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

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Adjunct Faculty Member Qualifications
With AACSB accredited accounting and business programs, faculty teaching in our programs must meet certain qualifications. Those qualifications can be found here on the CBE Faculty Resources web page. 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.

Contract
Once you have been approved to teach and have scheduled a course with the department chair, you must fill out the appropriate paperwork to obtain PeopleSoft access and be placed on the payroll. You may refer to Towson University’s Policy on the Employment of Adjunct Faculty for general guidelines.

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. 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.

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.

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. While you do not have an assigned office, we can provide you with a private area.

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. The administrative assistant will take it to quick copies.

**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/](http://www.towson.edu/blackboard/).

**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](https://www.towson.edu/auxiliaryservices/store/).

- **Inputting Grades:** Grades are due into Online Services 48 hours after your final exam. Instructions on how to input the grades into Online Services can be found [here](https://www.towson.edu/auxiliaryservices/store/).

**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. You can find course rubrics on the [Faculty Resources](https://www.towson.edu/auxiliaryservices/store/) web page.

**Textbooks**

You will have the ability to select the textbook used in your course. Some 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/](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](https://www.towson.edu/auxiliaryservices/store/) 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](https://www.towson.edu/auxiliaryservices/store/) to enter your textbook adoption.
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 Committee. 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.

**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 with Personal Matters
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). If you have questions relating to this, you may seek guidance from your department chair.

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.

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.

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.

Digital Measures
Digital Measures is our online database that tracks our faculty’s qualifications, intellectual contributions, teaching, and service. We track this information for our reports for AACSB Accreditation. As an adjunct
When you are first hired (One-time data)

1) **Test your login:** Click the link on the right hand side bottom of the CBE web page for “CBE Digital Measures Login”. Your username and password will be the same as the one you use to log on to your computer.

   On the left, notice a list of your options, including the default option, “Maintain Your Activities,” and another option called “Run Reports.”

2) **Fill out your personal information:** Under “Maintain Your Activities,” click on “Personal and Contact Information” and make sure it is accurately filled out. Generally this information will not change unless you move your office.

   **TIP:** At the bottom of the “Personal and Contact Information” screen, there is an area in which you can keep a brief updated bio of yourself, as well as a list of “Areas of Expertise” phrases.

   **TIP:** At the bottom of most data input screens, there are at least two buttons, including a Save button and a Cancel button. After making changes to your information anywhere in the system, be sure to press Save. Otherwise your edits will be lost.

3) **Other one-time data should also be filled out:** Employment history, needed for college accreditation reports, should be updated on the “Academic, Military and Professional Positions” page. The “Awards and Honors,” “Education,” “Licensures and Certifications,” and “Professional Memberships” pages should be completed. Anything that does not apply to you can be left blank.

At the beginning of each year

**Administrative Data:** It is crucial to verify your Administrative Data, both permanent and yearly. Your department chair has access to update these data. The Permanent Data page should maintain an accurate record of your date of hire, starting rank, and all promotion dates. On the Yearly Data page, there should be one record for each year of your employment in the CBE. Each record should accurately reflect your faculty attributes for that year. Please consult with your department chair or the associate dean if there are any discrepancies.

At the beginning of each semester

**Teaching:** At the beginning of each semester, complete both the Advising and Scheduled Teaching sections. At the end of the semester, complete the grade distribution for each course that you’ve listed
in the Scheduled Teaching section. Both of these sections are important since this information will be used in your Faculty Annual Review form each year.

**Service:** If you have service commitments for the year, be sure to enter those on the pages listed under Service.

**Ongoing, as you have additional Intellectual Contributions and other accomplishments**

**Intellectual Contributions (including Presentations):** Intellectual Contributions (ICs) are among the most important information stored in Digital Measures. Please be very careful to keep these accurate and current.

**NOTE:** Although Presentations are entered on a separate page from other Intellectual Contributions, they are considered to be valid Intellectual Contributions. The information is different justifying a different screen for input in the system.

To determine a faculty member’s Academically Qualified/Professionally Qualified status, points are assigned to each academic and professional engagement activity according to the following two tables.

**Academic Engagement Activities**

<table>
<thead>
<tr>
<th>Type of Academic Engagement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Article published in a Category 3 or 4 [A/A+] peer-reviewed journal</td>
<td>13</td>
</tr>
<tr>
<td>Article published in a Category 2 [B] peer-reviewed journal</td>
<td>9</td>
</tr>
<tr>
<td>Principal Investigator or Co-PI on a research grant from external agencies with an award totaling at least $50,000</td>
<td>9</td>
</tr>
<tr>
<td>Published book (first edition of textbook, edited volume, academic or practitioner)</td>
<td>9</td>
</tr>
<tr>
<td>Article published in a Category 1 [C] peer-reviewed journal</td>
<td>5</td>
</tr>
<tr>
<td>Peer reviewed practice-oriented ICs (professional or practitioner journal)</td>
<td>5</td>
</tr>
<tr>
<td>Principal Investigator or Co-PI on research grant from external agencies with an award totaling at least $25,000 but less than $50,000</td>
<td>5</td>
</tr>
<tr>
<td>Peer-reviewed book chapter</td>
<td>5</td>
</tr>
<tr>
<td>Significant annual editorial responsibilities for a quality peer reviewed journal</td>
<td>5</td>
</tr>
<tr>
<td>Principal Investigator or Co-PI on research grant from external agencies with an award totaling less than $25,000</td>
<td>3</td>
</tr>
<tr>
<td>Publication of a professional book</td>
<td>3</td>
</tr>
<tr>
<td>Professional Engagement Activities</td>
<td></td>
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<td>-----------------------------------</td>
<td></td>
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<tr>
<td><strong>Type of Professional Engagement</strong></td>
<td><strong>Points</strong></td>
</tr>
<tr>
<td>Principal Investigator or Co-PI on a research grant from external agencies with an award totaling at least $50,000</td>
<td>9</td>
</tr>
<tr>
<td>Peer reviewed practice-oriented ICs (professional or practitioner journal)</td>
<td>5</td>
</tr>
<tr>
<td>Principal or secondary investigator in a research grant of at least $25,000 but less than $50,000 from external agencies</td>
<td>5</td>
</tr>
<tr>
<td>Relevant and active service on boards of directors</td>
<td>4</td>
</tr>
<tr>
<td>Paper presentation at an academic or professional conference</td>
<td>3</td>
</tr>
<tr>
<td>Invited paper presentation</td>
<td>3</td>
</tr>
<tr>
<td>Leadership positions and participation in recognized academic or industry societies and associations (e.g., session chair, program chair, officer, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Principal Investigator or Co-PI on research grant from external agencies with an award totaling less than $25,000</td>
<td>3</td>
</tr>
<tr>
<td>Documented maintenance of a current professional certification or license</td>
<td>3</td>
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<tr>
<td>Documented continuing professional education experiences</td>
<td>3</td>
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<tr>
<td>Material and time intensive consulting activities</td>
<td>3</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Faculty internships</td>
<td>3</td>
</tr>
<tr>
<td>Development and presentation of executive education programs</td>
<td>3</td>
</tr>
<tr>
<td>Significant participation in business professional associations</td>
<td>3</td>
</tr>
<tr>
<td>Maintaining an active consulting practice deemed to be significant and related to teaching area</td>
<td>3</td>
</tr>
<tr>
<td>Development of a new course or new degree program</td>
<td>3</td>
</tr>
<tr>
<td>Meaningful participation in faculty development and continuous education programs with demonstrated pedagogical outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Editorially reviewed ICs</td>
<td>2</td>
</tr>
<tr>
<td>Panel discussant at an academic or professional conference</td>
<td>2</td>
</tr>
<tr>
<td>Reviewer for a journal or conference in the area of specialization</td>
<td>2</td>
</tr>
<tr>
<td>Participation in professional events (e.g., speaking engagements)</td>
<td>2</td>
</tr>
</tbody>
</table>

**The Intellectual Contributions list page:**
From this page, you can edit intellectual contributions that have already been input by you (or a co-author) or you can click “Add a New Item” to create a new intellectual contribution.

**The Intellectual Contributions data entry page:**
Please note that all of the input fields are “optional” on this page, only in the sense that you can save even a totally blank entry. However, for your work to show up in CBE reports, there are certain required fields.

**Required Fields:**
- **Contribution Type:** Select from the drop-down menu. If you choose Other, be sure to fill in the adjacent field, “Explanation of ‘Other’”.
- **Was this peer-reviewed/refereed?** This needs to be set to “Yes” for all peer-reviewed or refereed publications. This is very important for CBE reports.
- **AACSB Classification:** Select from the drop-down menu. If you are unsure, click on the blue question mark icon to the right of the field to read the description of the classifications. If you are still unsure, verify with your department chair.
- **Current Status:** Select from the drop-down menu. Only papers that are “Accepted” or “Published” will show up in CBE reports. Be sure to keep this attribute current.
**Title of Contribution:**
- Include title of: Articles, Chapters in Books, Books, Proceedings of Meetings, Paper presentations, etc.
- Guidelines:
  - Capitalize only the 1st word of the title and of the subtitle, if any, and any proper nouns
  - Do not italicize the title or place quotation marks around it

**IC points:** Choose the points associated with the contribution. The Australian Deans’ Journal Rankings are used to determine journal category at [http://www.abdc.edu.au](http://www.abdc.edu.au)

**Authors:** You will not need to add yourself to the list of authors. That is done automatically. If you are the only author of the IC, you can leave this section alone. If you have co-authors, click the “Add Another Author” button to add another author line. You will need a separate line for each author. Under no circumstances can two authors be placed on the same line.

If a co-author is also a CBE faculty member, you must select their name from the alphabetical list in the drop-down menu. If a co-author is not a CBE faculty member, you must type his/her name in the boxes provided to the right of the drop-down menu.

To delete an author, click on the trash can icon to the right of that person’s name.

To adjust the order of authors for an intellectual contribution, use the arrows at the extreme right to move any author up or down in the list, one name at a time.

**Journal/Publisher/Proceedings Publisher:**

**Date Accepted** and **Date Published:** At least one of these dates must be filled out for the intellectual contribution to show up on CBE reports. Under Dates Published, use the noted months from the drop-down menu to indicate quarters or seasons.

Other fields are optional. You are encouraged to be as complete as possible in filling out an intellectual contribution record. If any non-required field is not applicable, just leave it blank.

**Presentations:**

As with the Intellectual Contributions link, Presentations have a list page and a data entry page. Presentations are separated from the other ICs only because different data is gathered about them. Like the other ICs, the entry will save with limited or no information, but it will not be picked up by the reports unless it has certain required fields completed.

**Required Fields:**

**Presentation Title:**
**Presenters/Authors:** As with ICs, you will automatically be included. Add other presenters/authors, using the “Add Another Presenter” button. Again, CBE faculty MUST be selected from the drop-down menu, and non-CBE co-presenters must be typed into the spaces provided. Optionally, you can choose roles from the drop-down menu under “Presenter/Author.” You can also rearrange the order and delete individuals.

**AACSB Classification:** Select from the drop-down menu. If you are unsure, click on the blue question mark icon to the right of the field to read the description of the classifications. If you are still unsure, verify with your department chair.

**Date:** Date of Presentation

If you have any questions, don’t hesitate to speak to your department chair or the associate dean.

**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.

- **Classroom Technology:** Information on how to use the Instructor Station Control Panel and the Document Camera can be found on this site.

- **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:
  - assistance in developing an online course.
  - written materials, such as a booklet on “Active Learning Designs: Simple Techniques To Enhance Student Learning” and many others.
  - mini-courses on specific topics, such as “Effective Grading,” “Delivering Learner-Centered Instruction,” and many others.
  - mini-courses on the Blackboard classroom technological support system, its technical and instructional components.
• individual meetings on specific classroom concerns.
• library on instructional techniques and structures.

The CIAT staff is knowledgeable about all aspects of curriculum design, technology, and classroom 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.