



Caring Campus Faculty Top Six Behavioral Commitments

Caring Campus is based on faculty identifying behavioral commitments to be implemented intentionally and campus-wide at their colleges. Following identification, faculty develop plans for the implementation, monitoring, and communication of those commitments to their department colleagues and eventually, campus-wide.

Among colleges implementing *Caring Campus* for faculty, the following are the most common behavioral commitments.

Face-to-Face (Classroom)	Virtual Environment
<p>Welcome to the Course: Upon the first class meeting, faculty employ activities to engage and bond with all students.</p>	<p>Welcome to the Course: Before the first class meeting, a welcome letter is sent to all students who are asked to respond with a letter describing themselves.</p>
<p>Learn and Use Student Names: Faculty learn every student's preferred name and use their name whenever interacting with a student.</p>	<p>Learn and Use Student Names: Faculty learn every student's preferred name and use their name whenever interacting with a student in a synchronous and asynchronous environment.</p>
<p>Comprehensive Syllabus: "The Course Syllabus: A learning Centered Approach," Grunert O'Brien et al. is used to model the course syllabus.</p>	<p>Comprehensive Syllabus: "The Course Syllabus: A learning Centered Approach," Grunert O'Brien et al. is used to model the course syllabus.</p>
<p>Moments That Matter: Faculty meet with each and every student to get to know them. This one-on-one meeting can be done during "student hours" or during class.</p>	<p>Moments That Matter: Students are asked to write a paper about themselves. Comment on the paper and make sure that the paper is shared among all students.</p>
<p>Assignments Early and Often: A low stakes assignment is given at the first class meeting and higher stakes assignments are given early in the course. Quick feedback is provided to students about their performance and follow-up done with students if they are struggling.</p>	<p>Assignments Early and Often: A low stakes assignment is given at the first class meeting and higher stakes assignments are given early on in the course. Quick feedback is provided to students about their performance and follow-up done with students if they are struggling.</p>
<p>Situational Fairness: Understand that many students bring challenges that affect their learning and being successful in a course. It is key to provide them with understanding and compassion. Know that from time to time students will not turn in assignments and assessments on time due to factors outside of their control. Treat these incidents on a case by case basis.</p>	<p>Situational Fairness: Understand that many students bring challenges that affect their learning and being successful in a course. It is key to provide them with understanding and compassion. Know that from time to time students will not turn in assignments and assessments on time due to factors outside of their control. Treat these incidents on a case by case basis.</p>

THE INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

The Institute for Evidence-Based Change (IEBC) is a nonprofit organization dedicated to helping education stakeholders — community colleges, universities, K-12 school systems, employers and others — use coaching, collaboration and data to make informed decisions and craft solutions that improve practice and dramatically increase student success. We partner with our clients to successfully implement customized evidence-based solutions to today's most pressing issues.

Institute for Evidence-Based Change

3711 Long Beach Blvd #5033, Long Beach, CA 90807 • 619-933-7489 • info@iebcnow.org • www.iebcnow.org