

Retreat

January 15, 2016

HMS North, Room 115

School of Human Sciences

WELCOME LYNSEY CORTINES - CDFL

1. AAFCS Visit (Olle)
 - a. Please make sure websites up to date/Livestext/TracDat
 - b. Graduate and Undergraduate Program review next Spring
2. Marketing (Runnels) CTL
3. Communication with Students (online video on demand) (Magnapubs flier)
4. NIFA Grant Workshop – USDA
5. University Tenure, promotion and post-tenure review policies updated (please review and input)
6. First Day of Class (handout)
7. Suggestions that made getting your courses/syllabi/vita ready easier? Share ideas each faculty meeting.
8. Convocation – Who to recognize? Submit to me or Lisa asap
9. Internship Hours (FM has prepared for 2 credit hours) Variable credit. 100 contact per credit hour. (handout)
10. Show Me – (Olle)
11. Café (theme dates)
12. ID (Fredonia Hotel)
13. Office Hours (handout)
14. Enrollment update
15. Personnel (FND, FM, CDFL, HADM)
16. Coordinators – Program updates
17. FTGOTO

Dates to remember

Town Hall Meeting	January 22; 1 pm – Math 101
NIFA Grant Workshop	January 27; 11-3 – Webinar HMS 115
12 th day	February 3
Classes for summer and fall	February 10 (due on Form from Stephanie)
Essence of Design	Opening Reception: February 6; 10:30-12 Noon; Second Floor of Steen Library Exhibition Date: Feb 6-March 4
Faculty Meeting	Feb 12; 1-3 (Coordinators 8:30-9:30) March 11; 1-3 (Coordinators 8:30-9:30) April 8; 1-3 (Coordinators 8:30-9:30)
Mid Semester grades for 100 and 200 level classes due	March 9
Convocation	April 12 th Regents A & B
Dead Week	May 2-6
Finals	May 9-13
Commencement	May 14

How Can I Avoid Communication “Misfires” with Students?

Go to www.magnapubs.com/profile

Log in with youngblog@sfasu.edu and Password hms4502.

Under My Online Access (found under My Account), click on On-Demand Videos. The content will be listed on the right.

FACULTY FOCUS

HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS

January 4, 2016

First Impressions: Activities for the First Day of Class

By Betty Anne Buirs, PhD

The old expression that you never have a second chance to make a first impression is certainly true in the classroom. Early in my career, I tried several first-day-of-class strategies, ranging from briefly introducing the course and dismissing students early to spending the entire time reviewing policies and procedures, but I began to feel that I was missing an important opportunity. Students are never more attentive than they are on the first day of class, when they're eager to determine what kind of professor they're dealing with, and although it is tempting to delay the real work of teaching and learning until the class list has stabilized, it can be difficult to change even the subtle norms that are established during this initial class. Several years ago, I tried a new approach, and I've been using it with great success ever since.

As a freshman English teacher, I am one of the first professors students encounter in their university lives, so they tend to arrive in class feeling a little uncertain and inclined to keep to themselves. My goal for the course is not to simply acquaint them with a body of knowledge, but to teach them a set of practical skills they can use to analyze texts, organize their ideas, and revise their own writing. I can only succeed if they're willing to practice these skills, so I use the first class to help them feel less intimidated and to set the tone for participation.

Arrive early

I make a point to be the first one to arrive and then personally greet the students as soon as they choose their seats. Instead of standing at the front of the room and calling their names, I introduce myself and ask them to tell me who they are so that I can find them on my class list. This also gives me a chance to ask students their nicknames as I add them to my seating chart, conveying that I am not merely taking attendance but am planning to converse with them. Because I teach students from many different cultures, I often ask them to coach me in the pronunciation of their names, which reverses the usual dynamic by making me the student and them the teachers. As I work my way through the class, I inevitably end up chatting with students, which helps put everyone at ease before the class has even begun.

After I've greeted the students, I provide them with two handouts that reinforce the impressions they are forming about me and the course. The first is the course outline, which clearly and simply defines the course objectives, assignments, and

rationale for every component of the course, and contains practical information, such as what to do if they miss a quiz.

By the time I'm ready to begin the day's lesson, I've not only put my students at ease, but I've dealt with any first-day butterflies I might be experiencing myself. I begin by writing 10 words on the board, my carefully chosen "Top 10 in 10" list, which we cover in 10 minutes. Students already have pages of detailed course information that will answer any questions they might have, so rather than focusing on unacceptable behaviors such as texting, I use this opportunity to convey to my students that I genuinely love my job and to highlight the rationale behind the recent revisions I've made to the course. I then tell them that instead of merely talking about the course, we're going to actually dive into the material and that they'll be actively refining their skills in every class.

Work in pairs

I begin by teaching students a skill they can immediately use to start improving their own writing. After giving a five-minute introduction to comma rules, I ask students to work in pairs on a comma exercise while I move around the classroom lending a hand. I give each pair one copy of the handouts, which ensures that they work together, and I assign one sentence per desk, which speeds up the exercise. When everyone is finished, I ask each pair to explain which rules apply to their sentence. Because the students have time to prepare and to consult with me, if necessary, they aren't nervous about reporting their answers, and they begin to internalize the classroom norm that I expect them to participate each class.

Once the students have broken the ice by completing this simple exercise, they're more willing to discuss ideas with each other. In the final portion of the class, I give the pairs 10 minutes to answer some questions about an excerpt from the nonfiction article we'll be studying the next class, and I ask each one to report the most interesting part of their discussion. Rather than exclusively following the order of the tables in the rows, I encourage other students to chime in if they arrived at different answers to the questions, and we proceed in this manner until all pairs have had a chance to report, paving the way for less-structured class discussions. I cap the unit by showing a sample analysis of the excerpt we've just discussed, which gives students a clear idea of the assignments we'll be working on in the first few weeks of class and helps assuage any anxieties they may have about their first paper.

I end the class by giving out a brief questionnaire, which includes a final slot for students to ask a question, mention a concern, or make a comment about the course. I've found that quite a few students use this space to remark that they can't wait for the next class, so perhaps the best part of my new strategy is that it gives my students a chance to make a great first impression on me too.

Betty Anne Buirs teaches English at Kwantlen Polytechnic University in British Columbia.

FEATURED PRODUCT

How Can Grading Policy Options Influence Student Learning?

Empowering students ... motivating them ... increasing their engagement ... encouraging them to learn the right things, in the right way.

They're goals every faculty member has, for every course taught. Could the answer to helping you reach these goals reside in your grading policy?

In the on-demand 20-Minute Mentor program *How Can Grading Policy Options Influence Student Learning?*, Maryellen Weimer, Ph.D., longtime educator and editor of *The Teaching Professor* newsletter and blog, shares grading policy strategies every faculty member should consider.

Weimer looks at the potential that policy decisions have to promote—or discourage—student learning behaviors, focusing on four key issues.

Extra credit

You'll be challenged to consider whether extra credit actually boosts performance or simply offers students a crutch; how to make extra-credit assignments meaningful; how to manage their impact on your workload; and why you should be wary lest they reward the least-deserving students.

Error forgiveness

You'll weigh the pros and cons of the two most common “forgiveness” techniques: dropping low grades and allowing assignment redos. Dr. Weimer will examine whether they have pedagogical value, and to what extent real-world circumstances

should factor into your policy.

Student choice

You'll assess how different types of students react to/benefit from being given choices related to assignments, and whether it's an effective tool for increasing student buy-in. You'll also explore how choice can both contribute to student anxiety and alleviate it.

Attendance and participation credit

You'll examine the ways your policy might actually encourage absenteeism, and discover how fine-tuning can shift students' priorities. You'll also take a fresh look at your beliefs about classroom participation and consider whether your grading policy is consistent with what you believe.

Make sure you're basing your grading decisions on best practices and sound strategy. Order ***How Can Grading Policy Options Influence Student Learning?*** today!

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Sick Leave

get all the months accrual upon 1st work day - must return to work.

Fac staff both
72hrs = 9 month. (8hrs)
88hrs = 11 month.

Original Implementation: Unpublished
Last Revision: November 2, 2015

Regular, consistent attendance and punctuality is expected of all university faculty and staff, as well as the proper use of leave time when an absence is necessary.

Accrual of Sick Leave

Employees of the university, whose positions do not require student status as a condition of employment, shall, without deduction in salary, be entitled to sick leave subject to the following conditions. Employees of the SFA Charter School will earn sick leave according to charter school policy.

Sick leave entitlement shall be earned, beginning on the first day of employment, at the rate of eight (8) hours for each month or fraction of a month of employment, and shall accumulate with the unused amount of such leave carried forward each month. An employee who is on leave the first day of the month may not use the sick leave that the employee accrues for that month until after a return to duty. Such leave accrual shall terminate on the last day of duty. An employee's accrued sick leave balance will be transferred when an employee moves from employment in one state agency to another, provided the employment is uninterrupted. Part-time employees working at least 20 hours per week accrue sick leave proportionately to their FTE.

Employees employed by multiple agencies cannot accrue sick leave at a rate that exceeds that of a full-time, 40-hour-per-week employee.

Separation from Employment

Employees of the university who separated from employment under a formal reduction in force are entitled to have their sick leave balances restored if they are re-employed by the state within 12 months. Employees separated from the university, for reasons other than a formal reduction in force, and re-employed by SFA may have their sick leave balances restored only if:

1. The employee is re-employed by the university within 12 months after the end of the month in which the employee separates from employment, but only if there has been a break in employment from the university of at least 30 calendar days; or
2. The employee is re-employed by a different state agency or institution of higher education within 12 months after the end of the month in which the employee separated from the university.

The university has no authority to pay out an employee's accrued but unused sick leave balance upon termination. An employee who is restored to employment at the university following military service is entitled to have his or her sick leave balance restored. Employee Retirement

within these guidelines:

Prior approval of dept. head.

Call Dallas - to do

- If a faculty member needs to take time off to handle personal business, personal leave may be used for that purpose with prior approval from their department head.
- If a faculty member misses a class, even if a substitute covers the class, the time missed is to be reported.
- If a faculty member is out on a continuous basis, two days or more, they must turn in leave for 8 hours for each day.
- If a faculty member misses office hours, due to illness or personal business, they must turn in leave for the time missed.

not present

FRI + MON COUNT more than 3 days

Extension of Sick Leave:

Pursuant to sections 661.202(i) and (j) of the Texas Government Code, an extension of sick leave may be granted through the university policies of Family and Medical Leave (12.9) or Leave of Absence (12.12 or 12.11) or utilization of the sick leave pool.

"Right and just assumption"

Sick Leave for Educational Activities:

An employee may use up to eight (8) hours of sick leave each fiscal year to attend school sponsored educational activities of the employee's children who are in pre-kindergarten through 12th grade, including a parent-teacher conference, tutoring, volunteer program, field trip, classroom program, school committee meeting, academic competition, and athletic, music or theater program.

Donation of Sick Leave to an Employee

Employees may donate any amount of their accrued sick leave to another employee who:

- Is employed by the university;
- Is eligible to accrue and use sick leave; and
- Has exhausted all of their sick leave, including time the employee may be eligible to receive as an award from the sick leave pool.

Employees may not provide or receive remuneration or a gift in exchange for a sick leave donation.

The use of sick leave donated to the recipient employee must follow the same conditions as normal accrued sick leave as outlined in this policy.

Donated sick leave cannot be used towards ERS retirement service credit.

Donated sick leave cannot be transferred to another state agency.

Donated sick leave cannot be paid out to the estate of an employee if the recipient employee passes away.

Pregnancy

** Spend night in hospital need abs to return to work*

- their immediate family, as defined above.
3. An employee may submit only one request for sick leave from the sick leave pool per fiscal year for each catastrophic illness or injury.
 4. An employee must exhaust all available leave before being eligible to receive sick leave from the sick leave pool.
 5. An employee utilizing sick leave from the sick leave pool continues to accrue vacation and sick leave entitlement as if on regular sick leave, provided he or she returns to work following the leave.
 6. Employees who are not covered by FMLA (policy 12.9) and who are offered a bona fide job offer under the university's Return to Work (policy 11.24) must accept the offer or sick leave pool benefits will end.
 7. Employees who file for Worker's Compensation Benefits are not eligible to use sick leave from the sick leave pool. In no case may sick leave pool time be used in conjunction with a worker's compensation claim.
 8. A routine pregnancy is not considered a catastrophic illness or injury.
 9. A regular part-time employee is granted pool leave on a pro-rated basis.
 10. One sick leave pool will be administered for all regular faculty and staff employees of the university.

Requesting Sick Leave from the Pool

1. A regular employee may apply for sick leave from the sick leave pool by completing a Request for Sick Leave from the Sick Leave Pool form and routing the form to the pool administrator in human resources.
2. Medical certification is required before the sick leave pool request can be reviewed by the administrator. Weekly documentation of appointments and/or treatment must be submitted to the pool administrator. Failure to return the required certification and documentation may result in loss of pool benefits.
3. The pool administrator will approve all or part of the request, or deny the request. All practitioner's statements and medical updates are subject to be referred to and reviewed by a university medical review board.
4. The amount of the pool leave granted for each catastrophic illness or injury will be determined by the pool administrator. The amount granted cannot exceed one-third of the balance of hours in the pool. However, in no case may an employee use more than 90 work days from the pool. Initiation and/or renewal of approval for use of such leave shall be subject to review of a current medical report for each approval period, and subject to availability of appropriate balance in the fund.
5. Medical updates are required every 30 days, unless otherwise indicated. Failure to return required medical documentation may result in delay or loss of pool benefits.
6. Any unused balance of leave granted to an employee from the sick leave pool returns to the pool if the employee returns to work prior to using all days granted.
7. The estate of a deceased employee is not entitled to payment for unused leave requested

balance in the fund.

5. The pool administrator shall design and implement a system of records management and reporting of sick leave pool activity. The total leave time available in the sick leave pool shall be reported annually to the director of human resources and be available upon request to faculty and staff.

Cross Reference: Tex. Gov't Code §§ 661.001-.038, .201-206; Tex. Gov't Code Ch. 617; Non-Academic Employee Handbook; Organized Work Stoppage (11.18); Family and Medical Leave (12.9); Leave of Absence (Faculty and Staff) (12.11); Tex. Educ. Code § 51.961.

Responsible for Implementation: Vice President for Finance and Administration

Contact for Revision: Director of Human Resources

Forms: Request for Vacation, Compensatory Time, Sick Leave Taken (available from Human Resources)

Board Committee Assignment: Academic and Student Affairs

Lynda Martin

From: Stephanie Milford
Sent: Wednesday, November 05, 2014 12:20 PM
To: Lynda Martin
Subject: Internships

Follow Up Flag: Follow up
Flag Status: Flagged

From my research on internships within the School of Human Sciences:

HMS Program	# of Hour required for Internship	# of Academic Credits	Contact Hours per Credit Hour	Semester Internship offered
Child Development and Family Living	225	3	75 hrs	Fall & Spring
Fashion Merchandising	150	3	50 hrs	Fall
Family & Consumer Sciences	120 (non-teacher certification)	3	40 hrs	Fall & Spring
Food Nutrition and Dietetics	N/A (working to format information)	3	Not sure yet	Not sure yet
Hospitality Administration	300	3	100 hrs	Fall, Spring & Summer
Interior Design	250	3	84 hrs	Summer
Interior Merchandising	150	3	50 hrs	Summer

I have the handbooks for each major. Some of the are very in depth and have the forms that must be submitted before the student is able to participate in the internships. Some of the groups have mandatory meetings regarding internship so that the students can be aware of what is expected and they are given different ideas of locations that would be good for internships.

Let me know if I need to write up more information on internships.

Stephanie Youngblood Milford
 Stephen F. Austin State University
 School of Human Sciences
 SFA Box 13014
 Nacogdoches, TX 75962
 Phone: 936-468-4502
 Fax: 936-468-2140

"The views and opinions expressed in this message are my own and do not necessarily reflect the views and opinions of Stephen F. Austin State University, its Board of Regents, or the State of Texas."

Lynda Martin

From: Rebecca Greer
Sent: Monday, June 29, 2015 3:44 PM
To: Sara Cole
Cc: Lynda Martin; Jamie Cupit; Michelle M Jones
Subject: Internship Requirements Change

Sara,
After being prompted by Dean Abbott and much discussion by HMS faculty, coordinators & director, we are taking action to move toward more consistency across the school in internship requirements. A curriculum change proposal is being submitted that would allow HMS 420 to have variable credit from 1 to 3 hours--and HMS programs will begin requiring 100 hours of work experience for each credit hours in HMS 420 (so each program will determine the credit hours for the program so that all students are getting the same credit for the same number of hours work).

In the Fashion Merchandising program, students have been working 150 hours for 3 credit hours. To be in line with the new policy, students will complete 150 hours on-the-job and 50 hours of related academic work for a total of 200 hours and will receive 2 credit hours for HMS 420, effective Fall 2016.

For the internship semester, FM students will need to enroll in:
HMS 420-2 hrs.
HMS 452-3 hrs.
HMS 463-3 hrs.
HMS 353-3 hrs.
HMS 400-1 hr.
TOTAL - 12 hrs.

We need to start preparing students for this change. In the past timing of enrollment in HMS 400 was flexible but now FM students will take HMS 400 ONLY with the internship block, so that they will have a total of 12 hours to have full-time student status and be financial-aid eligible. If you have questions, please let me know.

Becky Greer, Ph.D.
Professor & Coordinator
Fashion Merchandising Program
School of Human Sciences

Culinary Café Date for Spring 2016

Reservations will be available on February 1 at 8 AM

Feb 23 Country Cooking	Feb 26 Latin
Mar 1 Fusion/Private	Mar 3 Creole
Mar 8 Cajun	Mar 10 European
Mar 29 Asian	Mar 31 Texas BBQ
Apr 5 Mediterranean/Private	Apr 7 Country Cooking
Apr 12 Latin	Apr 14 Fusion
Apr 19 Creole	Apr 21 Mediterranean
Apr 26 Texas BBQ	Apr 28 Asian
May 3 European/Private	May 5 Cajun

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SFA INTERNAL USE ONLY

Technical Questions Comments or Issues: its-stureg@sfasu.edu

Please select from the choices below and click the submit button.

Report type: Data by department Headcount Most recent day's comparison
 Credit Hour All data for selected term
Display type:
 Term: Spring 2016

Submit

Term	Days to Census	Date	Col	Dept	Total	1st FR	FR	SO	JR	SR	PU	GR	PG	DR
Spring 2016	20	14 Jan 2016	ED	HUSC	676	1	78	106	195	276	3	18	0	0
Spring 2015	20	15 Jan 2015	ED	HUSC	678	2	58	121	171	296	5	27	0	0
Difference:					-2	-1	20	-15	24	-20	-2	-9	0	0

Notes: Some comparisons are estimates. Data collection for first-time freshmen (1st FR) began August 15, 2006. Freshmen (FR) totals include first-time freshmen.

Data collection for Maymester began May 6, 2008. For 2008 through 2010, Summer 1 numbers include Maymester numbers. Beginning with 2013, Maymester numbers are separate from Summer 1. Due to summer semester structure and schedule changes, no appropriate prior year comparisons are available for 2013.

The Spring 2014 census date was adjusted from the original schedule to allow for the unplanned university-wide weather closure. Prior year data comparisons involving this term should consider this necessary adjustment.

RELEASE: 8.5

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Goals for Human Sciences – Fall 2014

OVERALL SCHOOL GOALS

- Accreditation approvals
- Enhancement of student experiences
 - Field Trips
- Networking programs
- Recruiting & Retention
- Updating websites

Child and Family

- Development
 - New Family Policy Course
 - Two online courses (HMS 236 & HMS 241)
- Implementation
 - Assessment of student academic dispositions
 - Program research agenda
 - Student field trips
- Recruitment

Family and Consumer Sciences

- Involvement/Participation
 - AAFCS
 - Advisory Board
 - In research event for undergraduates
 - Programs
- Promotion
 - Accreditations
 - (Growth of) Graduate program
 - Undergraduate program
- Review
 - Courses
 - Degree plans

Fashion Merchandising

- Blue Jeans Go Green denim drive
- Development
 - Fashion Gallery
 - Historic Costume Collection
 - Online courses
 - Tartan Project
- Grant applications
- Retention (through)
 - HMS 199 required, course-fee funded trip
 - Study/travel opportunities
- Strengthen
 - Alumni relations
 - Classroom technology
 - Curriculum
 - Fashion Merchandising club & business tour

Food, Nutrition and Dietetics

- Addition of FND courses online
 - Advanced Nutrition Online
- Advisory Board Meeting (Spring 2015)
- Coordinate Health Center
- Develop Master's separately from HMS Master's
- Marketing healthcare minor

Hospitality Administration

- Development of curriculum and program
 - 7 new articulations in 5 years
 - Culinary certificate/culinary minor
- Facility enhancement
 - Accreditation (ACF & ACPHA)
- Hire intern/industry coordinator
- Recruit

Interior Design/Merchandising

- Enhance partnerships (CEU, guest lecturers, etc.)
- Identify grant opportunities
- Implement recruitment plans
- Maintain accreditations
 - Demonstrations of standards
 - Development
 - Network
- Rotate alumni meetings

Please attach the fully completed Re-assignment Form for each Faculty requesting release time.

FALL

I must have the form before and re-assigned time can be assigned. If the form is not attached it will be returned.

Program:

Name	Course Name & Number	Est. Enrollment	Location	Days	Desired Times
Martin, Lynda	HMS 502.501	50	Online	TBA	TBA
Martin, Lynda	HMS 575.001	10	HMSN 102	M Only	6:00 pm – 8:30 pm
Martin, Lynda	HMS 475.001	10	HMSN 204	TR	8:00 am – 9:15 am
Martin, Lynda	Re-Assigned	-----	-----	-----	-----
Adjuncts (list below)					