

# **Rewarding Accountability and Professionalism in the Classroom**

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# Why?

- Preparation for work environment - Whether students realize it or not, they are being evaluated every day in class and on the job. Unprofessional behavior will hurt them in the work environment.
- Improves learning environment in class and in groups
- Students want it!

# How?

- Professionalism Points (excerpts from syllabus)
  - You will lose professionalism points for arriving late or leaving early repeatedly, reading the newspaper, working on material from another class, interrupting class with conversations, surfing the web, and other unprofessional behavior.
  - You will be given an opportunity to evaluate each member of your group. Any group member who receives poor evaluations from the majority of group members may also lose professionalism points.
  - Unlike participation points, which you earn throughout the semester, students start the semester with 25 (or 50) professionalism points and can only lose points for unprofessional behavior.

# How?

- Group projects
  - Group contracts outlining expectations signed by each group member
  - Group evaluations with meaningful points attached
  - Consider format of group evaluations
    - Multiple evaluation periods rather than one at the end of the term
    - Specific rather than general
      - I recommend the use of Likert-type scale items (see following slide)

# My group evaluation form

1. This group member did his or her share of the work.
2. This group member was punctual at group meetings.
3. This group member turned in work at agreed upon times.
4. This group member completed quality work.
5. This group member followed instructions as given by the instructor.
6. This group member tried to be available for meetings.
7. This group member actively participated in meetings.
8. This group member provided feedback to other group members on their work.
9. This group member responded to communication (emails, phone calls, etc.) from other members in a timely manner.
10. This group member was an overall good group member.

# How?

- Client projects
  - Communicate expectations to students *and clients!*
    - Quality of work
    - Importance of timely communication
    - Willingness to share information including financial information
  - Stress importance of projects to students by inviting client to meet with class and possibly have class visit client site

# How?

- Walk the Talk
  - Faculty must be a role model for professional behavior. Examples include:
    - Meet deadlines
    - Act professionally
    - Communicate professionally (even e-mails)
    - Dress professionally
  - COB Standards of Professional Behavior and Ethical Conduct