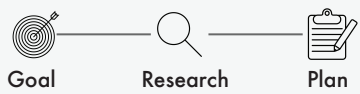


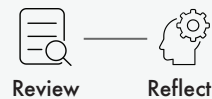


Stages	Preparation	Teaching	Assessment	Evaluation
Thinking	<ol style="list-style-type: none"> 1. What is it that I want to teach? 2. How difficult would it be for students? 3. What can students learn? 4. How can I teach? 5. What are the materials and feedbacks from previous semesters? 6. How many TA/graders do I need? 	<ol style="list-style-type: none"> 1. Are students doing well in my class? 2. How is my teaching? 3. Any students need more help? 4. Is the class too hard? 5. Are the assignments too hard? 6. Am I on par with my teaching plans? 	<ol style="list-style-type: none"> 1. Are students doing well in my class? 2. How is my teaching? 3. Is my teaching plan feasible/good? 4. How can students improve? 5. How can the teaching plans be improved? 	<ol style="list-style-type: none"> 1. How well did I teach this course? 2. How well did I execute my teaching plan? 3. How well did students learn? 4. Do students like my teaching? 5. What can I improve the class structures/materials for next time?
Doing	<ol style="list-style-type: none"> 1. Check out and modify syllabus from previous semester/year 2. Use the same syllabus if no significant change needed 3. Create domain-specific objectives 4. Hire TA/graders 	<ol style="list-style-type: none"> 1. Teach course subjects 2. Create/modify assignments 3. Give assignments/tasks/projects 4. Host office hours 5. Give assignment responses to TA/graders 6. Review students' presentations 7. Provide assignment feedbacks 8. Observe students' behavior in class 	<ol style="list-style-type: none"> 1. Create surveys 2. Distribute surveys 3. Collect feedbacks 4. Review assignment grades and feedbacks 5. implement/not implement changes 	<ol style="list-style-type: none"> 1. Review FCEs 2. Review students' final project/exam 3. Review students' grades 4. Collect feedbacks from current students
Touchpoint				
Breakdowns	<ol style="list-style-type: none"> 1+2: high course structural change friction; faculty sees only changes in part of the syllabus 3: communication skills unimportant and not integrated into teaching plan 	<ol style="list-style-type: none"> 1: communication skills not part of teaching; other subjects of interest not part of teaching 6. review content more than communication of presentations 	<ol style="list-style-type: none"> 1: few assessment on professor's communication skills; no assessment on faculty-students two-way interaction 	<ol style="list-style-type: none"> few reflections on relationships between faculty and students/TA and students; few connections with students afterwards; few reflection on syllabus and teaching rubrics change; few reflection on communication
Opportunities	<p>Need for department goals that integrate communication skills into department courses</p> <p>Speed dating for course syllabus review among faculties</p>	<p>Project-presentation based course should make communication very salient in the grading rubrics</p> <p>Make salient communication skills on both in-class-setting teaching and out-side-of-the-class interaction with students</p> <p>Encourage faculties to discuss their current research in and outside of class with students</p>	<p>Encourage both faculty and students to interact with each other and build network and friendships</p> <p>Incorporate assessment of communication skills in terms of both course subjects and daily communication</p> <p>Incorporate communication skills as part of grading rubrics with measurable metrics</p> <p>Encourage GCC/Eberly Center staffs to approach faculties for teaching assessment</p>	<p>Encourage GCC/Eberly Center staffs to participate in teaching reflection</p> <p>Encourage faculties to hire students for research and/or to refer students to potential research of interests</p> <p>Encourage students to approach faculties for future courses and researches</p>

Stages	Before Semester		During Semester		After Semester	
Phases	Summer	Orientation	Early	Later	Finals	End
Thinking	1. What are CMU/CMU students like? 3. Can I make friends? 4. What's my plan? 5. What classes should I take? 6. Will I have social life/sleep?	1. How can I make new friends/more friends? 2. How are my RA/OCs? 3. How is my dorm? 4. Should I go to this event? 5. What do students talk about CMU?	1. Do I like my courses? 2. What/where are the fun stuff @ CMU? 3. Should I join some student orgs/clubs? 4. Should I take this course? 5. What's fun @ Pittsburgh?	1. How am I doing in my classes? 2. Do I like my courses? 3. Should I look for help with my academics? 4. Should I drop courses? 5. Am I balancing my schedules? 6. Should I talk to my advisor/professors?	1. What to present for my final project(s)? 2. How to prepare for final exams? 3. How are my final grades? 4. I am just going to take a break	1. Did I work hard? 2. What classes should I take next semester? 3. Should I set a plan for my next few years? 4. Should I change my plans? 5. Am I happy with my semester?
Doing	1. Check out school page 2. Check out social media/forums/groups 3. Initial contact with advisor 4. Plan/make semester schedule 5. Consult current student! 6. Pre-college !	1. Dorm events 2. House war 3. Make new friends at and across dorms 4. Explore CMU and Pittsburgh 5. Consult RA/OCs !	1. Learn subjects 2. Make new friends at class and form groups 3. find student orgs/clubs 4. Explore CMU and Pittsburgh 5. Work on assignments 6. Experience culture !	1. Assess performance 2. Talk to professors ! 3. Talk to advisors 4. Work on assignments 5. Stressed out 6. Find campus resources for help 7. Hang out with friends and groups	1. Prepare final presentations 2. Exam reviews 3. Panic 4. Stress relief 5. Take exams 6. Wait for grades	1. Happy/unhappy about grades 2. Rest 3. Plan for next semester !
Emotions						
Breakdowns	1. Students were primed with the "engineer school" impression of CMU from social media and forums 2. Students did not learn values of communication skills from school officials/current students 3. Programs for students during summer mostly academic 4. Resources exposed to students during orientation are minimum		1. The impression of "engineering school" is reinforced from school culture 2. Communication with professors focuses on course performance and subject matters only 3. Resources heard become limited to groups 4. Students don't know what communication and leadership trainings they could make use of		1. Few reflection on relationships with faculties, advisors, peers 2. Reflections usually uncaptured by others 3. Few post-activities after semester ends 4. Plans heavily course based	
Opportunities	Need for conveying values of communication and leadership skills before students enter CMU, especially on social media and forums Implement programs for communication skills and leadership training during summer Expose students to CMU values about communication and leadership during orientation, from RA/OCs Integrate communication skills and leadership challenge during house war Advertise CMU resources more saliently and comprehensively during summer and orientation		Make communication and leadership also salient Encourage students to approach advisors and professors about topics not limited to courses but also researches, life experience, networks, etc. Expose students to resources such as URO, Peer Tutors, StuCo Engage students in building CMU cultures Engage students in portfolio building and presentation		Advisors and students conversation at the end of semester Help students reflect and document their work and experience for the semester Encourage students to seek out opportunities and networks from faculties and advisors Encourage and guide student-led workshop and community services during break	