
Establishing Student-Faculty Expectations in the Classroom

2009 Teaching and Learning Symposium

John H. Bantham

Management & Quantitative Methods

The keystone of my philosophy on teaching

- I believe that my job as professor in the College of Business is to facilitate my students learning the specific content associated with the course and its application to the world of business. I further believe that my job is to also facilitate their development into business professionals. I take both of these objectives very seriously and attempt to be a well prepared, organized, professional role model for my students.

The importance of classroom expectations

- Students' intellectual development is largely a response to what teachers expect and how those expectations are communicated (Rosenthal and Jacobsen, 1968)
- There is a need for a college faculty collectively to have fairly uniform expectations for students (Schilling and Schilling, 1999)
- Staff must share high expectations for all students and for themselves (Bamburg, 1994)

The College of Business Professional Standards

- Developed by a COB cross-departmental team
- Lots of initial disagreement, even some gnashing of teeth
- Faculty vote and acceptance Fall 2004
 - Wanted something in place prior to moving into our new building
 - Important part of cultural transformation
- College of Business - Illinois State University

Establishing student-faculty expectations

- BUS 100—Enterprise
 - Required course for all business majors
 - Overview of business disciplines
 - Great opportunity to show students what to expect
- First assignment

Assignment #1:

Standards of Professional Behavior and Ethical Conduct: Due Thursday, January 24.

Please write a two page paper on your reactions to the College of Business Standards of Professional Behavior and Ethical Conduct (please refer to the following URL: <http://www.cob.ilstu.edu/standards/>). Please pay particular attention to the faculty, students, and community sections of the document. In your paper, please make sure to address the following questions: Do you feel that you can accept the expectations relating to students and those relating to your care of our facility as the basis for your personal behavior? Why, or why not? Do you feel that the expectations relating to faculty fairly represent your expectations of faculty? Why, or why not? What changes to these sections would you recommend and why? Do you think that it is important that we have such a set of standards? Why, or why not? Your paper must follow our regular formatting guidelines.

Establishing student-faculty expectations

- Students comments
 - Almost universal acceptance of standards
 - Importance of communicating expectations of faculty
 - Differences of opinion as to whether or not this was a necessary document
 - Teachable moment: Discussion on the importance of mission statements, ethical standards, etc.

Reinforcing the expectations

- Mid-semester feedback

Please review the accompanying Expectations of Faculty section of the College of Business Standards of Professional Behavior and Ethical Conduct. Based on your review, please answer the following questions.

- Of the standards that your instructor has met, please comment on those that have most positively influenced your satisfaction with this course.
- Of the standards that your instructor has not met, please comment on those that have most negatively influenced your satisfaction with this course.

- Same set of questions relative to expectations of students

Opportunity for dialogue

- Identify common themes and report back to the students

Faculty--Positive themes

He is very easy going and creates an easy learning atmosphere. He is fair with assignments and is a great professor. He is always on time for class and respects us. He actively has the class get involved in discussions and is always ready to help.

He respects the opinions and responses of each student in class. He maintains a professional demeanor in the classroom at all times. We are always covering material relevant to the course. He is very good at encouraging appropriate discussion and questions from students.

I feel that I am very satisfied with this course and that the instructor has done a great job maintaining a professional atmosphere in the classroom. Class discussion and student participation seems to be the main focus of the instructor which greatly helps my understanding of the material and the opinions of my peers.

Opportunity for dialogue

Faculty--Negative themes

The professor is doing a great job. Negative influence is at an all time low.

None. Sometimes the attention to detail is a little over-the-top, but that is it.

Opportunity for dialogue

Students--Positive themes

I think that most of my peers, including myself, have done a great job participating in this course. This has positively influenced the course because the group discussions and answer sessions we have are in-depth and useful. I feel like I've learned something new every day while also getting the perspectives of others.

I feel that everyone participates has really helped me out a lot. In seeing everyone else participate, it gives me motivation and incentive to participate. Also, the fact that all students in this class are respectful and willing to help has helped me a lot. It makes group activities and class in general a lot more enjoyable.

I have prepared fully for each class, which has allowed me to understand information better and gain a better sense of who I am from the different assignments.

Opportunity for dialogue

Students--Negative themes

I tend to procrastinate and do the assignments last minute. Also, I do not read all of the chapters, but tend to skim over it for the important points.

Some things we need to improve on are getting to class on time and not talking during class lecture.

Concluding thoughts

- Students' academic performance and classroom behavior are, I believe, enhanced
- Students have been exposed to the way they can expect things to be in the COB
- My end-of-semester evaluations are pretty good
- Not enough uniformity across the COB
- Works well in my entry level class, but I have not incorporated the approach in my upper division and graduate classes