



GRADUATE MANAGEMENT PROGRAMS: ADJUNCT FACULTY HANDBOOK ADDENDUM

The College of St. Scholastica

School of Business and Technology

The purpose of this addendum is to acquaint you with the policies, guidelines, expectations and resources specifically associated with your role as an adjunct faculty member of the graduate programs in the School of Business and Technology at The College of St. Scholastica. This handbook, frequently updated, is available online at :
<http://resources.css.edu/Academics/SBT/Docs/AdjunctHandbook.pdf>

For general information regarding administrative policies and procedures, please contact your campus director.



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INTRODUCTION

Welcome to the Graduate Management Programs at The College of St. Scholastica.

On behalf of the entire community in the School of Business & Technology, we welcome you to The College of St. Scholastica! Teaching is central to the mission of St. Scholastica and because of your experience, training, and commitment to education, you have been chosen to become an influential part of the student's journey down the path of lifelong learning. This handbook is designed to help you navigate the policies, procedures, and systems you will use within the graduate programs within SB&T at St. Scholastica.

You may also find the graduate student policies to be a helpful resource at www.css.edu/Academics/Catalog/Graduate-Catalog/Academic-Policies.html For site specific information related to issues such as facility, parking, administrative services, etc., please refer to the Adjunct Faculty Handbook for your location, or consult with the campus director.

MISSION AND VALUES OF THE SCHOOL OF BUSINESS & TECHNOLOGY

Mission Statement

We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.

Values of the School of Business and Technology

- *Respect* the value the dignity and worth of all people, and utilize all resources responsibly.
- *Fairness* by treating all justly and equitably.
- *Courage* to act in accordance with one's beliefs.
- *Love of Learning* - investigate and integrate the broad spectrum of human experience to enrich life.
- *Innovation* to create and implement new ideas.
- Building *Community* by sharing responsibility and developing a sense of unity while valuing the uniqueness of the individual.

GRADUATE MANAGEMENT TEACHING PRINCIPLES & STRATEGIES

Graduate education differs from the education of traditional undergraduate students in the following ways:

- Graduate education is less prescriptive than education for the traditional undergraduate population
- It has less lecture and is more experiential
- Graduate education is iterative, spiraling into greater depth
- Graduate students take ownership of their studies
- Graduate students' desire to learn is markedly increased over that of traditional undergraduates
- Graduate students have a body of knowledge and bring a context for that knowledge
- Graduate students are expected to engage in substantial research and to produce a substantive document (thesis, faculty-directed field project) or complete a significant global experiential program in order to be granted their degree

Therefore, teaching graduate courses requires some different skills and strategies from undergraduate students.

Those skills and strategies are as follows:

- To generate an environment of inquiry rather than solely one of content
- To keep abreast of research and new research paradigms
- To facilitate students' replication and validation of the research of others, and to encourage students' extension of the literature
- To direct scholarship of students
- To work more collegially with students
- To engage students in more critical thinking, reflection and analysis than on the undergraduate level
- To solicit the contribution of student talents and experiences as a learning resource in the classroom
- To facilitate the students' growth into the culture of the profession and to their profession's conversation
- To enable the student to grapple with more complex dimensions of their field
- To engender a commitment by students to ongoing scholarship and lifelong learning

SB&T FACULTY AND STAFF

- Dean of the School of Business & Technology: Dr. Kurt Linberg
- Chair of the Management Department and MAM Program Director: Robert Hartl
- MBA Program Director: Randal Zimmermann
- Coordinator, School of Business & Technology: Sharon Lohman
- Coordinator, Management Programs, Extended Campuses: Tricia Angulo
- Student Recruiting and Advising:
 - Duluth: Chad Oppelt
 - St. Cloud: Katie Wayne
 - St. Paul: Cindy Olson
- Extended Campus Directors:
 - St. Cloud: Rick Butte
 - St. Paul: Leah Peck

EXPECTATIONS

Upon contracting with The College of St. Scholastica, we enter into a formal relationship with adjunct faculty that includes expectations of both parties. Adjunct faculty are expected to utilize their professional skills and expertise to carry out their teaching assignment by employing the principles and strategies above, and CSS provides curriculum, structure, support, guidance, and feedback. We desire a collaborative relationship with faculty, drawing upon their experiences to constantly improve our students' experiences. We will accomplish this through the sharing of information, continual dialogue, and consistency in the programs we deliver.

The following are expectations of adjunct faculty in a number of areas:

Technology:

- Utilize Blackboard®/WebCT as the administrative environment for syllabus, coursework and grading, and preferably for interactive communication among students as well (i.e. discussion boards).
- Utilize the WebCT designated community area for graduate management program faculty, which encourages collaboration among faculty and staff. This area is new in fall, 2009 and you will be hearing more information about it.
- Utilize CSS e-mail account as the primary means of communicating with students, faculty and administration. CSS e-mail can be forwarded to a personal or work account.

Syllabus and Instructional Activities:

- Utilize the prescribed course syllabus in standard template, enhanced with the instructor's additional material if desired. The template provides guidance as to what may be customized by the instructor and what areas should be used "as is" as prescribed by CSS. (Contact Tricia Angulo, pangulo@css.edu Graduate Programs Coordinator for the syllabus for your course or for the template if you have not yet converted your syllabus to the standard template.)
- Load syllabus to WebCT and e-mail to CSS staff at least six weeks prior to the start of the term. Text lists are prepared for students by the staff and posted to the website.

Conducting of Classes

- Hold all class sessions during the prescribed timeframes, making yourself available to students for consultation by phone, e-mail, or in-person if necessary, to resolve issues and provide guidance. If an emergency arises and class cannot be held, notify all students, and CSS staff. **Mileage allowance to and from class is not reimbursed.**
- Work with the campus director or designated staff at your site regarding scheduling of rooms and equipment for the evenings you will be holding classes.
- Grade students utilizing the scale in the standardized syllabus, applying the expectations and rigor of graduate level work, and communicating with students regularly about their performance. Graduate students are expected to perform at a level of B or better. Notify the Graduate Student Advisor at the campus by week 4 of any students not meeting a B level of work or having attendance issues.
- The CSS faculty and staff are working on standards for online courses, and more information is forthcoming.

Collaboration

- Participate, as much as possible, in faculty meetings, trainings, and seminars offered by CSS which will enhance your skills and foster collaboration. Some form of additional compensation will be provided (e.g., mileage or per diem).
- Share information with other instructors to avoid duplication, build community, and enhance each other's professional development.
- Be receptive to student and staff evaluations of their teaching, including written and verbal feedback, class visits by staff, conferences, etc.

Feedback and Assessment

- Feedback from student evaluations will be shared with instructors following each term.
- Faculty are encouraged to develop their own evaluation methods suitable to their classes and to share the results with CSS faculty and staff.
- CSS faculty and staff may occasionally visit classes taught by adjunct faculty for the purpose of observing and evaluating teaching methods and class environment.
- It is at the discretion of CSS to retain or not retain adjunct faculty, by term, as needs are evaluated.

Administrative

- Acquaint yourself with the College website and its various areas to support your own work and to be a resource for the students.
- Utilize the Employee Expense Reimbursement Report, available on the website in the Business Office area under “forms” (logon required) to request reimburse for travel, telephone, registration fees, and other expenses paid for personally, when authorized by the Director of Graduate Management Programs. Proper documentation is required by the IRS and is the employee’s responsibility. Reimbursement forms should state the business purpose, dates of purchase and be signed by the employee's supervisor. All expense reimbursements reports should be submitted within **five** days of the expenditure.

GRADUATE ACADEMIC CALENDAR AND CURRICULUM

The MAM and MBA curriculum is described on the CSS website:

<http://www.css.edu/Academics/Catalog/Graduate-Catalog/Graduate-Curriculum/School-of-Business-and-Technology/Masters-of-Business-Administration.html> . Adjunct faculty should acquaint themselves with the curriculum and how their course fits into the overall program. Graduate degree applicants are accepted on a “rolling” basis, and the program can be completed in 14 to 36 months, depending upon courseload per semester. The term schedule is 2 fall terms, 2 spring terms and 2 summer terms.

LIBRARY AND REFERENCE

Julie Rustad, jrustad@css.edu, Distance Education Librarian, is based in Duluth and can assist with research and resources needed for teaching, such as finding articles or cases and putting them on reserve for students. Julie has created a website called Graduate Management Writing Research Guide: <http://libguides.css.edu/GraduateMGTWriting>

Another useful resource for both students and faculty is the J.J. Hill Library located in St. Paul: <http://www.jjhill.org/>

If there are materials desired by adjuncts that cannot be secured by the library and must be purchased, adjuncts should consult with the Graduate Management Director or Coordinator.