's responsibility to complete the work required by the end of the next regular semester (fall, spring) in order for the Incomplete to be converted to a regular grade, although the work should be completed as soon as soon as the student is able. An Incomplete grade that is not resolved by the end of the next full semester of study, excluding summer and Minimester sessions, is converted to an *F* grade.

Grade changes, excluding I grades and repeated courses, must be submitted by the faculty member within one year. After one year, requests for grade changes may be made only for verifiable medical reasons and by petition to the Academic Standards Committee. Graduating seniors must resolve any outstanding Incomplete grades within the next full semester after their date of graduation. Specific dates for each graduating class are included in the correspondence from the Graduation Office.

Grade changes are completed by submitting a paper form. Talk you your department chair if you need to submit a grade change form.

Teaching Online

Although the vast majority of undergraduate courses in the CBE are taught face-to-face, some courses that lend themselves to an online format may be taught online. Your department chair may discuss this possibility with you. If you are scheduled to teach online, please be sure to contact the TU Office of Academic Innovation to help ensure that you have the appropriate training.

Student Academic Integrity Policy

At Towson University, we hold students to high academic standards. It is the faculty member's responsibility to ensure that these standards are met. Your syllabus should include a link to the policy in your syllabus. If you suspect that a student violates the policy, meet with your department chair. He/she will make recommendations on how to proceed as well as guide you through the process.

Utilizing the Library in the Classroom

All colleges have a library liaison to assist with using library resources in both the classroom and in research. The CBE's liaison, Shana Gass, sgass@towson.edu or 410-704-2395, is an excellent resource. She can work with you and/or your students as well as do classroom presentations.

Special Situation Students

Student Athletes

If a student is an athlete, they will provide you documentation validating their status. It is important to make reasonable accommodations for travel days. You can always contact the coach/ athletics department if you have any questions about travel schedules, number of missed classes, etc.

Students with Disabilities

TU has an Office of Disability Support Services (DSS) that works with our students with disabilities to ensure reasonable accommodations. Students who qualify will turn in documentation to you in the beginning of the semester. The documentation will outline the accommodations the student receives. You may direct questions to the DSS Office at 410-704-2638.

Students Absences

It is your responsibility to evaluate a student's personal matter as to whether or not it is an excused absence. You may ask the student to provide documentation, i.e. a doctor's note (you may not ask for a diagnosis). Students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence when known in advance, and as soon as possible when not known in advance. If you have questions relating to this, you may seek guidance from your department chair.

It is policy of the University to excuse the absences of students for the following reasons:

- o Illness or injury when the student is unable to attend class;
- o Religious observance where the nature of the observance prevents the student from attending class;
- o Participation in University activities at the request of University authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance company, etc.);
- o Compelling verifiable circumstances beyond the control of the student.

Students who are absent from class are responsible for any missed work, assignments, or assessments (e.g., quizzes, tests, papers, etc.). Faculty members are <u>required</u> to allow students with documented excused absences to make up missed work or assignments when this is feasible. When the nature of the assignment makes this impossible (e.g., science lab), the faculty member should attempt to make a reasonable adjustment of the assignment.

If a student needs to make up an exam outside of class at a time you cannot administer it, please talk to your department chair about proctoring options.

Students in Distress

Information from *https://www.towson.edu/studentaffairs/care/resources.html*

Although faculty are not expected to provide personal counseling to students, you may be the first person to recognize that a student is in distress. Faculty and staff play an important role in encouraging students to use campus resources, including facilitating a referral to the Counseling Center, Health Center, and Disability Support Services.

We encourage you to speak directly to students when you sense that they are in academic or personal distress. Openly acknowledge that you are aware of their distress, that you are sincerely concerned about their welfare and that you are willing to help them explore their options.

If you are very concerned about a student and need University consultation and assistance, call the Office of the Vice President for Student Affairs, 410- 704-2055 and/or submit a CARE Form

The following are suggestions in providing support and encouragement for students:
- Request to see the student in private.
- Briefly acknowledge your observations and perceptions of the student's situation and express your concerns directly and honestly.
- Listen carefully to what the student is troubled about and try to see the issue from his or her point of view without agreeing or disagreeing.
- Follow up with the student to see how he or she is doing.
- Strange and inappropriate behavior should not be ignored. The student can be informed that such behavior is distracting and inappropriate.
- Your ability to connect with an alienated student will allow him or her to respond more effectively to your concerns.
- Help the student identify options for action and explore possible consequences; if possible offer to phone or accompany the student to the Counseling Center or other resources.
- Avoid labeling the student's behavior or the issues presented.

- Inform the student about what can be gained by meeting with a counselor to talk about his or her problems.
- Be open about the limits of your ability to help the student.
- If the student appears to be in imminent danger of hurting self or others, consult the Counseling Center or the Towson University Police immediately. Do not promise to keep threats to self or others secret.

Enhancing the Classroom Experience

Establishing the Classroom Atmosphere

You never get a second chance to make a first impression. Many professors miss a golden opportunity by taking the beginning of the first class to read through the syllabus, describe the textbook, and take roll. You may be thinking that these items must be done right away, to which the question is, "Why?" Students are eager and curious on the first day of class. How can you begin to capture that eagerness and curiosity and signal that your class will be a class that is fascinating and valuable?

For example: If you begin the first day of class standing behind the lectern. What does that signal about your desire to relate to the students? You have control of the class atmosphere and be aware of the signals that you are sending. Consider how you want to be viewed as well as the course.

Do you want students to:

- see that they are expected to participate actively during class time?
- feel that they have something to contribute to the subject matter?
- understand that you want to know them as individuals?
- take risks in their responses?
- understand that other students can contribute to their learning?

Consider what dimensions you wish to emphasize in your classroom atmosphere. Decide what teaching methods will enhance those dimensions. Then, start your semester with those methods on the very first day.

Student Learning

The "sage on the stage" teaching mentality does not serve students well in today's world. Current students will be bombarded with new knowledge, new ways of doing things, new technology, and new career paths that don't exist today. You will not be there with them, throughout their lifetimes, to tell them about the latest and greatest things in your field.

However, many students would prefer to have you lecture them and tell them exactly what they need to learn. For many of them, their vision only sees as far as completing your class successfully- if you let it be that way.

Since CBE is an outstanding applied school of business, student learning is expected to transfer to the workplace and remain useful as that workplace evolves. How are you teaching in order to have students feel confident that they can find the answers on their own and gain new skills effectively as they move through their careers? How are you helping them accept responsibility and build desire for lifelong learning in your subject matter? The classroom is not about your teaching. It is about their learning.

Learning Styles

Individuals learn differently from each other. Each of us has a predominant method that we use to take in information. Some of us learn best by:

- hearing (auditory learner)
- seeing (visual learner)
- being involved through note taking, role playing, and discussing (tactile/kinesthetic learner)

(Note: Seven types of learners have been identified, but these three are the most frequent types.)

Why a certain sensory intake pathway works better for a specific individual is not well understood, but it has nothing to do with an individual's intelligence. Therefore, if you use only the lecture method, you are stimulating only the auditory pathway and giving an undue advantage to the auditory learners in your classroom and a disadvantage to visual and tactile learners. (This would be akin to using essay exams as the only method of assessment throughout the course, which would give an unfair advantage to those who are comfortable and able to write good essays.) Additionally, more areas of the brain are stimulated if the learner takes in new information through several sensory intake pathways, including secondary pathways. For example, if PowerPoint slides were used to demonstrate a concept, visual learners would learn the concept better than auditory and tactile learners. If visual learners had other parts of their brains stimulated through discussion and through an out-of-class participation activity, then they would learn it better. Coincidentally, all learning types in the classroom would learn the material better as each type of learner would have had the concept flow through their predominant sensory intake path and reinforced through secondary sensory input paths.

In the last section of this manual, there is a questionnaire to help an individual determine his or her learning style. Be aware that many students are unaware of how they learn best. As the teacher, it is your responsibility to teach all the students in meaningful ways, especially in terms of fundamental concepts in your field, to the best of your ability.

Attitudes toward College by Today's Student

The attitude of today's college student is probably different than what it used to be. Three main differences are:

Job Requirement: Jobs in the United States leap from requiring no high school degree (working the counter at McDonald's) to positions that require a college degree (entry business positions). There are very few jobs that allow advancement if a person has only a high school diploma. Therefore, today's college student approaches an undergraduate college course more as a requirement than as an enriching experience.

Time Crunch: As a very time-conscious nation, Americans are aware of how they use their time and do not want to waste it. To demonstrate this typical American attitude, think about the amount of people you have seen walk into McDonald's, notice lines of 6 or 7 people, turn on their heels and walk out. On the other hand, Americans do not want to miss out on things that are worthwhile and will alter their plans to fit in those activities (hopefully, your classroom activities).

Career Is One Of Many Priorities: Students do not want to focus on their career in the beginning of their adulthood, then focus on their family and social life, and then focus on their recreation. This generation does not want to miss out on raising their babies or wait until retirement to travel. They want to have all areas in their life all the time. Career is only an aspect of that life.

Because of these attitudinal differences, you will need to help students recognize the benefits of learning the concepts in your class for a lifetime, not just for the exam. They will be making judgments about whether or not attending your class is the best use of their time. Accept the challenge of having your class being one that they do not want to miss because of the excitement and the learning that will take place. Help students manage their time by making class requirements, due dates, and penalties very clear in the syllabus. Make it clear if you allow make-ups and late assignments (and under what circumstances).

Challenging Students Cognitively

Cognitive development has many levels. A well-known theoretical model is Bloom's Taxonomy. Bloom identified 6 levels that form a hierarchy of cognitive challenges. These are (from lowest to highest) with outcome-illustrating verbs:

1. Knowledge of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures). Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information. Verbs: defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.
2. Comprehension: Grasping (understanding) the meaning of informational materials. Verbs: classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
3. Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers. Verbs: acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
4. Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations. Verbs: breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.

5. Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole. Verbs: adapts; anticipates; categorizes; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualizes; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.
6. Evaluation: Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers. Verbs: appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

Of course, selecting the verb is just the beginning. The verb says what the students will be asked to do. The teacher then needs to add the rest of the objective. For example, if a professor wants to focus on Application of a certain concept, he or she may choose to have students "illustrate." Then the question is "illustrate what and how?" A complete learning objective might be to have the student "illustrate the four stages of the product life cycle by attaching and labeling ads that demonstrate a product in each of the four stages." Developing relevant learning goals takes understanding and practice.

Sometimes professors misinterpret the cognitive hierarchy and assume that all learning objectives at the college level should be at the highest level. Of course, the level that is appropriate depends on the familiarity of the material, among other things.

Most of your learning objectives will already be established in your course-consistency syllabus. Being aware of the cognitive hierarchy allows you, as the professor, to understand what can be accomplished and challenge your students appropriately.

Code of Conduct

The college has adopted a Code of Conduct to inform all members of the College of Business and Economics (i.e., students, faculty, administrators, and staff) of the expectations regarding behavior towards one another. We hold all members to a high standard of academic and personal integrity, conduct and trust with the intent of promoting and building a reputation for fair and ethical business practices, for tolerance of others' opinions and ideas, and for being life-long contributors to society.

Members of the CBE community are expected to display behavior consistent with the values of a Positive Attitude, Honesty, Integrity, Diversity, Support of the Learning Process, Community Responsibility, and Professionalism.

The following is a definition of each value:

I. A Positive Attitude- Face every task with passion and purpose.
II. Honesty- Represent oneself honestly in all communications, oral and written, including interviews, research proposals, manuscripts, student assignments, papers, exams, and other correspondence.
III. Integrity- Execute assignments honestly and fairly, avoiding any actions that might be construed as having the potential for one to gain an unfair advantage. Respect the integrity and

confidentiality of ideas, materials, data, and the real and intellectual property of others gathered during conversations, class projects or research studies, making sure that any such materials or property are not used for commercial or personal gain without prior permission of the owners.

IV. Diversity – Foster a positive learning environment for all individuals by not tolerating disparaging comments or harassment of any individual or group based on gender, race, ethnicity, religion, or sexual orientation. Discourage bigotry, always striving to learn from the differences in the cultures, ideas, experiences, and opinions of others. Respect the dignity of all others.

V. Support the Learning Environment – Recognize learning as a lifelong process, accept responsibility for one's own learning, encourage the learning of others, and avoid any action that might impede the learning of others.

VI. Community Responsibility – Contribute to the learning environment by participating and/or leading in informal and formal sessions including classroom and extracurricular activities in the College, sharing experiences with peers, holding classroom discussions, and contributing one's views while respecting the views of others.

VII. Professionalism – Maintain an attitude of leadership, respect, responsibility and accountability.

Administration of the Code

This Code of Conduct is a serious statement that represents the culture of the College of Business and Economics. It is incumbent on every CBE member to assure that it is upheld with pride and reinforced on a daily basis. While each and every member of the CBE community is responsible for his or her own conduct, there is a collective responsibility to ensure that the standards in this Code are respected. Should a member of the CBE community discover a breach of these principles, that member is responsible for alerting the Department Chair or Associate Dean of the College. In the event of any accusation of a breach of this code, there will be an investigation of the facts by the appropriate Department Chair or Associate Dean, who will determine the action to be taken using the relevant enforcement means available.

Promotion from Adjunct I to II

After teaching for three years and twelve or more 3+ credit courses, you will be eligible to apply for an adjunct II position. To be considered, you must write a request to the department chairperson.

Helpful Links

CBE Faculty Resource Page: A repository of information for faculty to reference for information on service, teaching, research, and administrative tasks.

TU Faculty Handbook: The University's guide for faculty in regards to all aspects of their responsibilities.

Office of Technology Services (OTS): OTS handles all of the technology from classroom to office on campus. They can also provide you with software support including troubleshooting, access, and training. Their phone number is 410-704-5151 and email is helpcenter@towson.edu.

Office of Academic Innovation: The center exists to facilitate student learning.

Staff members provide:
- Faculty Professional Development
- Instructional Design Support
- Collaboration and Partnerships for Academic Success
- Distance Education Assurance

The OIA staff is knowledgeable about all aspects of curriculum design, technology, and class-room implementation. They also know how to answer questions specifically and usefully.

In addition, the center hosts faculty led workshops on topics such as course design, syllabi development, and instructional methods. Also, opportunities to engage in interdisciplinary teams for the sustained investigation of problems of teaching practice—often referred to as self-study, practitioner inquiry, or action research.

CAREER OUTCOMES

POST-GRADUATION OUTCOMES

1%
10%
7%
82%
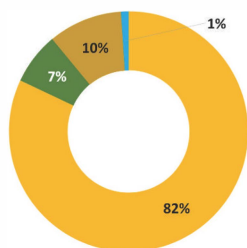
82% Employed

7% Continuing Education

10% Still Seeking

<1% Not Seeking

97%
reported **engagement in experiential learning** while in school

93%
of employed graduates are in **positions related to their career goals**

Average starting salary for full-time employment
$46,598

81%
of working graduates are **employed in Maryland**

6%
employed in **DC/ Northern VA metro area**

TOP EMPLOYERS OF TU STUDENTS

ADP
Aerotek
Bank of America
Cision
CohnReznick
Cowan Systems
Deloitte
Ellin & Tucker, Unchartered
Enterprise Holdings
Grant Thornton
JP Morgan Chase & Co
KPMG
Morgan Stanley

NewDay USA
Northwestern Mutual
PriceWaterhouseCoopers
RSM US
Stanley Black & Decker
State Farm Insurance
T. Rowe Price
Target
TEKsystems
The Buzzuto Group
The Whiting-Turner Contracting Group
US Army
WebMechanix

SAMPLING OF GRADUATE SCHOOLS

George Washington University
Fordham University
George Mason University
Johns Hopkins University
Liberty University*

Louisiana State University
Pennsylvania State University
Towson University*
University of Baltimore*
University of Louisville

*Schools that admitted multiple TU students.

Towson University surveys the graduating undergraduate class each year to assess post-graduation status regarding employment and continuing education. The data provided are based on accumulated data from 615 members (77%) of the College of Business graduating class as of November 2018. Data are aggregated from survey results, HEPdata and National Student Clearinghouse.

TU | **TOWSON UNIVERSITY™** | Career Center

5 HELPFUL TIPS FOR COURSE EVALUATIONS

1 SET THE NORM

Get formative feedback early. Ask students to provide feedback during the semester so this seems like part of the normal class process (culture of feedback). This enables you to respond to the needs of students currently enrolled in the course.

- The first major paper or exam is a great time to collect formative feedback.
- Use the suggested questions on the reverse side.

2 EMPHASIZE QUALITY

Student ratings are not helpful when vague or irrelevant, whether positive ("Great course!") or negative (e.g., "Worst course ever.").

- When evaluations begin, post a message on Blackboard or distribute the handout "Course Evaluations: Providing Helpful Feedback to Your Professors" in class.

Visit the Faculty Resources page at www.towson.edu/ provost/ academicresources/ for the handout, "Course Evaluations: Providing Helpful Feedback to Your Professors."

3 SHOW THE IMPACT

Show students how their feedback helps faculty members, and how it benefits fellow students.

- Prepare a few slides/visuals to show students how you have incorporated past feedback into your courses.
- Explain to students how administration uses the feedback in faculty evaluation.

4 SAY IT OFTEN

Research indicates faculty can have a significant effect on response rates if they repeatedly communicate the importance of completing the evaluations.

- Tell students directly how much you value their feedback.
- Send reminders to students during the survey period.
- Post a link to course evaluations on Blackboard.

5 USE CLASS TIME

Allow students to complete course evaluations during class time using laptops and smart phones, or reserve time in a computer lab for part of class. Leave the room, but first:

- Assure students that evaluations are anonymous.
- Indicate that faculty do not see the comments or numbers until grades are submitted.
- Encourage students to use the TU mobile app to complete surveys.

**TOWSON** UNIVERSITY

Academic Affairs

IMPROVING STUDENT FEEDBACK

Faculty may choose to share the handout, "Course Evaluations: Providing Helpful Feedback to Your Professors", before students fill out course evaluations.

To encourage students to avoid rude or personally hurtful comments, the handout asks students to keep three key issues in mind:

1. Comments are intended to provide instructors with feedback to inform future iterations of their courses.

2. Specific constructive feedback is more useful than vague critiques or praise (see examples provided in the handout).

3. Comments not related to student learning (especially insults or comments on an instructor's appearance) are not helpful and actually diminish the value of feedback.

Adapted with permission from the Center for Research on Learning and Teaching and the University of Michigan.
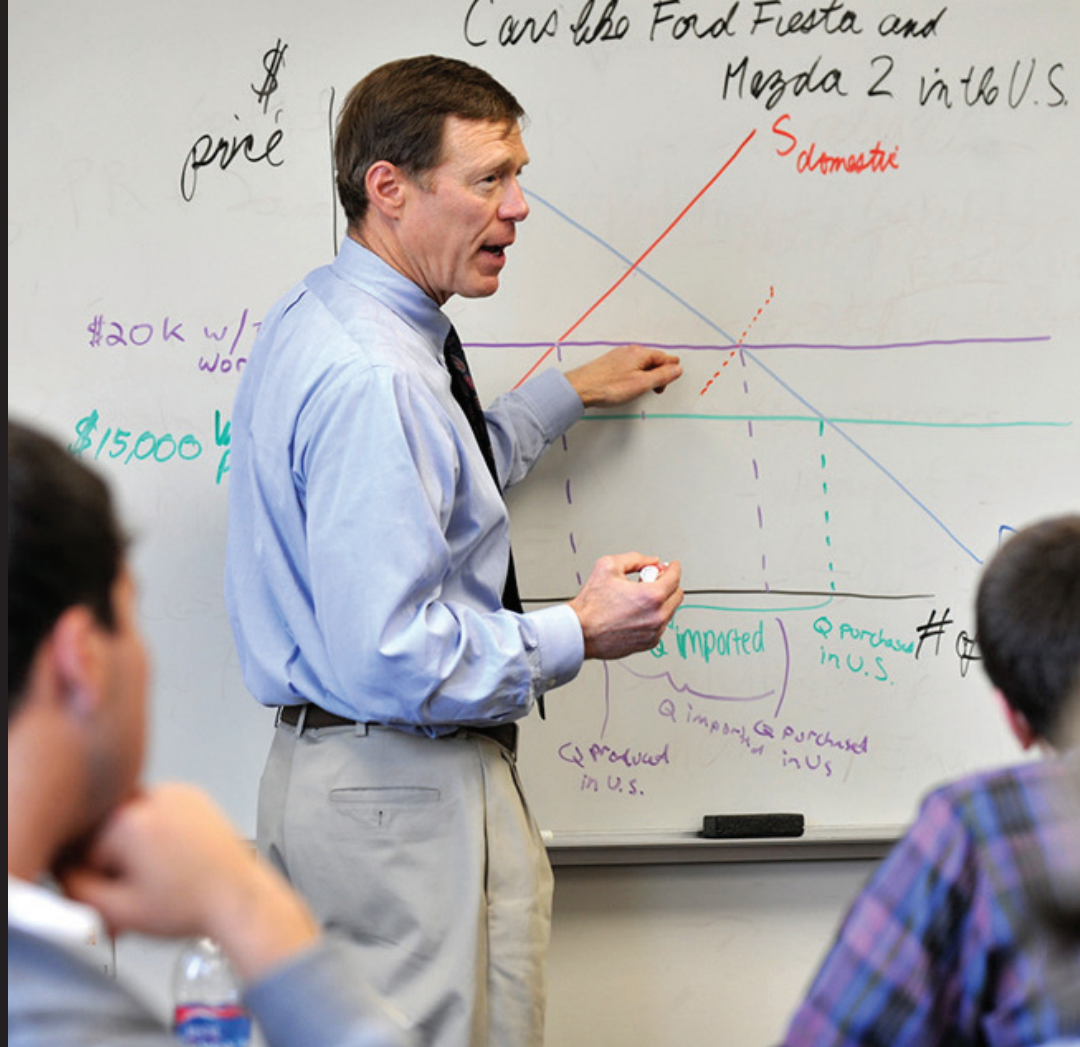
GETTING FORMATIVE FEEDBACK

The end-of-course evaluation is a summative one. Although it aims to help us improve future courses, it does not enable us to respond to the needs of the students currently enrolled in the course. Formative feedback collected early in a course accomplishes that goal. Collecting formative feedback is as easy as attaching a page to the back of the exam, or asking students to respond to questions such as the following on the day papers are due.

• How long did you study for this exam or work on preparing this paper?
• How/where did you study/write?
• Which class activities (lectures, discussions, reviews, online notes) helped you most in learning this material? Why?
• Which class activities helped you least? Why?
• Which topics remain most difficult?
• What has a professor done in the past that has helped?

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Academic Affairs

Technology Services & Support for Adjunct Faculty
A Guide to Resources and Services

Introduction

The following are the "essentials" aimed primarily at adjunct faculty. Technology is a vital and ever-present part of your life at Towson University. We're here to help you make the best use of it in your teaching, research, and day-to-day work.

• General Support • Products for Learning and Teaching • Academics: A Few Basics • Classrooms and Computer Labs • Accounts and Passwords • File Storage, Collaboration, Wireless	• Email • Computer Systems • Mobile Devices and Home Networks • Hardware and Software • Information Security and Safety • Campus Resources and Miscellaneous Tips (Dining, Parking, Banking, Emergencies, etc.)

General Support

1. **A Distributed Support Approach**
    Towson University's Office of Technology Services is the central IT department that provides enterprise-wide services to the campus. This is only one aspect of support available to faculty and staff. Many individual departments and colleges have their own technology providers or coordinators; check with your department head or administrative assistant for information on locally provided services. Procedures vary.

2. **OTS Faculty/Staff Help Center**
    Contacting us by telephone is by far the best way to get help: (410) 704-5151. You can also complete a support request using our self-service web-based system, TechHelp: http://techhelp.towson.edu. **IMPORTANT:** In-classroom help calls use a separate process and phone number; see Classrooms and Computer Labs section of this guide.

3. **Business Hours and After-Hours Assistance**
    The Faculty/Staff Help Center is staffed Monday through Thursday, 8 a.m. to 7 p.m., Friday 8 a.m. to 5 p.m. during the fall and spring terms and Monday through Thursday, 8 a.m. to 5 p.m., Friday 8 a.m. to 4 p.m. during January and summer terms. When closed, limited after-hours night and weekend support is available through a partner resource.

4. **Self-Help Resources**
    Hundreds of self-help documents, quick sheets, movies, and other resources are available 24/7. See the OTS Training website: http://www.towson.edu/technology/training/

5. **Technical Support for Computers in Faculty/Staff Offices**
    On-site technicians are available for office visits by appointment when necessary. Adjunct faculty computer problems should generally be reported to your department's administrative assistant who will contact OTS for service.

6. **Self-Service Problem Reporting, Questions, and Service Requests**
    TU uses a web-based system called TechHelp, which offers 24/7/365 service to submit and track your requests, questions, and problem reports. The system also provides FAQ and self-help documents. See http://techhelp.towson.edu.

7. **TU Web Portal**
    Bookmark this: http://mytu.towson.edu this is your gateway to PeopleSoft where you can get your class roster and post grades, to Blackboard, our course management system, and to other commonly used resources.

8. **Virtual Tour: Get To Know Your Classrooms Before Classes Start**
   This is one of the best ways to learn the skills needed to use the technology in your classroom as well as handle common problems and issues. The Virtual Tour link is at the top of our main classroom website at http://www.towson.edu/cclt. Each entry includes instructions, troubleshooting resources, best practices, and a link to report problems. Whenever possible, do a "dry run" before classes start, and visit your rooms for a test drive. For a one-on-one orientation, call (410) 704-TECH (8324).

Products for Learning and Teaching

1. **Lynda.com Online Learning**
   Supplement your curriculum with Lynda.com online tutorials and courses on business, technology, and creative skills for academic and lifelong professional success. Using Lynda.com as an extension to your curriculum, you can free up hours of class time. Direct students to Lynda.com or create playlists and integrate Lynda.com into Blackboard as part of an assignment. You can also create playlists within Lynda.com and share them with your students. Students can learn new skill sets at their own pace, enabling them to be more productive and better equipped during class time. For further information, see http://www.towson.edu/lynda.

2. **Instructional Recording (Also Known as "Lecture Capture")**
   Today's software allows you to easily create videos of not just lectures but all kinds of instructional content—course introductions, student presentations, short how-to videos, and even video markup and critique of student papers. Panopto, which integrates nicely into Blackboard, is the primary campus solution. It runs on Windows, Macs, and iOS devices. For further information, see http://www.towson.edu/panopto.

3. **Web Conferencing (WebEx)**
   WebEx provides flexibility to meet around busy schedules without limiting collaboration. It allows you to share your computer desktop, individual documents, etc. and communicate with each other using voice, video, and chat. You can use WebEx to deliver instruction, conference with colleagues and students, or record your lectures. Students have access to WebEx too and can use it to collaborate on group projects.

4. **Blackboard Collaborate Ultra**
   Use Blackboard Collaborate Ultra to work with your students, record lectures, or conduct group activities, all within Blackboard. Get creative and offer virtual office hours or set up meetings with your students to review assignments, share files and applications, chat, or interact using the virtual whiteboard. All you have to do is set up a time to meet. **Note:** Blackboard Collaborate Ultra is the most compliant web conferencing technology and is the recommended solution when working with individuals who require the use of a screen reader.

5. **Windows Remote Desktop Gateway**
   Faculty often have their office computer set up exactly the way they need it, from bookmarks, software, icons, etc. By using Windows Remote Desktop, you can bring your familiar office environment into any classroom instead of using the instructor workstation. Additionally, before your class, you can open all your Web pages, documents you need for class, or software on your office computer in advance, lock it. When you walk into class, you just need to remote to it, log in, and everything will be ready to go—could a significant time saver. See http://remotedesktop.towson.edu. Note: You can only remote into a Windows computer.

6. **Virtual Workspace**
   Towson is continuing to expand its virtualization resources. The Virtual Workspace (VW) at http://vw.towson.edu provides another custom desktop that moves with you from classroom to classroom. While you can't pre-stage documents and applications in advance, you can create icons and shortcuts that may save you some time. For more information see: https://www.towson.edu/technology/training/resources/remote.html.

7. **Learning Space Reconfiguration and New Instructional Technology**
   Towson funds the majority of classroom technology through Student Technology Fees. A well-established process ensures colleges can request funds to incorporate innovative technology solutions into the current environment. Each college has their own internal procedures, but ultimately, deans or their designees submit final project requests for funding review. Please share your ideas with your department and college leadership if you feel your learning spaces need additional instructional technologies. OTS Classroom and Computer Lab staff stand ready to help with preliminary evaluation. In some cases, OTS has loaner and trial equipment that faculty can try out, such as virtual reality technologies, wireless collaboration, etc. See our website for details.

8. **StrengthsQuest Assessment**
   For faculty considering collaborative learning, it's often helpful for students to know their key strengths, particularly for group assignments and project work. The StrengthsQuest assessment is online and provides the student a customized report that lists their top five talent themes. All students have access for free using their NetID. After, you can arrange to have a 60-minute StrengthsQuest presentation. For more information see http://www.towson.edu/strengthsquest.

9. **Plagiarism Detection Application**
   Towson faculty and students currently have SafeAssign available within Blackboard for checking work for original authorship and accuracy of citations.

10. **Other Site Licenses**
    The software products listed in A through E below are covered under a site license and there are no extra costs required from your department. In addition, many other software titles are in use at Towson. More information about these products, availability, and how they are licensed can be found on our online Software Inventory.

    A. Adobe Creative Cloud Software: Adobe's suite of design applications including Photoshop, Illustrator, Dreamweaver, etc.

    B. LanSchool: LanSchool helps you manage your classroom and control what is seen on the screens of all Mac and Windows computers.

    C. SPSS: A statistical software that discovers patterns and trends in structured and unstructured data with an intuitive visual interface.

    D. SAS: A scalable, integrated statistical software environment that is specially designed for data access, transformation, and reporting.

    E. NVivo: Powerful software for qualitative data analysis; provides better understanding of unstructured data, which will allow for smarter insights, better decisions, and more effective outcomes. A cloud-based version with be available sometime during the academic year.

Academics and the Division of Academic Affairs

The Division of Academic Affairs, not OTS, is responsible for all academic matters. New faculty are often confused about OTS' role since many academic services involve computers or websites in some way. To clarify, OTS hosts the physical technology environment. For pedagogical, policy, and procedural matters, work with your department and college, and get familiar with academic resources provided in Academic Affairs.

1. **Getting Started and Information for Faculty**
   The Office of Academic Innovation has a website that has getting started resources for new faculty, including information on creating a syllabus, etc. See
   https://www.towson.edu/provost/initiatives/leadership/newfaculty/index.html

2. **Academic Affairs Main Website**
   This is the hub for important academic information and resources. See
   https://www.towson.edu/provost

3. **Faculty Resources**
   See https://www.towson.edu/provost/academicresources/index.html

4. **Rosters, Grades, and MyTU**
Faculty get their course rosters and submit grades online in PeopleSoft, our campus enterprise records system. Go to http://mytu.towson.edu, login, and go to the Faculty Center. If you have technical problems reaching the website, contact OTS Faculty/Staff Help Center. For "how to" questions concerning grades, rosters, or your class not showing up when you login, contact your department's administrative assistant.

5. **Blackboard**
This is our web-based course management system. Most faculty use it at least to post copies of syllabi and other documents. It has a great gradebook, and you can use it to easily send announcements to all of your students. It has a lot more features, but if you are just getting started, focusing on the "big three" will be helpful for you and your students. Your course is automatically created but it's up to you to use it. For support, call 410-704-5151 to speak to an on-campus Blackboard rep, or visit https://techhelp.towson.edu to open a support request. To request training, visit https://www.towson.edu/technology/training/blackboard/trainingrequest.html. Your academic department or college may have its own policies regarding Blackboard use; ask your chairperson or administrative assistant. Again, OTS is responsible for the environment; how it's used is an Academic Affairs matter.

Classrooms and Computer Labs

1. **Our Main Website for Smart Classrooms and Help Resources**
See http://www.towson.edu/cclt. Includes Smart Classroom Technology and Support Guide with survival and problem-solving tips, Smart Classroom Tips and Best Practices, and more.

2. **Classroom Audiovisual Technology Support**
First-level support for most classrooms is generally handled by OTS unless otherwise noted. Call **410-704-8324 (4TECH),** or use our new chat support by clicking on the **4TECH Chat** icon on the Windows taskbar or MacOS dock of any classroom instructor computer. During fall and spring semesters, phone support is provided Monday through Thursday, 7:30 a.m. to 10:30 p.m. and until 5:00 p.m. on Friday, and chat is available Monday – Thursday, 7:30 a.m. to 7:30 p.m. and Friday, 7:30 a.m. – 5:00 p.m. Check our support website for summer and minimester hours. At TU, there is no "emergency runner" system in place; our team focuses on problem prevention, but we work quickly to restore or repair reported problems. If it takes more than a phone call to solve the problem, additional support is often coordinated in conjunction with academic departments and colleges, especially for follow-up if a room visit is required.

3. **More on Reporting Problems or Calling for Help**
We can only fix things we know are broken, so please help and report any problem you encounter using the classroom audiovisual system or computer. The instructor's workstation in the classroom should have an instruction sheet or placard that identifies who to contact for help, but it's usually 410-704-8324 (4TECH). You can also use http://techhelp.towson.edu to report non-urgent issues and problems. Check with your chairperson, administrative assistant, or department technology provider before the semester starts; your college or department may have specific tips and procedures for your area.

4. **Have a Technology "Plan B" and Enlist the Help of Students in Your Class**
Our staff and contractors work hard to keep classroom systems working through a proactive, preventative-maintenance approach. However, things occasionally go wrong. Always have a "Plan B" that allows you to continue to teach even if the technology isn't cooperating. There is usually a technologically capable student or a member of the Student Employee Technology Corps in your class who may be able to pitch in and try to get things working—or who can call for help and work with a support technician. Tip: dismissing classes for technical glitches is usually not viewed positively by students or colleges.

5. **Computer Labs for General Student Use; OTS Student Computing Services**
OTS maintains an open-use student computer lab in Cook Library, another site in the west residential campus, and a third at TUNE. All other campus labs are staffed and supported by individual departments or colleges. See your department head or administrative assistant for

information on computer labs managed by your college or department. For more on Student Computing Services, see https://www.towson.edu/technology/studentservices.

6. **Connecting a Laptop in the Classroom**
This is a frequent question adjunct faculty have. You may need to supply a "dongle" or cable, depending on the department you teach in and the room you use. If you plan to bring in a laptop, you should contact your hiring department's administrative assistant or IT support provider beforehand so you can verify what you need to bring—or if the department provides cables or dongles. Also, know which keys you need to press on your laptop keyboard to select the laptop screen, an external monitor, or both. This varies by brand and model.

7. **Classroom and Lab Computer Software**
New software installs must be planned and tested so as not to destabilize the computer or introduce problems for other faculty. Contact your department or college technology coordinator if you would like to use a particular software package other than Microsoft Office and "the basics" on a shared computer. Lead time is up to the college/department; some require 4-6 weeks or more.

Accounts and Passwords

1. **Your NetID (Username)**
Your primary username at TU is termed your NetID. Along with your password, your NetID lets you log into your office computer, use Blackboard and PeopleSoft, connect to the campus remotely, and more. Although you may hear other terms interchanged for the branded "NetID" they all refer to the same thing.

2. **NetID Issuance and Activation**
Your academic department will make sure you get your NetID created at the time of your contract and you will be notified through your personal email address. We will include instructions on how to activate it.

3. **NetID Lifespan**
Your NetID will remain active as long as you are teaching—and one year after your last engagement. Since adjunct faculty are hired each semester under a new contract, this ensures continuity of service for those teaching on an ongoing basis. If you have not taught after one year, any files on your OneDrive or H: drive will be permanently deleted.

4. **Duo Multi-Factor Authentication**
Towson uses Duo Multi-Factor Authentication (MFA) to enhance the security of NetIDs and to prevent data breaches. Duo requires a second form of identification to help you securely login to university systems. With Duo, you'll use *both* your password and a mobile device or landline phone when logging into various TU systems with your NetID. For more information about Duo, visit http://www.towson.edu/duo.

5. **PeopleSoft Access**
You will be able to access PeopleSoft once you activate your NetID. Due to security and auditing requirements, your PeopleSoft access will end two to three weeks after each semester; all other services—email, access to files in OneDrive or your H: drive will remain for one year.

6. **Password Changes, Mobile Device Sync**
By audit requirement, passwords must be changed at least every 90 days to help reduce the chances of identity exposure and account compromise. Plan to change your password at least every 90 days—and if you forget it or it expires, use our self-service tools along with your Security Question to reset it. You must also reset your password on your mobile device(s) whenever you change it; if not, a "stale" password can lock you out with failed attempts. See http://www.towson.edu/netid.

7. **Password Tips and Strong Passwords**
Never give out your password by email, by phone, or in person. No reputable IT support provider needs it. Consider any attempt to obtain your password an identity theft attempt. Also, avoid using the same password throughout your digital life. If you have other email services, like Gmail, or you

create accounts for online shopping, use different passwords. If compromised, they won't have access to everything as they would with a "master key." Strong password tips: http://www.towson.edu/technology/about/policies/password.html.

8. **Your Security Question: Forgotten or Expired Passwords**
When you activated your NetID, you also set a Security Question; you will need the answer to reset your password if it expires or you forget it. For security question resets, contact the Faculty/Staff Help Center. We cannot reset passwords unless you visit the help center in person due to the potential for exposure by identity impersonation. Manage your NetID and password at http://www.towson.edu/netid

9. **Bad Password Attempt Lockout**
If you have six bad password attempts in a row within ten minutes, your NetID will be locked for ten minutes, after which you can try again.

10. **Keep Your Computer Locked When Unattended**
When leaving your office or classroom computer unattended, even if it's just for a few minutes, lock it using the Windows L key combination or the Mac lock feature (Control + Shift + Eject/Power). This keeps curious and potentially malicious people out.

File Storage, Collaboration, Wireless Services, Student Printing

1. **Network Storage and Sharing Files: Personal and Departmental Shares**
You have many options to store your files and documents. While the H: and O: drive remain available for individual and departmental storage, respectively, cloud storage using Office 365 is becoming more prevalent and provides additional functionality. At the same time, security of data and risk of exposure has become much more important when making decisions about where to store things. To help guide you in making good choices, please review this chart and consider printing it as a quick reference: http://www.towson.edu/technology/facultystaff/documents/storing-data-risks-vs-benefits.pdf.

Realizing most people will continue to use their H: and O: drives even though they are not cloud based, you can still access them remotely through Virtual Workspace and Remote Desktop Gateway. You'll be able to get to them on your office computer—plus computers in classrooms and labs. Files are backed up daily, so if you lose or overwrite something, you can restore them following these instructions: managing your network drives.pdf.

2. **Avoid Using USB Drives**
USB thumb drives are easily lost, stolen, or damaged. People seldom bother to back them up—and they may contain vast amounts of information. Parting with one of these handy devices can be catastrophic and lead to exposure of confidential data, identity theft, and worse. Use OneDrive for Business through Towson or your TU H: network drive instead.

3. **Transferring Big or Confidential Files and Documents using the File Delivery Service (FDS)**
Email lets you send files up to 25 megabytes, but even that is too big for many recipients. TU has a web-based option that allows you to send and receive huge files. Additionally, confidential files, regardless of size, can also be securely shared using FDS. Visit http://fds.towson.edu and log in to explore the options and read the Help information. With this service, you can create temporary accounts for guests at other Universities, professional collaborators, editors, etc. and use FDS to send and receive files.

4. **Collaboration: Custom Shares, SharePoint, and Blackboard Communities**
Collaborating by email is time consuming and can be frustrating if you have to share documents and other materials. OTS can create custom network shares that allow you to share files with university faculty, staff, and even students outside your own department—much like you can with your departmental O: drive. Microsoft SharePoint and Blackboard Communities are other collaboration options. Contact the Faculty/Staff Help Center for more information and to go over your specific needs.

5. **Cloud Storage and Sharing Files**
   The university offers a secure and feature rich cloud-based way to store and share your university files. You really should use this. You may have used personal cloud storage in the past, which is fine for you stuff, but when it comes to teaching and research, use OneDrive for Business. You have 1TB of storage to use—this is in addition to your H: and O: drives. We only support OneDrive for Business. If you use anything else, you're totally on your own including any data exposure you may experience. For more information, see
   https://www.towson.edu/technology/training/resources/office365.html.

7. **Wireless Networking; Cellular Signal Strength**
   Wireless covers most areas of the campus. Offices, classrooms, and computer labs may receive a wireless signal, but strength varies. If you use cellular for data (or voice), realize signal strength from public carriers may not reliably penetrate all buildings due to design and shielding. Wi-Fi calling can help. This service is provided by your cellular carrier and lets you use the Wi-Fi network to place and receive calls when cellular service is insufficient or unavailable. See
   https://www.towson.edu/technology/wireless.html to learn more.

8. **TU Open Access**
   When you first attempt to connect your device to our wireless network you're going to see two networks. "tu-secure" and "tu-openaccess." We strongly recommend that you connect your device to "tu-secure" to maximally protect your device and data. When you bring guests to campus, they can connect to "tu-openaccess" without a Towson NetID and password.

9. **Find and Install Printers for Office, Classroom, Lab, and General Use Spaces**
   Discover what printers are available on campus and install them with one click of your mouse—
   http://print.towson.edu.

10. **Cloud Printing Service for Students**
    A cloud printing service, WEPA, was launched in August 2013. Students are able to send documents from their computer to WEPA's print cloud service. Students can then go to any WEPA print station on campus and print out their work. The fee-based service administered through Printing Services is flexible and convenient. See http://www.towson.edu/wepa.

Email

Use TU email when communicating with students, staff, administration, or other faculty at TU. Do not correspond with students or TU staff with personal email accounts.

1. **Use Office 365 for Classrooms, Computer Labs, and Shared Computers**
   When using a desktop computer or laptop, this is the best email option for adjuncts, whether at home, work, or in campus classrooms. You don't need to install anything; it's all web based. http://office.towson.edu. This method does not store email on your computer—an important security consideration when using a public computer.

2. **Emailing Students Within Blackboard**
   You can email your students using Blackboard, either to individuals or to the whole class. Find the Course Tools on Blackboard side menu, then click Send Email.

3. **Email-Enabled Phones (Smartphones) and Tablets**
   This is another convenient way to communicate with your students and colleagues. TU recommends the Outlook app for iOS and Android phones. You can add another email account tied to your TU Exchange/Outlook email, and even though all your mail will look like it's the same inbox, the phone actually keeps it separate. So when you remove your Exchange account from your phone, your TU email (and only your TU email) will be deleted from the phone. For configuration settings to use TU's Exchange email: http://www.towson.edu/mobilesupport.
   IMPORTANT: A passcode on your phone is MANDATORY to use Exchange services.
   If you don't have one already, you will need to set one up on your phone.

4. **Email All Students in Your Class Using Outlook**
   To email your class, you MUST use the Outlook Web App or your Exchange/Outlook email account on your phone. This is a handy way to communicate with your class regularly, or in an emergency such as if you're stuck in traffic. You will need to figure out how to construct your class email address. It's pretty easy. Here is a sample email address that would send everyone enrolled for fall 2018 in Engineering Studies (ENGS) course number 136, section number 104:

   1184engs136101@towson.edu using the template below:

   1yysddddnnnccc@towson.edu

   1) The digit **1** (the email address always starts with 1)
   2) **yy**: the two-digit year (16, 17, 18, etc.)
   3) **s**: semester code (January = 1, Spring = 2, Fall =3, Summer = 4)
   4) **dddd**: three or four character department course code (e.g., COSC, EDUC, SCED, ART, etc.)
   5) **nnn**: three-digit catalog number (e.g., 101)
   6) **ccc**: three-digit section code (e.g. 204)
   7) **@towson.edu** (always)

   IMPORTANT: You must send email from a TU email system, either your TU account on your smartphone or from the Outlook. If you send it from another system, it will be undeliverable.

5. **Forwarding Your TU Email to Another Personal or Work Account: Don't**
   Many adjuncts are employed fulltime and ask whether it's okay to set up email forwarding from their TU address to another account, or giving students your work/personal email address for your convenience. This is not a good practice. When you communicate with students and colleagues, you are representing TU. Forwarding it blurs that relationship and can be a problem if the student email has sensitive information (grade discussions, notice of illness, etc.). Some legal factors could also come into play, like HIPAA, FERPA, etc.

Computer Systems

1. **Don't Turn Off Your Computer**
   If you have an assigned office computer, do not turn it off. Simply restart when done using it. This ensures it will get updates and security patches.

2. **Shared Computers**
   Adjunct faculty often share computers. You will not be able to install software or change settings that could affect other people who use the computer. If you need something special, check with your department chair or administrative assistant.

3. **Virtual Workspace**
   This is our web-based, remote access service. You can use it through your web browser, or for full functionality, install the VMWare Horizon client free on Windows, Macs, and tablets (iOS and Android). It's a good way for adjuncts to connect to TU resources for email, Microsoft Office documents, and access to one's personal network storage space, the "H: drive." See http://vw.towson.edu to get started.

4. **Google Chrome**
   While other browsers are installed on TU computers, Chrome works best for most websites, especially if you have a Google or Gmail account. If you sign in, all your bookmarks will be synchronized which can be handy in the classroom. It's also the most stable for many TU websites, especially Blackboard.

Mobile Devices and Home Networks

1. **Support for Personally Owned Devices (Home Computers, Laptops, Printers, etc.)**
   Help should be obtained through an external computer service person, company, or your Internet provider or data plan carrier.

2. **Mobile Device Support in General**
   For personally owned devices (iPhone, iPad, Android, Windows, etc.), support is limited to providing configuration information to connect to the campus network and use university resources. See this link for additional information: https://www.towson.edu/technology/facultystaff/hardwaresoftware/mobile/.

3. **Home Networking Equipment**
   Your home Internet service provider, retailer, or device manufacturer will typically help you set up routers, wireless devices, and computers—as well as troubleshoot problems—by phone or through online help resources. Since they have a wide range of experience with a host of consumer-level networking devices—as well as diagnostic capabilities that may even allow them to check signal paths to your home—they are your solution of choice.

Hardware and Software

1. **Special Software**
   If you need special software installed in the classroom or lab, discuss your plans in advance with your department head, administrative assistant, and local IT person if your college or department has one. Each department has its own policy for requests and lead time.

2. **Clickers to Control PowerPoint Presentations**
   The process varies by college and department. Most require faculty to purchase their own, others may provide them on request. Check with your department. They are not offered through OTS. Administrator rights may be required to install or use them—check with your college or department technology provider.

3. **Microsoft Office 2016 for Windows and Mac**
   Microsoft Office 2016, the full office suite, is the current standard for TU-owned desktop and laptop computers. It is installed on all TU computers by default and OTS manages the installation, upgrade, and management of that software. TU computers will receive upgrades through OTS deployments or through software distribution using Software Center on Windows computers and Self Service application on Mac computers.

4. **Office 365**
   You may install Office 365 on a personally owned laptop or home computer—up to five systems—if you don't already have a copy of Microsoft Office or would like to use the new 365 version. This is up to you. For information see http://office.towson.edu. Note: You will only have access to Office 365 programs while you have an active faculty NetID.

Information Security and Safety

1. **Antivirus Software for Personally Owned Computers**
   If you don't have an up-to-date antivirus product on your personally owned laptop, do not use it on campus. Update it first. This protects you and us. Computers in offices, classrooms, and labs already have malware protection installed.

2. **Use University Computers, Software, and Network Resources for University Business**
   Computers and systems such as email, printing, file storage services, and other network resources are funded by Maryland's citizens and our students. Please limit your use to that which directly supports your work, research, teaching, scholarly activities, and university business. Commingling one's personal digital life and work life can lead to exposure in both.

3. **Email, Phishing, Social Networking: Reduce Your Exposure**
   TU technical support staff will never ask for your password or other sensitive data—by phone or by email. Be skeptical and cautious. Personal, professional, and university exposure could result. Forward any suspicious TU emails to phishing@towson.edu so it can be blocked and to avoid further exposure to the university.

Campus Resources and Miscellaneous Tips

1. **Your OneCard ID Card**
   Your hiring department will notify you to get a OneCard ID at the University Union. The card serves as identification, may unlock doors if so authorized by your department, and can be "charged" with funds to allow you to use vending machines or eat tax-free at various campus dining locations.

2. **Campus Map, Phone Directory, Smart Phone App, etc.**
   These are available on the main TU website. A mobile version of the campus map and an online directory is included in the free TU App for iOS and Android. See http://mobile.towson.edu.

3. **Parking**
   Be very cognizant of parking rules, signage, and other requirements. Familiarize yourself with the information on Parking Services website: http://www.towson.edu/parking

4. **New for 2018! Classroom Support Chat**
   Access Chat by clicking on the 4TECH Chat icon on the desktop of any classroom instructor computer. During fall and spring semesters, chat is available Monday – Thursday, 7:30 a.m. to 7:30 p.m. and Friday, 7:30 a.m. – 5:00 p.m.

5. **Dining**
   If you need to eat before class, or just want to find a place to enjoy a break and have some coffee, see http://www.dineoncampus.com/towson Some favorites include Paws in the University Union, the Den in Newell Hall, and Starbucks in Cook Library. Seasons Pizza on York Road also offers dine-in and take-out.

6. **Events, Performances, Games**
   The campus events calendar provides information on upcoming events. Some are free, some are paid. Your OneCard may be required for admission. Feel free to enjoy the culture, art, sports, music, and other exciting things TU offers. See http://events.towson.edu

7. **University Store**
   The store, located in the University Union, has branded apparel, school and office supplies, snacks, electronics, and other items. See http://towsonustore.com for hours.

8. **Dry-Erase Markers and Chalk**
   Many adjuncts teach in the evenings—and board supplies often run out by days end. Tip: keep a personal supply in your bag so you aren't caught without something to write with.

9. **Inclement Weather and Other Closings**
   See http://tunews.towson.edu/university-closing-information

10. **Police, Fire, and Medical Emergencies**
    Familiarize yourself before your first class with the University Police services and procedures. See http://www.towson.edu/publicsafety/emergencies/index.html

11. **Smoking on Campus**
    TU is a smoke-free campus. No smoking is allowed anywhere on the campus, including in cars and outdoor spaces.

12. **Counseling Services for Students in Distress**
    If you notice or suspect a student is distressed, the Counseling Center provides resources and services for students and offers consultation services to support and advise faculty dealing with students in distress. For emergencies, call the University Police. See http://www.towson.edu/counseling

13. **Banking**
    If you need money, ATMs are conveniently located on campus at the University Union (PNC, SECU), Hawkins Hall, and Newell Hall are the closest to the core academic buildings. See http://www.towson.edu/auxiliaryservices/banking.html

14. **Support Service for Students with Disabilities**
    The Disability Support Services Office provides services such as testing accommodations. If a

student is a client of DSS, he or she may give you a letter to inform you that special arrangements for class or testing have been granted. This is a confidential communication; if you have questions or need to discuss ways to implement the authorized actions, contact DSS. If you need accommodation as a faculty member, discuss it with your department or contact the DSS office. See http://www.towson.edu/dss

15. **Safety Escort Service**
The University Police offer a safety escort program. When working late or alone and would like an escort to your car or a ride to another campus location, call 410-704-SAFE.
See http://www.towson.edu/publicsafety/escort.html

16. **Housekeeping and Cleaning**
If you have an urgent classroom cleanup need or you notice a serious problem in an adjacent area (hallway, restroom, etc.) report it to your department if you're teaching during regular business hours. If it's after hours, call Housekeeping Services directly at (410) 704-2610.

17. **Photocopying and Printing**
Check with your department; most have walk-up copiers for small jobs and your administrative assistant can explain how to get large quantities of materials printed, such as exams.

18. **News**
Towson Tigers Today, T3, is a daily news email everyone receives; you should skim over it since it is an official news channel and may have important information—as well as events, performances, athletic games, and other things you can attend. If you miss the email, it's also online:
http://tutigerstoday.towson.edu

19. **Police, Fire, and Medical Emergency and Emergency Alerts**
Call the University Police: (410) 704–4444 for emergencies, (410) 704-2134 for non-emergencies. See the website for more information and resources: http://www.towson.edu/publicsafety/police. An emergency alert text service is available; see
http://www.towson.edu/publicsafety/notification/index.html