

CHRISTOPHER NEWPORT UNIVERSITY
DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS
Course Syllabus
GOVT 385/LDSP 385 LEADERSHIP THEORY AND RESEARCH

I. Three credit hours - lecture. Fall Semester 2003

II. Professor: Dr. Bob Colvin (<http://www.cnu.edu/academics/govt/>)

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Office Hours: TBA

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Due to budget cuts, voice mail is no longer available. The best way to reach the professor outside of class sessions is by email, by WebCT mail, or in person during office hours.

III. Course description:

This course examines salient theories, approaches, and the accumulated research-based understanding of the theoretical construct of leadership. Emphasis will be placed on the evolution of leadership theory and contribution of research to the synthesis of historical leadership perspectives into contemporary leadership models. Enduring elements, on-going controversies, emerging trends, and contemporary research will be examined. Leadership will be distinguished from management.

This course is designed as a general course in leadership studies, not specific to the context of government, thus the cross-listing as LDSP 385.

IV. Texts:

Yukl, G. (2001) *Leadership in Organizations, 5th Ed.* Upper Saddle River, NJ: Prentice Hall.

Northouse, P. G. (2004) *Leadership: Theory and Practice, 3rd ed.* Thousand Oaks: Sage Publications, Inc.

V. Supplemental Reading:

Follett, M. P. (1949) "The Essentials of Leadership." In *Freedom and Coordination: Lectures in Business and Organisation* by Mary Parker Follett. Ed. L. Urwick. London : Management Publications Trust, Ltd., 1987.

Books on 7-day reserve at Smith Library. Look under Prof. Colvin, GOVT 690.

See <http://read.cnu.edu/search/pcolvin/pcolvin/1,2,6,B/frameset&FF=pcolvin&5,,5>

VI. Learning Objectives:

- To craft a working definition for leadership.
- To summarize salient theories of leadership.
- To explore the contribution of scholarly research to the evolution of leadership theory.
- To describe alternative conceptualizations of leadership within contemporary leadership literature.
- To describe significant, unresolved controversies in leadership study.
- To describe emerging trends in the practice and study of leadership.
- To develop research, writing, and presentation skills
- To become competent in using a WebCT support site.

VII. General Course Requirements:

Academic Expectations: Written assignments and class discussions should consistently demonstrate critical thought, be related to the topic of discussion, focus on understanding relationships and concepts, demonstrate an ability to work with others, and display civility and recognition of diverse opinions. It is important to encourage an atmosphere of professionalism, mutual respect, and intellectual inquiry where all students become comfortable in asking questions and raising issues for meaningful discussion that will positively contribute to their learning experience.

The professor's responsibility is to facilitate learning and to serve as a subject matter resource on the course topic; this does not necessarily involve lecturing every day. The students will be active participants in discovering and sharing the material to be covered in this class.

WebCT Lecture Support Site: Students are to use the lecture support site for this course and check the site for new information (and to check grades) once weekly at minimum. Students are to check the WebCT calendar, in addition to the syllabus, for due dates and deadlines. Such information posted by the professor to the WebCT site is considered formal notice to students.

Quality of Work: In addition to well-written content, care must be taken to ensure that formal assignments are accurate in terms of spelling, punctuation, and grammar. Please proofread all work, and also use software to identify and correct errors. Final papers should reflect a high level of proofing.

Preparation: Students should read the assigned material in advance of class. The assigned material is listed by dates in this syllabus. Quizzes will be on the assigned advance readings.

Extrapolation: One quality of intelligent thought is the ability and willingness to examine different contexts and extrapolate relevant nuggets of information to one's current situation. Examples of effective leadership can be found in business, government, clubs, religious organizations, schools, families, and other social settings. The Yukl text in this course, for example, uses cases mostly set in the business world. Determine what aspect of the leadership practice could be used in a context relevant to you.

VIII. Specific Course Assignments:

Midterm and Final Examination (12% mid, 18% final): Readings and lecture will serve as the cognitive base for evaluation. The final exam emphasizes material from the last half of semester, but requires integrating material from the first half of the semester.

Homework/Case Studies (20%) Ten informal writing assignments will be graded. These assignments are valued at 2 points each (10 x 2 = 20). Informal assignments do not need to be "perfect" in terms of proofing. You must apply concepts from the assigned reading and should include supporting research. [Min of two pages, max of three pages typed, 12 pt font, double-spaced]

Presentation of Assigned Topic (10%) This is a collaborative project. At the beginning of the semester, the professor will assign class members to permanent groups. It is hoped that the groups will become teams during the semester. Each group will help the class learn an assigned topic during one entire class session (Monday usually). Groups can use brief presentations, visual aids, exercises, case studies, discussions, role-plays, handouts, and combinations of innovate pedagogies. During the next class session (Wednesday usually), the group will lead a brief (25 minutes or less) discussion that provides a research update on the assigned topic (see written assignment below). The class will evaluate the group on the quality, clarity, and creativity of each group's instruction and facilitation. The professor will consider the evaluation submitted by the class in assigning a group grade, and will consider intra-group evaluations in apportioning individual grades.

Group Paper (14%) This is a collaborative project. The group will draft a paper updating their assigned presentation topic (see above) by analyzing two or three recent research articles that have been reported in journals (hard copy or online). The paper should be no fewer than six pages in length, double spaced, one-inch margins, 12 point font. Use the following items to frame the paper. IMPORTANT: Please submit a copy of each article with the paper.

1. Review and critique of each article

- What research question(s) does the article seek to answer?
- Does the brief literature review logically lead to the research question?
- Through what method(s) did the researchers attempt to answer the question(s)?
- What data sources were used?
- What were the findings? Were the null hypotheses rejected? Were the research hypotheses supported?
- What conclusions are drawn by the researchers?
- What were the limitations of this study?
- Do you believe the results? Do they make sense? What weaknesses do you find in the study? What factors may have caused the results to be less than convincing? What is surprising? What would you have done differently? What is the next step for research?

2. Synthesis

Based on the group's analysis of each article (2-3), what are the common threads of knowledge between/among the articles? What are the matters in conflict?

The professor will consider intra-group evaluations in apportioning individual grades for the group paper.

Individual Paper (14%) Students are to write a five page paper on the topic, "The Role of Followers in Effective Leadership." Five full pages, double spaced, one-inch margins, 12 point font. PLEASE use section headings to break up the paper into digestible pieces. Be certain to properly cite all direct and indirect quotes. Follow all instructions for citing that are set forth in this syllabus.

-Attendance (12%) Discussion is an important part of this course. Therefore, grade credit is awarded for punctual, prepared, and participative attendance at the rate of one-third point for each class session for a maximum of 12 points for the semester. The first week of class, and the two weeks for exams are not included in this provision.

- Punctual: on time and ready to participate, and stays the length of the class session
- Prepared: able to respond to questions on the assigned readings for that class
- Participative: makes positive contributions to the class discussions and learning environment

If you experience absences, the professor will add up to one point at semester's end. Thus, you can miss the equivalent of one week of class and still get the maximum of 12 points. This recognizes that nearly everyone will experience an illness or conflicting demands at some point during the semester. Accordingly, an explanation for being absent is **NOT** needed, requested, or desired. The professor will assume that students absent from class have a reason to be elsewhere! Missing class does NOT waive the due dates for assignments.

IX. Grading:

Assignment Items	Percent of Grade
<u>Midterm and Final Examination</u> (12%, 18%)	30%
<u>Homework</u> (10 x 2%)	20%
<u>Group Presentation of Topic</u>	10%
<u>Group Paper</u>	14%
<u>Individual Paper</u>	14%
<u>Attendance</u>	12%
	Total 100%

Grading Scale: Please read the following carefully, this is how your work will be evaluated.

93-100= A	"A" grades reflect the "wow" factor. This shows exceptional, extraordinary effort and
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90-92 = A -	results. "A" grades reward work that achieves the highest level of excellence.
87-89 = B+ 84-86 = B 81-83 = B -	"B" grades reflect the "very good" factor. This shows effort exceeding average and work that is of high quality, but short of excellence.
78-80 = C+ 75-77 = C 72-74 = C -	"C" grades reflect average work and satisfactory results. This is the AVERAGE grade for the course.
69-71 = D+ 66-68 = D 63-65 = D -	"D" grades reflect less than sufficient effort and less than adequate results.
62 and below = F	"F" grades reflect far less than sufficient effort and results, or may be given in response to violation of academic integrity.

IX. Administrative Details:

Tracking Grades: If a student does not receive a graded assignment back when others in the class receive theirs, the student should contact the professor without delay to determine the status of the assignment evaluation. Thus, the student is responsible for tracking that he or she has submitted and received in return graded assignments. Do NOT wait until later in the semester to report that a grade is missing; the professor will not respond to delayed requests for correction. *Each student is expected to track his or her grades using the Web CT lecture support site for this course.*

Submission of Work: Students **may submit written assignments after the due date** (prior also) and need **NOT offer an explanation** (except in the case of a medical **emergency**). All work submitted after the due date will be penalized 35 points for the first week or portion thereof and 21 points for subsequent weeks. A medical **emergency** involves serious, incapacitating injury or illness and emergency treatment by a physician. Except for a medical **emergency**, it does NOT matter why the item is late; the late penalty applies. To avoid late penalties, take personal responsibility to get the work submitted before the due date. Make-up exams are given only due to documented medical **emergencies**. There are NO make-up quizzes, period. Except for students receiving a grade of incomplete (I) for the course, written work **WILL NOT BE ACCEPTED FOR GRADING AFTER 1800 hours on Friday, December 5, 2003**. Except for students getting a grade of incomplete, it does **NOT** matter why work could not be submitted by the final deadline; the deadline is absolute. Plan ahead.

Incomplete (I) grades are given only in cases of documented medical **emergencies** specifically related to the non-completion of a particular assignment or assignments. The professor must be notified of the medical **emergency** within one week (before or after) the assignment is due.

Withdrawal: see (<http://www.cnu.edu>).

Method of Instruction: Students are required to study the assigned material and are responsible for understanding the material. This suggests coming to class with questions regarding the material. The professor will provide clarification of material and focus student learning and efforts as needed and

appropriate. Students are invited to meet with the professor to discuss progress, to share concerns, questions, etc.

Petition for Grade Reconsideration: If a student receives a grade for any item in this course that he or she thinks does not properly reflect the quality of the work, the student is invited to WRITE to the professor thoroughly explaining, documenting, and supporting his or her position. Every serious and objective consideration will be accorded to any written request, but no grade changes will be granted absent a WRITTEN request that is submitted within ten calendar days of grade receipt.

Statement on Disability and Course Access: Any student who believes that he or she has a qualifying disability should contact the professor as soon as possible to discuss needs. To receive a reasonable accommodation under the provisions of the Americans with Disabilities Act (ADA), the individual's disability must be recorded with CNU's Disability Services, located in the Academic Advising Center, Room 125, Administration Building (594-8763).

X. Academic Integrity

Overview: Many students taking this class soon will be, or currently are, public administrators; civic, religious, or business leaders; lawyers; or politicians. Our nation must re-establish a requirement for honesty, integrity, and honor. There is no substitute for these qualities. This requires a proactive commitment to truth and a willingness to take a stand.

Accordingly, the CNU Honor Code is enforced in this class aggressively, to the fullest extent, without exception, without hesitation, and without apology. Each student in this class is expected to model ethical behavior and lead by example. Be the change you want to see in the world, and be it every day. The path you take today is where you will be tomorrow.

The CNU Honor Code: *"On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."*

All work subject to Honor Code: All work submitted in this course for a grade is subject to the CNU Honor Code. All work is to be solely that of the individual student, except for projects explicitly designated as group work. Having another person proof your written assignment for errors in punctuation, spelling, grammar, and readability does NOT violate the Honor Code in this course; this practice is expected in the professional workplace.

Avoiding Plagiarism - THIS IS EXTREMELY IMPORTANT. The professor compares student work with cited and other possible source documents, and uses a search service that compares written material (student work) with papers, articles, and other information available electronically on the Internet.

Regardless of repeated written and oral warnings and guidance on how to avoid plagiarism, some students have seemed determined to earn an F and face disciplinary action for deliberately and falsely presenting the writing of others as their own. To avoid such unpleasant circumstances, you need only to follow the five key rules below and the guidance material provided by the professor:

1. All direct quotes of others' words must be enclosed in "quotation marks" and the source immediately cited;
2. All indirect quotes must be immediately cited. To indirectly quote means to paraphrase or summarize the words or ideas of another.
3. Immediately cited means at the end of the sentence where the borrowed material is presented.

4. All cited works are to be shown in a list of references at the end of the paper.
5. If you do NOT cite a source, you are presenting the writing as your original thought.

The professor does not care if you use APA, MLA, Chicago, or any other standard "style" of citing at the end of the sentence and in drafting the bibliography as long as you use a style and use that style consistently.

Willful plagiarism or any other violation of the CNU Honor Code will result in a grade of "F" for the course and disciplinary action. The professor aggressively enforces the CNU honor code.

A NOTE FROM THE PROFESSOR:

I am very interested in providing the best quality learning experience possible for you and your fellow students and in helping students develop and grow professionally by virtue of taking this class and attending CNU.

I regret that the syllabus is so "rule-heavy." I take this approach – based on multiple unfortunate and time-wasting experiences- to avoid complications that will interfere with a positive experience for the majority of students. The strict parameters allow me to **invest my time helping those students who want to learn the material.**

These various "rules" and "requirements" clarify expectations up front; it is often unclear expectations that are the cause of disappointment, stress, and conflict. Hopefully, with the expectations set forth in definite terms, we can then move on to enjoy interacting and engaging the material in a meaningful and productive manner.

Study the syllabus, know the requirements, plan ahead and meet the deadlines, give a solid effort, and ask for all the help you need to learn the material. I will bend over backwards and gladly spend the time, including substantial time outside of class if necessary, to help students understand the material. However, I will not waste valuable time dealing with easily avoidable problems of a few people created by their procrastination and lack of effort and personal responsibility.

Fall 2003 REVISED Agenda

This detailed agenda is provided so students can plan their work throughout the semester. Scheduled exams and reading assignments for the semester are presented below. All individual homework assignments (usually cases) are due on FRIDAY of the relevant week.

Although some weeks will be different, this is a plan of engagement that will be used for most weeks:

Monday: Group facilitation in comprehending the assigned readings

Wednesday: Research update by groups; follow-up lecture by professor – Group paper is due from the group presenting the research update.

Friday: Submit and discuss assigned homework; follow-up lecture by professor - Individual homework assignments are due from all class members.

August 25-29

Course Overview and Introductions. Present syllabus and review of course requirements.

Assign semester work groups.

Introduction to WebCT on Friday.

Sept 1-5

Follett, M. P. "The Essentials of Leadership"

Homework (due Fri 5th): submit written, two-page definition of leadership.

September 8-12-- (No homework for this week)

Northouse Chapter 1 *Introduction*

Yukl Chapter 1 *Introduction: The Nature of Leadership*

Supplemental Information: How Leadership Differs from Management

September 15 and 24-26 – Group 1

Yukl Chapter 7 *Managerial Traits and Skills*

Homework: The Intolerable Boss (Yukl p. 205)

Northouse Chapter 2 Trait Approach

Suggested Instrument: *Leadership Trait Questionnaire*

September 29- October 3 – Group 2

Yukl Chapter 3 *Perspectives on Effective Leadership Behavior*

Homework: Consolidated Products (Yukl p. 76)

Northouse Chapter 4 *Style Approach*

Suggested Instrument: *Style Questionnaire*

October 6-10 – Group 3

Yukl Chapter 4 *Participative Leadership, Delegation, and Empowerment*

Homework: Echo Electronics (Yukl p. 112)

Northouse Chapter 5 *Situational Approach*

Suggested Instrument: *Situational Leadership: A Brief Questionnaire*

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October 13 No class – Fall break

October 15-17 (Wed and Fri)

MIDTERM EXAM OCT 17

Exam Review Oct 15; Exam on Friday Oct 17.

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October 20-24 – Group 4

Yukl Chapter 9 *Charismatic and Transformational Leadership*

Northouse Chapter 9 *Transformational Leadership*

Homework: Her Vision Was a Model Research Center (in Northouse)

Suggested Instrument: *MLQ*

October 27-31 – Group 5

Yukl Chapter 5 *Dyadic Role-Making Theories and Followership*

Homework: Cromwell Electronics (Yukl p. 138)

Northouse Chapter 8 *Leader-Member Exchange Theory*

Suggested Instrument: *LMX 7 Questionnaire*

November 3-7 – Group 6

Yukl Chapter 6 *Power and Influence*

Homework Restview Hospital (Yukl p. 171)

November 10-14 – Group 7

Yukl Chapter 11 *Leadership in Teams and Decision Groups*

Homework: Southwest Engineering Services (Yukl p. 336)

Northouse Chapter 10 *Team Leadership*

Suggested Instrument: *Team Excellence and Collaborative Team Leader Questionnaire*

November 17-21- Group 8

Yukl, pages 410-413 *Gender and Leadership*

Northouse Chapter 12 *Women and Leadership*

Homework: *Others Seek Her Opinions* (Northouse p. 287)

Suggested Instrument: *Gender Consciousness Questionnaire*

*******Individual Papers Due Monday Nov 24*******

Discussion of the Role of Followers in Effective Leadership

Wed 26 and Fri 28 no classes.

December 1-5 – Group 9

Yukl Chapter 14 *Ethical Leadership and Diversity (omit pages 410-413)*

Northouse Chapter 13 *Leadership Ethics*

Homework: *Reexamining a Proposal* (Northouse p. 322)

Suggested Instrument: *Perceived Leader Integrity Scale*

December 5 Friday – Deadline for all written assignments 1800 hours today.

December 8-12 (no homework this week)

Yukl Chapter 15 *Overview and Integration*

Future Issues in Leadership

Review for Final Exam

December 15 Monday

FINAL EXAMINATION

Final Exam will be given at 1100-1330 hours in RATC 107.

CITING THE WORK OF OTHERS IN YOUR ACADEMIC WRITING (by Dr. Bob Colvin, CNU, March 1999)

Put cites at the end of sentence where the material is used. A direct quote (word for word) requires "quotation marks" around those words. An indirect quote is where you summarize or paraphrase the words OR IDEAS of another. In that case, you still cite the material, but do not need to use "quotation marks" unless you are using the exact words; which becomes a direct quote. Here are examples:

Richmond is the capital of Virginia. This is common knowledge. You do not need to cite the source.

There are 50 states in the US. Common knowledge, no cite needed.

There are four basic lenses for looking at delinquency causation: rational choice, social ecology, neurology, and biosocial (Smith, 1992). Here, Smith had the idea of using these four lenses, and you are summarizing his idea. You MUST give credit, unless you can show this was your idea first and Smith stole it.

Juvenile delinquency has increased from three to four percent each year since 1995 (OJJDP, 1998). This is a statement you could not know to be true unless you personally collected and analyzed the data. Since you did not, and since you cannot personally prove the statement, you must cite the source of the information.

A noted philosopher said, "he who shall, so shall he who" (Jones, 1995, p. 422). The latter part of this sentence is a direct quote, it is word for word. You must use the "quotation marks" and put the page number in the cite.

Please read the paragraph below:

Is there a difference between leading and managing? Some scholars see a substantial distinction. For example, Bennis and Nanus (1985, p. 7) say, "Managers do things right, leaders do the right thing." In contrast, other writers think that there may be a difference, but a great deal of commonality is overlooked. Some posit that, "in organizations, leadership builds upon management, and both are necessary" (Bass, 1990, p. 213). In fact, a landmark study in 1972 identified ten basic functions of management, and leadership was interwoven among most of those (Mintzberg, 1972). On balance, I think that leadership is different from, but complementary to, management.

Let's look closely at those sentences.

Is there a difference between leading and managing? {your idea and words; no cite needed}

- I. **Some scholars see a substantial distinction.** {common knowledge in this field; no cite needed}
- II. **For example, Bennis and Nanus (1985, p. 7) say, "managers do things right, leaders do the right thing."** {part of the sentence is a word for word direct quote, need full cite, page number, and " "}
- III. **In contrast, other writers think that there may be a difference, but a great deal of commonality is overlooked.** {common knowledge in this field; no cite needed}
- IV. **Some posit that, "in organizations, leadership builds upon management and both are necessary" (Bass, 1990, p. 213).** {a word for word direct quote; need full cite, page number, and " "}
- V. **In fact, a landmark study in 1972 identified ten basic functions of management, and leadership was interwoven among most of those (Mintzberg, 1972).** {This is an indirect quote, you are paraphrasing or summarizing what Mintzberg found; you need a cite, but the page number is not required under APA style}
- VI. **On balance, I think that leadership is different from, but complementary to, management.** {No cite is required. These are your original thoughts and words}

IMPORTANT: Limit the use of directly quoted material. The reader wants to read your writing, not that of someone else. Use a direct quote when it strengthens a point you are making. Assume that you have written several sentences building your case for a certain viewpoint. You could support your writing in this way: *Some scholars agree with my viewpoint. For example, Smith (1999) said, "It is clear to me that the best interpretation of this phenomena is . . ."* You should also use a direct quote when the statement would lose its impact if paraphrased. For example, President Kennedy said, "Ask not what your country can do for you . . ." To paraphrase that statement would diminish its importance and impact. **If most of your paper comprises direct quotes, the professor is left to evaluate your ability to cut and paste rather than your ability to discuss the topic in writing.**

CRITERIA FOR WRITING OR CRITIQUING AN ACADEMIC PAPER

1. Did the writer comply with the assignment? Is the paper the assigned length? Is the topic acceptable; and, if required, was it approved by the professor in advance?
2. Is the paper well written and does it coherently convey its intended message? Or, do you have to guess the message or pick from among many possible messages?
3. Does the paper show that the author understands the topic? Or does it contain factual errors; and does it appear that a lot of filler and "fast talking" is replacing careful reading and thoughtful writing?
4. Does the paper show comprehension of assigned material? Does the writer draw intelligently from important, relevant concepts?
5. Is the material organized in a logical manner and does the paper flow smoothly from one idea to another? Are headers used to provide a roadmap to the reader? Or, does it ramble from one marginally related subtopic to the next?
6. Are paragraphs constructed around a single idea or message to the reader? Or, are paragraphs used merely to make the pages look less cluttered? Do all the sentences in the paragraph relate to the message?
7. Limit the use of directly quoted material. The reader wants to read your writing, not that of someone else. If most of your paper comprises direct quotes, the professor is left to evaluate your ability to cut and paste rather than your ability to discuss the topic in writing (which will result in a very poor grade).
8. Is there evidence of critical thinking, or does the paper just mix and repeat the thoughts of other writers. Worse yet, does the paper simply reword another writer's description of a topic? An academic paper needs to be more than just transferring some statistics and statements from several published works and compiling them into a basic description of a topic. The writer must add "intellectual" value to the paper by identifying and explaining relationships, by suggesting a particular interpretation, and/or by telling the reader the "so what" of his or her findings. This task is much more elaborate and formalized in research papers.
9. Are the conclusions logically derived from and reasonably supported by the findings? Is the writer consistent in interpreting the information throughout the paper?
10. Is there evidence of appropriate selection and usage of journal articles.
11. Does the paper properly cite sources of information? Or, is the writer presenting the work of others without giving credit, which is PLAGIARISM. A list of references is required, but is no substitute for honest, accurate, and properly placed citations in the text portion of the paper (line, foot, or endnotes).
12. Is the paper well-proofed and free of punctuation, spelling, grammar, and language-usage errors?

Dr. Bob Colvin, rev Jan 2002

EXPECTATIONS FOR UNIVERSITY-LEVEL LEARNING

What is expected of students:

University-level learning requires student commitment to scholarship, to professionalism, and to changing how one thinks.

A liberal arts, university education is intended to be more of a transformation than a transaction. It embodies reaching for an important, transcendental, higher level of understanding.

University-level learning **is hard work**, and learning for competency and understanding is even more challenging.

Some say that law school teaches future lawyers the law, but not as much as it teaches them how to think like a lawyer. The same concept applies to university-level learning, which develops intellectual skills and habits; it is not merely the transfer of information, although that part is important.

The university experience is based on higher-level learning, which shifts considerable responsibility, accountability, and consequences to the learner. YOU, not your professors, are responsible for **your** education.

Higher-level learning requires hard work, inconvenience, and frustration; it also is an invaluable investment. It requires taking individual responsibility. It is unlikely in life that one will be remembered favorably for the quality of one's excuses.

Higher-level learning requires developing the skills of deliberate concentration and focus; which often are not well developed in the current "image-a-second" television era. We inadvertently become trained to focus only for a few seconds and then expect a new stimulus. This is fine for entertainment; but it will not facilitate the depth of learning necessary to grapple with the complexities of knowledge. Learning complex material can be very frustrating. If it were easy, colleges could hand out degrees on street corners.

In each course, read the syllabus carefully, know the requirements, plan ahead, meet the deadlines, give your best effort, study hard, and ask for the help you need to learn the material.

College educated individuals should exemplify and model the highest ethical standards for our society. Do it.

Receiving a university degree is an important goal; but the journey is what makes the destination worth reaching. Focus on both.

Life is like a bicycle. One can sit on it and watch the world pass by; or one can pump the pedals and gain new experiences. Bikes were made to ride, but it takes energy. It's a choice we make as individuals.

What is expected of faculty:

Faculty members have responsibilities in the "university-level learning" exchange. They are expected to be active in research and scholarship, and to be challenged as learners themselves. University faculty members must be critical consumers of contributions to their field and be engaged in the discovery of new understanding. Because the collective knowledge base of nearly any subject is dynamic, faculty scholarship is necessary to bring the most current knowledge to the classroom and to colleagues.

University faculty members must explore the most effective ways of helping students experience the subject matter being taught, and help students in their quest to understand the information. However, it does **not** involve a modality of spoon-feeding information.

University faculty members must establish clear expectations and maintain standards of higher-level learning for students, and evaluate student performance fairly. Solid effort and good performance must be nurtured, recognized, and rewarded. Inadequate effort and poor performance must be awarded the grade it deserves, in fairness to those who strive toward higher-level learning.

Faculty members must establish and consistently enforce norms and expectations for civil decorum and meaningful academic exchange.

By maintaining standards of higher-level learning, faculty members protect the integrity of the degrees awarded by CNU.

Faculty members share with others in the duty to ensure the wise, efficient, and frugal expenditure of tax and tuition dollars to support learning at the university. This duty is undertaken, in part, by faculty members maintaining a high level of individual productivity.

Students First: My Commitment:

At Christopher Newport University, we support and enact the principle of "Students First." Students may interpret this to mean that I will:

- encourage students to be the best they can be
- help students get the maximum academic benefit from their CNU experience
- recognize that the university exists for student learning and growth
- focus my best efforts on student learning and growth
- hold students to expectations for "university-level learning"
- nurture, value, and reward student effort and accomplishments
- do my part to ensure that CNU graduates have acquired a quality education
- stay current in my discipline, ensuring quality course content
- maintain a high level of individual productivity as a professional
- model and reinforce good community and academic citizenship
- be available to students for consultation and counseling
- treat students with respect, and expect the same
- recognize that students pay for classes; but they must earn what they learn
- uphold the CNU Honor Code by personal example and by strict enforcement.

Dr. Bob Colvin; CNU