

Usability Test Report: Accreditation Reports, LMS, Faculty Qualifications

Date of Test: June 12 – 13, 2013
Location of Test: AT&T Conference Center, Austin, TX
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Summary and Functionality Tested

At the June 2013 Tk20 User Conference usability tests were conducted with eighteen participants on the LMS as well as the Accreditation Reports and Faculty Qualifications pieces of Assessment Product. In addition to performing scripted tasks dictated by a test proctor, participants took pre- and post-test surveys. These surveys aggregate demographic data, assess the usability tasks and gauge users overall experience with Tk20 outside of the testing session.

By testing seasoned Tk20 users' responses to new functionality, this study not only helps the design and development of these new features, but also sheds light into the broader mental models and interaction designs at work in Tk20.

Surveys conducted on other functions like Field Experience and Portfolios suggest that users have a positive to neutral position on the software but do not express excess satisfaction. Administrators responded positively to the new functions and designs shown at the user testing sessions, however, they expressed reservation that learning the new interactions could confuse an already resistant faculty base. While Tk20 continues to offer improved functionality in our products, we must also stay in touch with the needs of the infrequent Tk20 user.

Accreditation Reports users emphasized that each institution performs the process differently. They looked to Tk20 to focus on collaborative work across shared documents and to stay up-to-date with changing accreditation requirements. With LMS, users responded positively to the new designs, particularly in the Gradebook. Test results suggest that interactions and navigation may need further standardization throughout the LMS.

Methodology

Participants

Eighteen participants, representing twelve Tk20 user institutions and a mix of faculty and administrators, participated in user testing. Over two-thirds of participants had administrative experience on CampusWide or HigherEd. Demographics were consistent with the broader

Tk20 user base. 13 women and 5 men sat for user tests and over half were aged between 50-64. iPad users were younger; the majority between 35-49.

Survey

All participants completed a brief pre-test survey designed to capture background information, experience with Tk20, and familiarity with web, online, and mobile technologies. iPad users were asked additional questions related to their familiarity with tablets and mobile technology.

After completing the task-based test with a proctor, participants completed a post-test survey that focused on rating their perceptions of look and feel, ease of use, and overall satisfaction with the functionality they just tested, and the Tk20 user experience as a whole.

Quantitative data was aggregated into reports. Agree/disagree and satisfaction/dissatisfaction were rated on five-point scales with a sixth option for “Not Applicable.” Standard deviation is run at a 95% confidence interval. All figures cited in this report are derived from these surveys.

Qualitative data

Screen recorders documented keystrokes and video of the user during the testing process. These recordings were reviewed extensively and patterns across testers were logged in Morae. Finally, recorded data was supplemented by note taking during user tests. Because the user interfaces tested are still in the mock state, I did not administer a timed usability test with error or completion rate measurements. User testing performed on mocks and prototypes will almost always yield qualitative data, exclusively.

Accreditation

I tested three accreditation tasks with those users that had familiarity with the process as a member of an administrative team or committee tasked with accreditation at their university. Tasks included drafting a narrative, saving their work, communicating with committee members and adding evidence.

Major test findings:

- Users want accreditation software that will stay up to date with changes in accreditation requirements and interface seamlessly with accreditation bodies.
- We need to design an intuitive interaction pattern for adding evidence to the evidence room (Fig.1), then adding that evidence to a standard (Fig. 2).
- Some faculty members are participating in the accreditation reporting process for the first time; it's unfamiliar to them. We should definitely consider adding prompts/boilerplate text as well as background info in some areas to aid these users.

- Some users were not clear on the Feedback function (Fig. 3), its purpose seemed vague and it raised many questions, including:
 - Is this Feedback from or to the Accreditor?
 - Committee or internal Feedback?
 - How is chat or email different than Feedback?
- Users believe that evidence room/evidence needs to be viewable while navigating between standards. People need to see a preview of the evidence while they are typing their narrative (Fig. 4).
- Committee chair or head of reporting process needs to be able to have access to read all sections of the report to ensure narrative flow between sections. This is very important. This person also will need access to all evidence.
- Users need to be able to create anchors within PDF evidence documents.
- Charts and graphs are updated yearly. Wherever we allow for a chart/graph, we need to allow for previous versions to be accessed.
- Users need a variety of file types for evidence. We may not be able to offer embedded doc preview for all file types, however.
- Accreditation piece needs to allow for maximum communication between committee members, and between the chair and the committee. AR should seamlessly foster collaboration and communication between lots of users. This is especially important for institutions that perform much of their accreditation reporting process through face-to-face meetings.
- Every institution may perform the accreditation reporting process differently – some use technology more than others, some prefer to schedule lots of face-to-face meetings.

Recommendations based on findings – Accreditation Reports

- Implement **document preview** in various areas of the system, especially where users are drafting narratives.
- Expand **shared use of documents** and **shared evidence** room. Give **administrative access** to view and edit all evidence and narratives to a group leader.
- Add **boilerplate text** and **text guides** for new users.
 - For example “What is evidence?” or “Insert Chart Here”

- Allow for a **flexible system**. Focus on how to meet the needs of NCATE or HLC users who may be working with their accrediting body's propriety system. For example, in these cases users may wish to employ our Accreditation Reports piece to schedule meetings, communicate, and share/view evidence.

LMS

Users acted out a scenario in which they were faculty members setting up a class in the LMS. All users had familiarity with competitor products such as Canvas, Blackboard, D2L, and Moodle. They were first invited to investigate the Tk20 LMS and offer general impressions. They later completed tasks to add an assignment, schedule an assignment, enter grades, and assess discussion responses.

Major test findings:

- Users were impressed with the look and feel of the site. One user exclaimed, "Ooh, beautiful!" Users reacted positively to the chat feature (Fig. 5) as well, particularly users who teach online courses.
- Users unanimously liked the instructor bio/information panel (Fig.6) on the course home screen and wanted this view to always be available to their students. But they did not feel it was necessary to see their own information in the same capacity.
- Many users requested annotated document preview functionality for a wide range of uses including field notes or grading student assignments.
- Users said that grading and Gradebook functionality was their highest priority for an LMS system (Fig. 7). Users want a running totals column, as well as the ability to view points/percentage/letter grade side-by-side in some places. Users wanted grade entries to automatically overwrite the placeholder "- -" characters (Fig. 8). Users also wanted confirmation that discussion grades are saved upon entry.
- Users found scheduling the assignment in a pop-up after creation very disorienting. Scheduling should occur on the same page as assignment creation (Fig. 9). One user commented "scheduling is not an afterthought."
- Users were frequently misdirected by labels (Fig. 10). Most went to Lessons and Syllabus before going to Coursework Manager when attempting to schedule an assignment. One user asked: why can't I grade discussion replies in "Gradebook"?
- Faculty also expressed some confusion with icons, which is to be expected upon seeing a complex system for the first time (Fig. 11). They were happy to learn and use new and

intuitive icons, however, they were reluctant to learn “too many” new things or to have to “relearn” icon meanings. They also wanted a clear location to learn meanings of icons.

- The two-column layout in the discussion section was very popular (Fig. 12). Users felt this met a need not well-met in other competitor software to grade while looking at student work. Discussion participation is often graded by check/check-plus/check-minus. Users requested a way to grade discussions as pass/fail or check system.
- Faculty often doesn’t inherently understand the assessment process. They think of assessment as grading, and the two are different. Assessments generally happen over longer periods of time, and consider multiple grades. Grading is more of a short-term, micro-level behavior.

Recommendations based on findings –LMS

- Upon clicking a cell in the **Gradebook** the dashes should highlight automatically so when the user starts entering a value it automatically types over the dashes. Having to manually delete the dashes is cumbersome and frustrating to users. Hitting the Enter key in a **Gradebook** cell should take the user to the cell directly beneath, just like Excel. Further, users want to be able to use the Tab and arrow keys in the **Gradebook** just like they would in Excel.
- Organization/labeling of **left navigation bar** should be reconsidered to **clarify** what is student-facing, what is related to grading, what is related to assignment creation, and what is related to course setup. We should reconsider how left side navigation items are grouped.
- Provide constant confirmation of saves upon performing an action and consider moving **timestamp** to a more noticeable location, or making the text stand out more clearly (Fig. 13). (Look at Qualtrics to see how they use save and autosave.)
- Scheduling a piece of coursework should be available within Lessons, or contained on a **single page** when creating an assignment.
- Explore options for **infinite scrolling**, especially in Discussion Forum. Truncate Replies (View more/View less) in future Discussion Forum design iterations. One user commented that his discussions often contain dozens of replies, which would call for lots of scrolling in our system.
- Consider structuring **Discussion Forum** (Fig. 14) replies/comments to more clearly differentiate the beginning of a discussion and the subsequent replies. Using indents or coloration might work for this.

- Display meaning of **icons** at the bottom of pages where they are used and/or include text that encourages users to hover over icons to determine their meaning. Provide a contextual and centralized icon key.

Faculty Qualifications

Faculty Qualification tasks were added on the second day of user testing. These tasks were reviewed with a few more experienced users, including one with a background in usability. Users were asked to enter new books, edit, and update existing entries.

Major findings:

- Faculty Qualifications employs several terms that one user found misleading. In particular, Status History was problematic (Fig.15).
- Users found the cancel link (Fig. 16) to be confusing and behave in ways they didn't expect; they suggested that clicking this link should take you to the uneditable version of the page rather than going back. (Simulate a switching on/off of an editing function.)
- Users also found "Back to the list of books" confusing (Fig. 17). Echoing the larger problem of mental models, this suggests that users need to anticipate a directionality or flow of the documents.

Recommendations based on findings – Faculty Qualifications

- Diagnose the problem with the flow when users click the "Back to list of books" link. Often a user could arrive at an activity details page without coming from the list of books. There is an issue with the information hierarchy here.
- Underline the section titles (Books, Journal Articles, etc.) on the My Activity Portfolio (Fig. 18) screen to indicate these are clickable links.
- Reconsider the title "My Activity Portfolio" (Fig. 19). One user was confused as to how this piece related to Tk20 Portfolios (which it doesn't).
- When clicked, direct the Cancel link to an uneditable version of the activity details page (toggle-like).
- Some labeling issues need to be addressed through more user testing.

Figures

Accreditation

The screenshot shows a web application interface with a top navigation bar containing links: Home, Applications, Faculty Qualifications, Courses, Portfolios, Field Experience, Surveys, and Accreditation Reports. The 'Accreditation Reports' link is active. Below the navigation bar, the page title is '2012 Accreditation Review: Evidence Room'. A modal dialog box titled 'Add Evidence' is open. It has two main sections: '1 Select a Location' and '2 Select a File or a Link'. In the '1 Select a Location' section, there is a list of folders: 'Accounting Information', 'University Employment Documents', 'Faculty Handbook', 'Governing Board', and 'Assessment Data'. In the '2 Select a File or a Link' section, there are radio buttons for 'File' (selected) and 'Link'. Below the radio buttons is a 'Choose File' button and a 'No file chosen' label. There are also input fields for 'Title' and 'Tags'. At the bottom of the dialog, there are 'Add Evidence' and 'Cancel' buttons. A red 'X' button is in the top right corner of the dialog.

Fig. 1 – Add Evidence from Evidence Room

The screenshot shows the same web application interface, but the 'Narrative' link is active in the top navigation bar. The page title is '2012 C'. A modal dialog box titled 'Add Evidence' is open. It has a message at the top: 'The file or link may have already been added to the evidence room. You may search for it or browse the Evidence Room folders. If you don't see it, [add it to the evidence room](#).' Below this message, there are two sections: 'Search for Evidence' and 'Browse Evidence Room'. The 'Search for Evidence' section has a search bar with the placeholder text 'Enter Tags to Search for evidence' and a magnifying glass icon. The 'Browse Evidence Room' section has a list of folders: 'Accounting Information', 'University Employment Documents', 'Faculty Handbook', 'Governing Board', and 'Assessment Data'. Below the folders, there are input fields for 'Exhibit Number' and 'Link to Page'. At the bottom of the dialog, there are 'Add Evidence' and 'Cancel' buttons. A red 'X' button is in the top right corner of the dialog.

Fig. 2 – Add Evidence from within Narrative

EvidenceFeedbackCommittee (6)

+ Add feedback

Download feedback

Show most recent first

Joseph Abraham

8:55 AM Friday March 7, 2013

We have just transitioned to a semi-annual faculty review process. We are also reviewing part-time faculty semi-annually as well. Text needs to reflect these process changes.

Add Comment

2 Comments

Joseph Abraham

2:45 PM Yesterday

Play feedback

Add Comment

Fig. 3 – Feedback

HigherEdTk20

HomeApplicationsFaculty QualificationsCoursesPortfoliosField ExperienceSurveysAccreditation Reports

HelpLogout

Accreditation Reports

2012 Compliance Report

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

2012 Compliance Report: 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

CloseLast Saved 04/12/2013 at 3:22 PM Tina Fey

Status: In Progress

Judge of Compliance: Not compliant

Next Due Date: First Draft 2013-09-16

Words: 196

Characters: 996

Revision History

Export MS Word Document

Export PDF

Narrative:

The University has as its Chief Operating Officer Dr. Michelle LaGrange. Dr. LaGrange serves as the Chancellor and has been granted full authority to govern all aspects of the campus by the President of the University System. The Chancellor has no other employment or responsibilities. Her primary responsibility is to the institution. As stated in the Board of Trustees (BOT) Bylaws, the Chancellor is "fully responsible for campus administration and management subject to the general supervision of the President." The Chancellor is not a member of the Board of Trustees as stated in the BOT Charter regarding the selection and appointment of Board of Trustees members. The BOT Bylaws, Article I, Sections 4 states that the Chair shall be a member of the Board and shall be the presiding officer.

EvidenceFeedbackCommittee (6)

Title	Ex.	URL
Board of Trustees Bylaws Page 56	II.C.1	https://university.tk20.com/policies009/qvrikawema_56
Appointment of BOT members: University Charter, Article VI, Section 19(c)	II.C.2	https://university.tk20.com/outlin789qi_32
Employment Policies	II.C.3	https://university.tk20.com/employment_policies.php

CloseLast Saved 04/12/2013 at 3:22 PM Tina Fey

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Fig. 4 – Evidence within the Narrative

LMS

The screenshot shows the Simpson University LMS interface. The top navigation bar includes the university logo, name, and tagline, along with a 'Tk20' logo. Below this is a breadcrumb trail: Home > HIS 207 003 > HIS 207 008 > POL 116 021. The main content area is titled 'HIS 207 Introduction to US History'. It features a sidebar on the left with links to Syllabus, Lessons, Roster, Gradebook, Discussion Forum, Meeting Room, Wiki, Reports, and Administration. The main content area has two 'Announcements' panels, each with a list of items: 'Great Depression Quiz will be taken during next class' and 'Essay Topics are due this week'. To the right of the announcements is an 'Instructor Information' panel for Francine Faculty, which includes a bio, contact information, and a 'Friends Online' list. The 'Friends Online' list includes names like Missy Chapelle, Franny Boorati, James Myatti, Jeff Nelson, Cathy Parker, Tom Sanderson, Gina Smith, Alexandria Thompson, Terrence Tomas, Alan Veatch, and Ann Marie Williams. A 'Chat (18)' button is visible at the bottom right.

Fig. 5 – Chat

The screenshot shows a detailed view of the 'Instructor Information' panel for Francine Faculty. The panel includes a photo of Francine Faculty, her bio, and contact information. The bio states: 'Francine Faculty (Ph.D., University of Chicago), assistant professor, joined the Simpson University History department in 2006. She studies political psychology and public opinion. Her substantive research interests include persuasion, ambivalence, implicit attitudes, and race and religion in US politics. She teaches American History, Voting and Elections, and Political Psychology.' The contact information includes: 'Email: ffaculty@suniversity.edu', 'Phone: (888) 555-1212', 'Office Location: Room 305, Steiger House, 59 George Street', and 'Office Hours: Monday and Wednesday, 10:45 -12:15 PM'. A 'Chat (18)' button is visible at the bottom right.

Fig. 6 – Bio panel

Home HIS 207 003 HIS 207 078 POL 116 021 Settings Help Log Out Term: Spring 2011

HIS 207 003

Home
Syllabus
Lessons
Roster
Gradebook
Grade Configuration
Discussion Forum
Meeting Room
Wiki
Reports
Administration
Course Setup
Coursework Manager
Grading Tools

You are here: HIS 207 003, 078 > Gradebook

Gradebook: HIS 207 American History | Section 003

View grades as...
☒ Point values
 ☐ Percentages
 ☐ Letter grades

[Export](#) [Print](#) [Settings](#)

HIS 207 American History 003						
Student ▾	Attendance	Persuasive Essay: Civil War	Great Depression Discussion	Great Depression Quiz	[Assessment Column title]	New Deal Group Project
Blanton, Elizabeth	-87	--	83	84	--	--
Carrol, James	--	--	88	--	--	--
Davies, Lauren	--	--	--	--	--	--
Edgar, Howard	80	83	92	--	--	--
Franklin, Benjamin	80	86	94	--	--	--
Garrison, Cynthia	90	88	94	--	--	--
Hanson, William	100	89	97	--	--	--
Ingersoll, Janine	100	--	94	--	--	--
Jackson, Hannah	90	84	92	--	--	--
Klingensmith, Ingrid	90	73	--	--	--	--
Lohan, Belinda	90	75	--	--	--	--
Mathis, Duane	70	87	--	--	--	--

Chat (18)

Fig. 7 – Gradebook

HIS 207 American History 003	
Student ▾	Attendance
Blanton, Elizabeth	-87
Carrol, James	--
Davies, Lauren	--
Edgar, Howard	80
Franklin, Benjamin	80
Garrison, Cynthia	90

Fig. 8 – Gradebook character entry detail

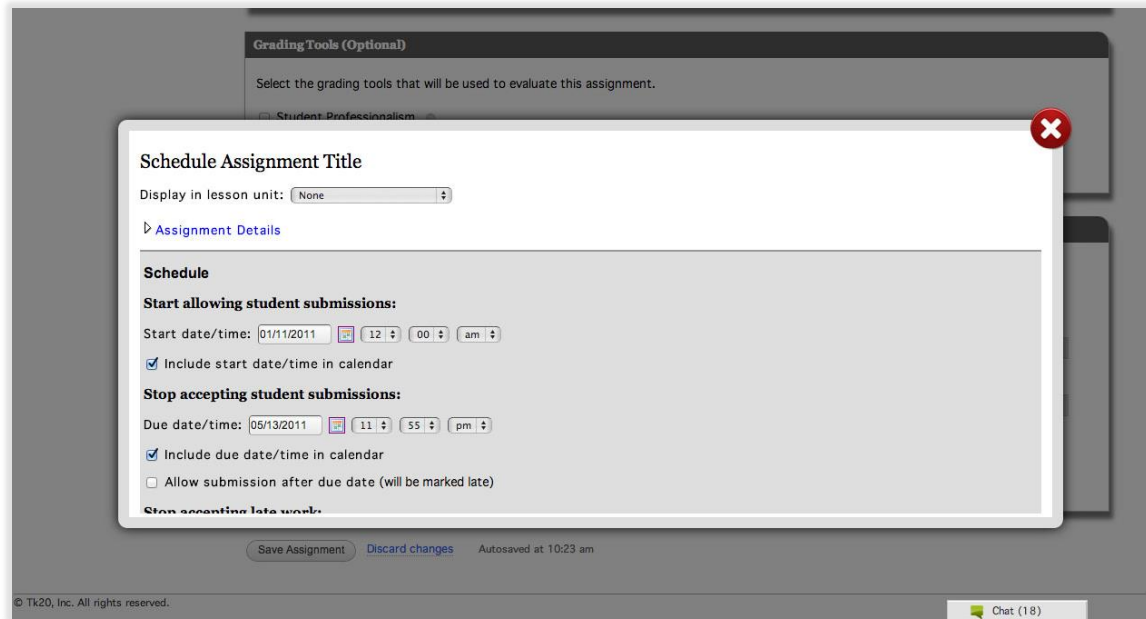


Fig. 9 –Schedule Assignment

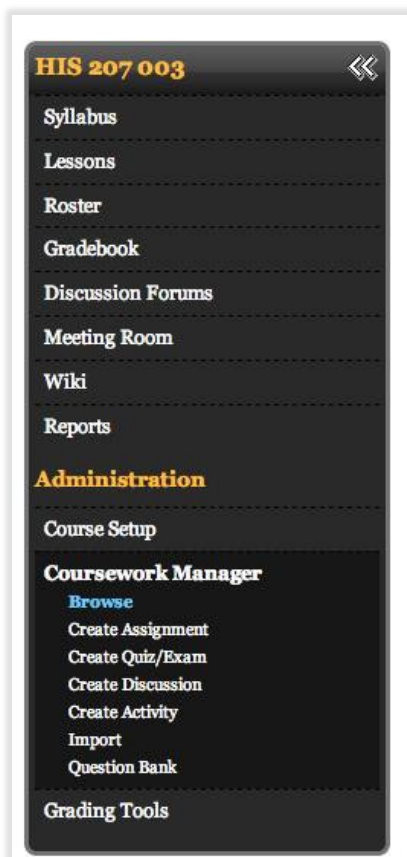


Fig. 10 – Left side navigation bar

SIMPSON UNIVERSITY
Educational Excellence

Home HIS 207 003 **HIS 207 078** POL 116 021
 [Settings](#) [Help](#) [Log Out](#) Term: Spring 2011

HIS 207 003

- Syllabus
- Lessons
- Roster
- Gradebook
- Discussion Forums
- Meeting Room
- Wiki
- Reports
- Administration**
 - Course Setup
 - Coursework Manager**
 - Browse
 - Create Assignment
 - Create Quiz/Exam
 - Create Discussion
 - Create Activity
 - Import
 - Question Bank
 - Grading Tools

You are here: HIS 207 003 > Coursework Manager
Coursework: HIS 207 Introduction to US History 003

Need help creating or managing coursework? [Download the reference guide](#) or [watch the tutorial](#).

1 - 4 of 4 First | < Previous | Next > | Last

Title	Type	Status	Actions
Civil War Quiz	Quiz/Exam	Scheduled	
Great Depression Quiz	Quiz/Exam	Not Scheduled	
In-Class Activity			
Democratic Speech	Other	Not Scheduled	
Persuasive Essay: Civil War	Assignment	Complete	
Capstone Assignment	Assignment	Pending	

1 - 4 of 4 First | < Previous | Next > | Last

What do the icons on this page mean?

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Chat (18)

Fig. 11 – Icons

Discussion Reply: Great Depression Discussion
 Student: Elizabeth Blanton Reply date: 01/04/2010 5:21pm
[Discussion Details](#)

Reply

Elizabeth Blanton January 10 at 10:28 am

The Great Depression, and the economic catastrophe that it was, is perhaps properly scaled in reference to the decade that preceded it, the 1920s. By conventional macroeconomic measures, this was a decade of brisk economic growth in the United States. Perhaps the moniker "the roaring twenties" summarizes this period most succinctly. The disruptions and shocking nature of World War I had been survived and it was felt the United States was entering a "new era." In January 1920, the Federal Reserve seasonally adjusted index of industrial production, a standard measure of aggregate economic activity, stood at 81 (1935-39 = 100). When the index peaked in July 1929 it was at 114, for a growth rate of 40.6 percent over this period. Similar rates of growth over the 1920-29 period equal to 47.3 percent and 42.4 percent are computed using annual real gross national product data from Balke and Gordon (1986) and Romer (1988), respectively. Further computations using the Balke and Gordon (1986) data indicate an average annual growth rate of real GNP over the 1920-29 period equal to 4.6 percent. In addition, the relative international economic strength of this country was clearly displayed by the fact that nearly one-half of world industrial output in 1925-29 was produced in the United States (Bernanke, 1983).

3 Comments

Elizabeth Blanton January 15 at 3:09 pm

Another point about the economics during the Great Depression...blahb blah blah.

Abraham Lincoln January 10 at 10:28 am

The Great Depression, and the economic catastrophe that it was, is

Assess Great Depression Discussion
 < Previous Next > [Jump to bottom](#)

Student: Elizabeth Blanton
 Reply date: 03/15/2011 3:59 pm

Instructor Feedback

B I U ABC | [List Icons] | Format Font family Font size

Path:

Attach a file: No file chosen [attach another file](#)

Elizabeth Blanton
 Points: 9 / 12 Result: 75

[Discard changes](#) Form

autosaved at 10:23 am

Fig. 12 – Discussion assessment illustrating two-column layout

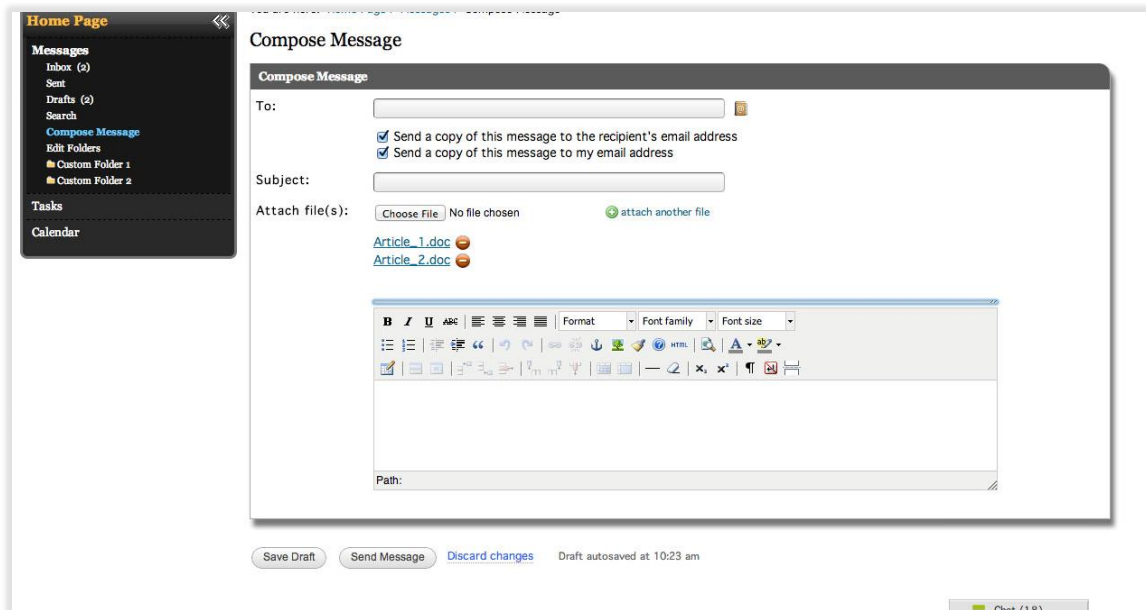


Fig. 13 – Compose message illustrating autosave timestamp

Filter by: Author Topic Last Post Newest to Oldest Filter					
Topic	Author	Replies	Comments	Last Post	
Great Depression Discussion	Francine Faculty	4 (1)	3 (1)	By: James Ellen on 18/10/2010,11:10 AM	
Study Groups	Joan McGregor	2 (1)	3 (1)	By: Jannie Louis on 25/11/2010,12:15 PM	
In a Different Light	Lisa Lopez	4	3 (1)	By: James Ellen on 24/09/2010,09:10 AM	
Chapter 2	Joan McGregor	0	0	By: Linda Ellis on 19/08/2010,11:10 AM	
In a Different Light	Joan McGregor	0	0	By: Linda Ellis on 18/10/2010,11:10 AM	
Chapter 2	Joan McGregor	0	0	By: Linda Ellis on 19/08/2010,11:10 AM	
Great Depression Discussion	Joan McGregor	0	0	By: Linda Ellis on 19/08/2010,11:10 AM	
Study Groups	Lisa Lopez	6	12	By: Linda Ellis on 18/10/2010,11:10 AM	
In a Different Light	Joan McGregor	0	0	By: Linda Ellis on 18/10/2010,11:10 AM	
Study Groups	Lisa Lopez	6	12	By: Linda Ellis on 19/08/2010,11:10 AM	
Chapter 2	Joan McGregor	0	0	By: Linda Ellis on 19/08/2010,11:10 AM	

Fig. 14 – Discussion forum – showing lack of hierarchical structure of threads

* Indicates a required field.

Book Title* [Rich Text Editor](#)

Status*

[Add status update](#)

Status History	Date
<input type="text" value="Under Review"/>	<input type="text" value="04/23/2013"/> Calendar

Subcategory

Scope

Other Attributes ☐ AACSB - NIC ☐ AACSB - LPS ☐ AACSB - CTP ☐ Discipline Based Research (AACSB) ☐ Invited ☐ Cultural

Peer-reviewed ☐ Yes ☐ No

Editor(s)

For editor(s) at this institution, link the author using the "Link Editor(s)" icon.

[Add editor\(s\)](#)

Order	Last Name	First Name	Middle Initial	Primary
-------	-----------	------------	----------------	---------

Author(s)

For author(s) at this institution, link the author using the "Link Author(s)" icon.

[Add author\(s\)](#)

Order	Last Name	First Name	Middle Initial	Primary
-------	-----------	------------	----------------	---------

Publisher

Publisher Location

Start Page

End Page

DOI

Fig. 15 – Status history

Faculty Qualifications

[My Activity Portfolio](#)

[Faculty Profile](#)

[CV](#)

Women in Western Politics

[< Back to list of Books](#)

Last updated 3 days ago by Alan Administrator

* Indicates required field

Title* [Rich Text Editor](#)

Status:

Fig. 16 – Cancel without saving

HigherEd
Tk20

Home
Applications
Faculty Qualifications
Course
Portfolios
Field Experience
Surveys
Accreditation Reports
Help
Logout

Faculty Qualifications
My Activity Portfolio
Faculty Profile
CV

Faculty Qualifications
Edit Faculty Activities: Research/Scholarly
Books
Edit

Women in Western Politics
< Back to list of Books
Save
Cancel without saving
Last updated 3 days ago by Alan Administrator

* Indicates required field

Title*
Women in Western Politics
Rich Text Editor

Status:
Under Review

Add status update

Status History	Date	
Under Review (Current)	07/22/2012	
Proposed	05/18/2012	

Subcategory:
Book

Scope:
Institutional

Other Attributes:
AACSB - NIC
AACSB - CTP
AACSB - DBS
AACSB - LPS
Invited
Cultural

Peer- Reviewed:
Yes
No

Fig. 17 – Back to list of books

Research/Scholarly

Teaching

Service

Grants

Experience

Credentials

Other

Personalize

In dashboard view, the most recent activities are displayed for each category. Select Edit/View for a category to see the complete list within a category.

Articles in Proceedings (0)

None Listed

Cases (0)

None Listed

Creative Works - In Print (0)

None Listed

Faculty Research Seminar (0)

None Listed

Monographs (0)

None Listed

Paper Presentations (1)

Concrete Production in Latin America

Poster Session

2013

View all Paper Presentations

Research in Progress (0)

Chapters in Books (0)

None Listed

Books (3)

Thunderstruck

2013

Lethal Passage

2010

A Short History of Nearly Everything

2006

View all Books

Creative Works - Not in Print (0)

None Listed

Other Research and Publications (0)

None Listed

Journal Articles (2)

Project Management: The Managerial Process

Academic Journal

2013

Waste management issues for the UK ready-mixed concrete industry


Academic Journal

2006

View all Journal Articles

Fig. 18 – Overview

HigherEd



HomeApplicationsFaculty QualificationsCoursesPortfoliosField ExperienceSurveysAccreditation ReportsHelpLogout

Faculty Qualifications

My Activity PortfolioFaculty ProfileCV

Faculty Qualifications | Edit Faculty Activities: Research/Scholarly | Books | Edit

Women in Western Politics

< Back to list of Books

SaveCancel without savingLast updated 3 days ago by Alan Administrator

* Indicates required field

Title*Women in Western PoliticsRich Text Editor

Status:Under Review

Add status update

Status History	Date	
Under Review (Current)	07/22/2012	
Proposed	05/18/2012	

Subcategory:Book

Scope:Institutional

Other Attributes:☐ AACSB - NIC☐ AACSB - CTP☐ AACSB - DBS☐ AACSB - LPS☐ Invited☐ Cultural

Peer-Reviewed:☒ Yes☐ No

Fig 19 – My Activity Portfolio

