

## February 2023 Newsletter Faculty Affairs Department



“ Doing the best at this moment puts you in the best place for the next moment. ”  
~ Oprah Winfrey

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# Faculty Calendar Highlights

**FEB  
1**      **President's Briefing - [Zoom](#)**  
8:45 AM - 9:45 AM

**FEB  
14**      **DBA Committee Meeting - WLA - 211**  
1:00 PM - 3:00 PM

[CLICK HERE FOR FULL CALENDAR](#)

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## Reminders

**FEB  
10**

Deadline to [register](#) for 2023 Faculty Retreat

**FEB  
17**

Voting for John Nick's Award Closes

**FEB  
23**

[Grade Submission](#) (Session A)

**FEB  
25**

Session B Starts: Fully Employed, Full-Time, BSM Online Classes

**FEB  
27**

Session B Starts: 2U Classes

**\*Important\***

## New Faculty "Information Hub"

Introducing the new [Faculty Information Hub](#). The hub expands on the typical monthly faculty meeting calendar by including important deadlines and deliverables from several Graziadio work groups. The hub, a snapshot of the month with important dates, details, and links, is available in both a list view by term and a monthly calendar view for easy access. Faculty Affairs solicits your feedback on this new tool, as we work towards creating efficiencies for our faculty members.

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## Development Funds Process

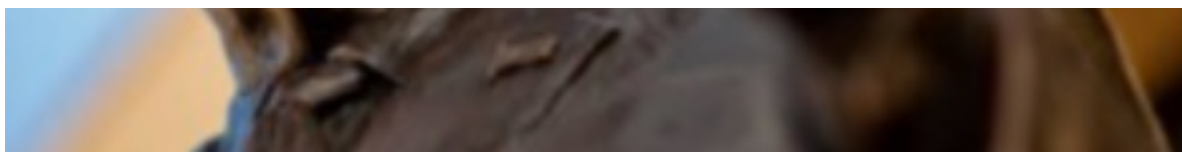
**FEB 1 -  
MAR 31**

Based upon the discretion of the Department Chair, unreserved funds may be reallocated within the disciplines. Check out our [website](#) for detailed information on development funds guidelines, timelines, reimbursements, and contact information.

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## eLearning





"If better is possible, good is not enough." - George Graziadio

Are you using the [most recent syllabus template](#)\* for your current class syllabus? Does your syllabus currently refer to "PGBS" as "GSBM"? Are you still referencing synchronous weekly meetings as "VSIs" in lieu of "Live Sessions"? Formatting issues? Not sure? If you answered yes to any of these questions or you're just not sure, please reach out to [eLearning](#) so that we can assist you with getting your syllabi updated prior to Summer '23 trimester!

The class syllabus is typically the first impression that your students receive from you. It therefore behooves instructors to set the tone of the class with a high-quality syllabus. In addition, showcase the effort and energy you have dedicated to all aspects of your course by providing a clean, consistent, and accurate syllabus each-and-every trimester.

Reach out to [eLearning](#) today!

\*NOTE: In Fall of 2022, the PGBS syllabi templates were revised to meet accessibility requirements, updated verbiage, changes to COVID 19 policies, updated grading schema (recently approved by faculty counsel), and more!

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## Faculty Highlight



### What are Students Saying!

By Ann Feyerherm  
Professor of Organizational Theory and Management

When asked to provide some insights on teaching I thought "why not ask the students?" So I did! Here are some nuggets from former students both in conversations and by looking at past evaluations.

**Effective:**

1.	Integrate various forms of media.
2.	Provide assignments that integrate work experience.
3.	Show that you care in what you say...empathize/understand that many of us are working 40++ hours a week in addition to attend a university. We all want to be successful so pave the way.
4.	Take the time to see/sense if a student is struggling and reach out to her/him separately (not in a group setting). Ensure students feel comfortable and do not shut down/withdraw from the conversation. Yes, psychological safety!
5.	Having some group assignments were helpful to collaborate with others and learn from others as well.
6.	Professors provide an opportunity and encourage students to speak with them one on one.
7.	Foster robust class discussions through provocative questions or case studies.

### Not Effective:

1.	All assignments from a textbook with no discussion on how information can be applied.
2.	Pushing students to move through the curriculum just to meet the syllabus requirements.
3.	Providing assignment examples that are not relevant to students.
4.	Don't make everything a group assignment!
5.	If in a cohort program, it would be helpful if professors discussed their syllabus with each other for the same trimester. This would prevent heavy assignments due on the same week.
6.	Target the content and exercises to the lowest common denominator. More accomplished students will tune out.
7.	Only lecturing. There are only a select few instructors who can pull this off for the length of classes we have.
8.	Not giving enough breaks during Zoom classes. One break is needed every two hours (maximum length without some break).

I found that looking at evaluations of previous classes as well as pausing to ask students about the effectiveness of the current class and what could be done better for the rest of the term brings good will and some surprises!

After all, students are the ones experiencing your teaching!

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# Cheers for Peers

We invite you to submit a ["Cheers for Peers"](#) to acknowledge a colleague that has gone above and beyond the call of duty. In the spirit of "giving each other flowers" continuously, we hope that you consider expressing your gratitude with "cheers!"

We look forward to highlighting these submissions!

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## Contact Us

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