Teaching at Haas:
Rookie-Year Lessons from Two Lecturers

Haas Center for Teaching Excellence
New Faculty Orientation
Wednesday, July 27, 2016

Dan Simpson
Lecturer in Strategy
Former Chief Strategy Officer
The Clorox Company

Janet Brady
Lecturer in Marketing and Organizational Behavior
Former Chief Marketing Officer
Former Chief Human Resources Officer
The Clorox Company
Consultant
Board Member – Private and Public Companies
Topics

1) Campus Basics

2) Before Your Course Starts

3) Planning Each Class

4) Managing the Classroom

5) Feedback: To and Fro

6) Some Teaching Dilemmas
<table>
<thead>
<tr>
<th>What the Timetable Says</th>
<th>Berkeley Time</th>
<th>Class Start Time</th>
<th>Class End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 11 AM</td>
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</table>
## Words to Know

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bCourses</strong></td>
<td>UC Berkeley version of Canvas course management software.</td>
</tr>
<tr>
<td><strong>Cheat</strong></td>
<td>Common name for Cheit Hall, the main classroom building.Named after legendary teacher and Dean Earl “Bud” Cheit. Cheit Award is Haas’s annual, student-selected teaching award.</td>
</tr>
<tr>
<td><strong>GSI</strong></td>
<td>Graduate Student Instructor – the Berkeley name for a Teaching Assistant. Resources for information on GSIs are at the end of the deck.</td>
</tr>
<tr>
<td><strong>Reader</strong></td>
<td>Teaching assistant who is allowed to grade and hold office hours, but not allowed to teach.</td>
</tr>
<tr>
<td><strong>Red</strong></td>
<td>Wear all the red underwear you want, but don’t get caught wearing red clothes (Stanford rivalry).</td>
</tr>
<tr>
<td><strong>Study.net</strong></td>
<td>Third-party software (linked to bCourses) used to give students access to copyrighted articles and cases. Cost of articles/cases are covered in the tuition for some programs, but not all.</td>
</tr>
</tbody>
</table>
Places to Go: Building Layout

http://www.haas.berkeley.edu/haas/building/plans.html

Haas School of Business Building Floor Plans

C

F

S

http://www.haas.berkeley.edu/haas/building/plans.html
Places to Go

Haas Floors  Entering Haas from an outside door can put you on the 1st floor, 2nd floor, 3rd floor, or 4th floor.

Faculty Lounge  Room on the 5th floor of the Faculty Building that has a coffee machine and a variety of newspapers and journals. On rare occasion you will see a faculty member there.

Mailboxes  Your snail-mail mailbox is on the 5th floor of the faculty building, next to the faculty lounge.

Mailroom  A room on 5th floor of Student Services Building where mail is delivered and sorted. Also home of the “Mail Jail”.

© Dan Simpson (dsimpson@berkeley.edu) Janet Brady (janetmbrady@berkeley.edu)
Places to Go: Classrooms with Names - Koret

http://www.haas.berkeley.edu/haas/building/plans.html

Haas School of Business Building Floor Plans
Places to Go: Classrooms with Names – Wells Fargo

http://www.haas.berkeley.edu/haas/building/plans.html
Places to Go: Classrooms with Names – Helzel and Anderson

http://www.haas.berkeley.edu/haas/building/plans.html
Places to Go: Classrooms with Names – Bank of America Forum

http://www.haas.berkeley.edu/haas/building/plans.html
Technology Is Not Your Foe: The Computing / Media Center

http://www.haas.berkeley.edu/haas/building/plans.html

Haas School of Business Building Floor Plans
Technology Is Not Your Foe: The Computing / Media Center

Computing Center
Third Floor of Faculty Building

Faculty Computing help
Send email to helpdesk@haas.berkeley.edu or call 510-642-0434
Avoiding a Tow

• Bart – a 15-20 min walk from Downtown Berkeley BART station (listed under “D”)

• UC Berkeley lots: F lots, C lots; annual, semi-annual, monthly or daily stickers. For more info on lots and costs: pt.berkeley.edu/parking/faculty_staff

• Maxwell Garage, a privately-owned lot across from Haas complex. See http://www.maxwellgarage.com/page.php for more information.
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Bear Facts

University of California Berkeley

Students
The Bear Facts login for students to review information such as their grades, registration, class schedules, and financial aid, etc. Login here to sign up for the WarnMe Campus Emergency Alert Service.

Student Resources
This section provides general information on student services including registration, billing, and financial aid.

- e-Bill/e-Check Access for Parents and Others (Non-Students)

- Degree Audit Report (DARSweb)
Students and staff may now access Degree Audits online via DARSweb

Faculty
The Bear Facts login for faculty is for review of student information such as class lists, wait lists, e-mail for students lists, registration, grades, and more.

Staff
The Bear Facts login for review of student information such as grades, registration, class schedules, and financial aid.

Access Request (Staff)
The Bear Facts login for Staff requests for Bear Facts access.

https://bearfacts.berkeley.edu/bearfacts/
Technology Is Not Your Foe

Computing Bears Roam in Pairs

Email Addresses

<table>
<thead>
<tr>
<th>Campus Email (email directory)</th>
<th>Haas Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>@berkeley.edu</td>
<td>@haas.berkeley.edu</td>
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</table>

Network Logins

<table>
<thead>
<tr>
<th>Campus Systems</th>
<th>Haas-Only Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Used in Calnet ID&lt;br&gt;Password: Used in Calnet ID</td>
<td>Name: Haas email wo ISP&lt;br&gt;Password: Used for Haas</td>
</tr>
</tbody>
</table>

Highly Recommend Setting the Same Password for Both
Technology Is Not Your Foe

Classroom Technology

• “Bat Phone” to media services in each classroom, or call 510-643-0431.

• Camtasia is a fairly simple third party software program to create and edit video clips.
Technology Is Not Your Foe

Classroom Technology

• “Bat Phone” to media services in each classroom, or call 510-643-0431.

• Camtasia is a fairly simple third party software program to create and edit video clips.

• Come to class with your own dry erase markers (bullet point recommended) and slide clicker (Logitech works well).
We are encouraged to use one of six Haas templates.
https://drive.google.com/folderview?id=0B-DTL3mJoprucFV4b2l1TXdxbkk&usp=sharing
Designing Your Show

• Create a master matrix with the topic and learning objective for each class, the advanced-prep required of students, the in-class plan, and assignments / grading.
# Designing Your Show: Dan’s Format for Course Design (adapted from Bill Pearce)

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Goal</th>
<th>Advanced Prep by Students</th>
<th>In-Class Plan</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic</td>
<td>Learning Objective</td>
<td>Case(s)</td>
<td>Required Articles</td>
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<tr>
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Designing Your Show

• Create a master matrix with the topic and learning objective for each class, the advanced-prep required of students, the in-class plan, and assignments / grading.

• Have a limited number of teaching points in the course: decide what not to teach.

• Watch *Haas Compendium of Teaching Excellence* videos from top-rated professors. Four of Dan’s favorites:
  – Terry Taylor on Course Design and Delivery (2013)
  – Greg LaBlanc and Peter Goodson - two contrasting styles from highly rated but very different instructors (July 2012)
  – Sameer Shrivastava on Teaching Cases (2016)
Getting Students to Go: What to Include in the Course Syllabus

- Course description
- Course learning objectives
- Instructor background
- Target audience and clarification on who should not enroll (if an elective)
- Instructor methods and required preparation (be clear on expectations)
- Information about grading, including how participation is graded and how missed classes are handled
- Brief outline of each class session:
  - Learning objective for the class (optional)
  - Case(s) to be discussed
  - Preparation questions you expect students to come to class ready to answer
  - Assignments
- Laptop / tablet / phone / watch policy

*The Center for Teaching Excellence web site has most course syllabi, which you can use as examples.*
Technology Is Not Your Foe: bCourses
Start by creating a folder in the Files section for each class, using “Class ##” name.

Files section of Sample bCourses Site

Create all file folders before the course begins, and add additional content along the way.
Technology Is Not Your Foe: bCourses
Go to Modules and set up a Module for each class, including topic and date

Sample bCourses Home Page

- **Class #1 Intro and Apple (Jan 22, 2015)**
  - EWMB296.1 Class 1 Slides - Course Des...
  - EWMB296.1 Class 1 Slides - Intro to Cor...

- **Class #2 Google vs Apple (Jan 29, 2015)**
  - EWMB296.1 Class 2 Slides - Apple and …

- **Class #3 Cargill (Feb 5, 2015)**
  - EWMB296.1 Class 3 Slides - Cargill (Cor...

- **Class #4 Danaher (Feb 12, 2015)**
  - Class 4 Case Question (Danaher)
  - EWMB296.1 Class 4 Slides - Danaher (C…
Dan’s bCourses Set-Up Lessons

• The strength of bCourses (flexibility) is also its weakness.
• Do not use the # character in a folder name (class #3) or a program bug will prevent you from linking files.

Dan’s bCourses Structure (not the only way, but feedback from students is good)

• Use the Files section to upload all content, into folders organized by class session.
• Change the default Home Page to the Modules page (one Module per class session) and link all files and assignments to a Module.
• Begin the course by putting the modules in chronological order. As the semester progresses, drag the next class (or two) to the top, so upcoming classes are the first things that students see when logging in.
• Consider not publishing modules (making them visible to students) until 1-3 weeks before the class.
• Post class slides as pdf’s, not as raw PowerPoint files. Some professors post slides before the class; most post them after the class.
• Don’t feel obligated to post every slide you use in class in the distributed pdf.
• The Announcements option in bCourses is easy to use but don’t rely on it for important communication.
• Create a separate email group list for important announcements, especially in the first three weeks of class (the refresh cycle within bCourses is not very fast and you will miss students who are adding or dropping). Creating your own email list is complicated by the fact that the list you get from the program office uses @haas.berkeley.edu email addresses but the directory search function uses @berkeley.edu addresses.
Jumping In with a “Tallyho”

• Get a “Face Page” of enrolled students from the Program Office.

• Administrative staff can make a seating chart with names and pictures.
  - Karen Twelves in F502 for lecturers
  - Amanda Leung in S522K (Dean’s Suite) for ladder faculty

• Learn what name students prefer to use in class.

• Send a welcome email at least three weeks in advance of the first class.
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6) Some Teaching Dilemmas
Crafting the Flow: Planning Individual Class Sessions

Where You’ve Been  Current Class  Where You’re Going
Crafting the Flow: Plan Board Maps Backward from the Final *Four* Boards

<table>
<thead>
<tr>
<th>Front or Middle Sliding Board</th>
<th>Front or Middle Sliding Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Board?</td>
<td>Which Board?</td>
</tr>
</tbody>
</table>
Context (Board 1)

- Tassani Corp integrated marketing communications firm
- Organized into functions; no one dept. owns the P&L
- Account director role: integrator of team, but no formal authority
- Tension: creatives operate by “Buffet mentality” but need to manage costs
- Tension: maintaining entrepreneurial culture vs. professionalizing
- Muffler World account: high stakes
- Free Standing Insert controversy
- Burns calls Johnson
- Johnson calls Rogers: “I am not going to take Burns’ call”

What should Rogers do? (Board 2)

What are Rogers’ sources of power? (Board 3)

Personal  Positional  Relational

What would an alliance look like with . . . (Board 4)

Gives  Gets

Sparkman

Stewart

Burns
### Other Case Characters

- Guy **Johnson** – Muffler World marketing director
- Dave **Burns** – creative director on the account
- Sally **Tassani** – founder and CEO of TC
- Jim **Paglia** – CEO / EVP; Roger’s boss
- Robin **Sparkman** – prior account director for Muffler World
- Mary **Stewart** – Account Exec (Roger’s subordinate)

### Student Calls

**Cold call**

- Students with experience in industry:
  - xxx

** Allows students with related experience to play a greater role; provides evidence that professor has invested time in knowing the background of students. **

### Board #1: What Is the Context

#### Strategy:

- Integrated marketing communication; need to coordinate activity / decisions across departments
- Trying to professionalize from an entrepreneurial base

#### Challenges in Strategy Implementation:

- Organizational structure: separate departments w/o P&L; account direct leads team (but w/o reporting relationship)
- Tension: provide high touch / customized services to clients but also manage costs (resources stretched thin)
- Division of responsibility between Tassani (bus dev) and Paglia (internal operations)
- Paglia as central actor: “creative clearinghouse”

**Note:** Potential for political conflict rising: (1) resource scarcity increasing, (2) level of interdependence across units increasing; (and (3) diversity of perspectives increasing (e.g. old blood versus new blood)

#### Muffler World Account:

- High stakes client; opportunity to go national
- Transition from Sparkman to Rogers

**Presenting Problem:** Free standing insert (FSI) with illustration proposed by creative team; initial interest by Johnson but then cold feet; Burns then calls Johnson directly; Johnson calls Rogers to complain. Rogers calls Burns – hears voicemail recording.

### Board #2 / Pasture #1: What should Rogers do?

- Leave voicemail for Burns?
- Meet on-on-one with Burns? Push Burns to stop calling client? Ask Burns why he thinks this is important?
- Involve Paglia?
- What to say to Johnson?
- How to involve Sparkman and Stewart?

**In this case, Sameer often do a role play, with students playing Burns and Sameer playing Rogers. Helps make the situation more real.**

**Effective discussion technique is to have “anchors” – students with different points of view. Be sure they talk to each other versus talking to prof.**

**Always have students put themselves in the position of a case character (often the protagonist). The student comment should be first person (“we should do . . . .) versus third person (the person in the case should do . . . )**
Board #3 / Pasture #2: Assess Roger’s sources of power early in her career

- **Personal:**
  - a) Relevant knowledge / skill; has been account supervisor before
  - b) Attention to detail
  - c) Effective communicator: “hub of the wheel”
  - d) Direct / willing to challenge
  - e) Has insight into the creative process and good judgment

- **Positional:**
  - a) Account Director for Muffler World – supposed to be single point of contact for client
  - b) Responsible for three other accounts (resources)

- **Relational:**
  - a) Personally recruited by Sally Tassani
  - b) Has a solid relationship with Jim Paglia
  - c) Has a good working relationship with Burns (though there are tensions at times)
  - d) Has access to Sparkman and Mary Stewart

Board #4 / Pasture #3: Who are Rogers’ potential allies? What resources does she have to potentially exchange with those allies for support? What would an alliance with Sparkman / Stewart / Burns look like?

**Sparkman:**
- **Gives:** (1) advice about how to be general purpose Account Director; (2) advice about how to navigate Tassani; (3) (potential) access to other accounts in the portfolio; (4) network – introductions to Tassani and Paglia; (5) success on Muffler World so Sparkman is not pulled back into the account
- **Gets:** (1) insight into Muffler World organization; (2) perspective on whether Johnson can be influenced and, if so, how, (3) knowledge about how advertising in automotive industry works

**Stewart:**
- Similar to Sparkman but can also give mentorship / development on transitioning to Account Director role + opening up one of Rogers’ own accounts

**Burns:**
- **Gives:** (1) another opportunity to make his case to Johnson; (2) support for his team; (3) insights about how to be more effective / influential with Johnson (by bringing together Sparkman and Stewart)
- **Gets:** (1) commitment to stop calling the client now; (2) commitment that he will involve Rogers earlier on when a situation like this arises again.
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From “So-So to Plateau”: My Classroom Management Lessons

The First Class

• Open by immediately diving into the case or the assigned topic
• Close by clarifying learning objectives and setting expectations for rest of course.

Maintaining Interest

• Energy is contagious.
• Walk all areas of the room, including the top row.
• “Who has a different view?” is a great question to keep the flow going.
• If possible, show videos of people in the case (video calls work if you know them).
• Humor is great, but be careful when targeting students.

Slides and Handouts

• Decide if you want to pass out hard copies of slides at the beginning of class.
• Hold back slides from the hard copy when you want to generate content in class.
From “So-So to Plateau”: My Classroom Management Lessons

Closing

• Summarize the key points yourself in the first few classes, and then ask students to summarize in subsequent classes.

• Be very concrete on the expectations for the next class, including case questions that will be cold-called.

Things to Avoid

• Regurgitating case facts. Instead, dive into core issues, asking what students would do, and why.

• Expecting a specific answer to a general question or the specific answer that’s on your next slide (guess what the professor is thinking?).

Other Items

• If possible, hang in the hall before and after class to chat informally with students.

• Videotape your class, watch it, and critique yourself.
The Variety Show: Ten Variations on Instructor-Led Case Discussions

1) “Turn to your neighbor and spend the next 3 minutes discussing your solution.”

2) Get students to answer other student’s questions.

3) Very short (1-3 sentence) assignments submitted on bCourses 2-3 days in advance of the class.

4) Pose a controversial question and have students take and defend positions.

5) Role plays.

6) Outside speakers.

7) In-class technology – video clips, instant surveys done using smartphones.

8) Scatter stories into class sessions (*Made to Stick* book is a good resource).

9) Take advantage of international diversity (“Are there cultural differences in some parts of the world that would make these practices less effective?”).

10) Take advantage of work experience (“Who has any experience in this industry?” or “Does anyone have any personal experience with this kind of a situation?”).
# Helping Students Grow: Managing Airtime for Four Types of Students

<table>
<thead>
<tr>
<th>Students Who Consistently Add Value to the Dialog</th>
<th>Students Who Don’t Add Much Value to the Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue to engage them, but actively look for opportunities to engage others.</td>
<td>• Give them candid feedback in private communication, reminding them not to confuse quantity with quality.</td>
</tr>
<tr>
<td>• Encourage them in private conversations (email or in person).</td>
<td>• Encourage them when they make high quality but succinct contributions.</td>
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<tr>
<td>• Consider “warm calls” to help them shine.</td>
<td>• Give them candid feedback that they are underperforming.</td>
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<tr>
<td></td>
<td>• Consider “warm calls” to help them shine.</td>
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<tr>
<td></td>
<td>• If they remain in this box, invest class time in other students.</td>
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</tbody>
</table>
Serving Up a Sloppy Joe: Group Assignments

• Decide whether to let students select their own group, or to assign them.

• Fun to have groups pick their own name.

• Don’t lock down groups in elective courses until the third week of class (after add/drop deadline is past).

• Have group members evaluate the contribution of every member of the group.

• Make it crystal clear up front that you reserve the right to raise and lower the group-based grade of individuals in the group based on the feedback from others in the group.
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Letting Students Know: Grading Tips

• For courses where grading is more subjective, consider a 20 or 25 point scale versus a 100 point scale.

• Set a policy on late assignments and stick to it.

• Be a tougher grader at the beginning of a course, especially in elective courses.
Letting Students Know: Feedback to Students

- Always indicate the range of grades on any assignment so students understand where they stand relative to the rest of the class.

- Grade class participation at the end of every class session, even if you do not share scores for each individual class with students (a very small number of professors do, most don’t).

  Points

  2  You advanced the discussion in a material way

  5  Unique insight

- Give students some feedback on their class participation roughly halfway through the course.

- Students have the right to challenge their final grade. The appeals process is documented at: http://www.haas.berkeley.edu/MBA/academics/grade-appeals.html
The Student Quid Pro Quo (their evaluation of you)

- Students evaluate you twice: at the halfway point and at the formal evaluation at the end of the course.

- Your class rep will run the process to gather feedback at the halfway point, and report results.

- If you choose to get additional feedback, anonymous-submission Google Forms work well. You can use a simple Start-Stop-Continue; More-Of, Less-Of; or design your own questions.

- Make changes in response to good suggestions.
Accepting Feedback

Don't cling to a mistake just because you spent a lot of time making it.
The Student Quid Pro Quo (their evaluation of you)

• Students evaluate you twice: at the halfway point and at the formal evaluation at the end of the course.

• Your class rep will run the process to gather feedback at the halfway point, and report results.

• If you choose to get additional feedback, anonymous-submission Google Forms work well. You can use a simple Start-Stop-Continue; More-Of, Less-Of; or design your own questions.

• Make changes in response to good suggestions.

• If you disagree with a recommendation to change something, consider being candid and explaining why.

• Adjust the syllabus as appropriate, but be sure changes are consistent with the “contract”.
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Becoming a Pro: Making Your Own Choices on Some Teaching Dilemmas

Inductive teaching
Teach case and then use it to draw out principles and frameworks

Deductive teaching
Begin with principles and frameworks and use case to illustrate them

Share exemplary work from prior classes in advance of the due date for an assignment

Only share exemplary work from current submissions when giving feedback after grading

Summarize the key lessons using pre-prepared slides that will then be posted to bCourses

Use student comments documented on the white boards to summarize the key lessons of the class
Links to Helpful Resources

**Faculty Information**
General resources for faculty:
http://groups.haas.berkeley.edu/ase/FacultyInfo.html

Org charts for Haas faculty and staff:
http://www.haas.berkeley.edu/human-resources/toolbox/org-charts.html

For Online Print and Copy Requests (they can also print tent cards for undergraduate name plates):
campuslifeservices.ucsf.edu/ucprint/ucb/ucbhaas/

**Information on Graduate Student Instructors (GSIs)**
Information on the GSI recruiting process:
http://groups.haas.berkeley.edu/ASE/GSIrecruitmentInstrux2.pdf

Information on GSI contracts:
http://hrweb.berkeley.edu/labor/contracts/BX/current-rates

Resources on how to effectively use a GSI:
http://gsi.berkeley.edu/faculty-departments/teaching-with-gsis/
Thank You and Good Luck!

You’re Gonna Love It!

Go Bears!