

Table of Contents

DEAN'S LETTER.....	2
BACKGROUND TO TEACHING ASSISTANT PROGRAM.....	3
COMMON TEACHING QUESTIONS & TIPS.....	5
Before the Semester/Effectiveness in the Classroom/Preparedness/Improving Skills/Fairness in Classroom/Sensitive Language/Requests for Advice	
INTERNATIONAL TAs.....	10
TEACHING AND TECHNOLOGY.....	10
NOTES ABOUT UNIVERSITY POLICIES.....	11
Consensual Faculty-Student Relationship Policy/ Sexual Harassment Policy/Academic Integrity Procedures	
GENERAL INFORMATION ABOUT CLASSROOM AND UNDERGRADUATE SUPPORT SERVICES.....	16
Grading/Classrooms/Support/Undergraduate Student Information	
PROFESSIONAL DEVELOPMENT RESOURCES FOR TAs.....	18
Teaching Citation Program/The Teaching Portfolio/Teaching Philosophy Statement/A Brief Bibliography on College Teaching/ TA Web Resources/GradLab/Other Centers	
APPENDIX	
Consensual Faculty - Student Relationship Policy/ Sexual Harassment Policy/ Discriminatory Harassment Policy/ Academic Integrity Policy for Undergraduate Students	

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To: First-time Teaching Assistants

The Graduate School of Arts and Sciences Teaching Assistant Handbook is intended to be a concise guide to orient you to your new role as a teaching assistant. This Handbook provides an overview of University policies and expectations, as well as resources available to support your teaching and professional development. It also presents basic suggestions for developing effective teaching skills.

There are also web-only additions to this Handbook: Part II includes specific teaching tips from experienced TAs (<http://www.artsci.wustl.edu/GSAS/Teaching/TATips/introduction.html>) and Part III provides insights and resources for using technology to enhance teaching and learning (<http://artsci.wustl.edu/GSAS/Teaching/TATips/TechTips.htm>).

At Washington University, departments provide the primary source of TA training through course-specific supervision and evaluation and discipline-specific approach to pedagogy. The Graduate School of Arts and Sciences and the Teaching Center provide additional resources for TAs. The Teaching Center sponsors an annual university-wide orientation meeting for first-time TAs each fall, and interdepartmental teaching workshops and discussions where TAs can gather to talk about teaching. The Teaching Center, in partnership with the Graduate School of Arts and Sciences, offers a Teaching Citation Program. The Teaching Center web site (<http://artsci.wustl.edu/~teachcen>) has useful information about resources to develop your teaching skills, and guidelines for recording your experiences.

To recognize the importance of TA contributions to the University, the Dean of the Graduate School of Arts and Sciences each year invites departments to nominate TA candidates for the Dean's Award for Teaching Excellence. The Dean selects recipients of this annual award, which currently carries a cash prize of \$1,390 and a certificate in recognition of outstanding contributions of advanced TAs. The Graduate School also sponsors annual Summer Web Workshops designed to assist graduate students in learning to use the Internet for Professional Development, with an emphasis on effectively integrating web technology into classroom teaching. Training sessions are conducted by the Arts and Sciences Computing Center Teaching Lab on campus during the summer and are available as on-line self-directed tutorials. A Graduate Student Lab for Teaching and Technology, Eads 3, is available for graduate students to produce web-based materials for classroom use. There are also opportunities for students interested in developing advanced multimedia and public communication skills to produce their own Graduate Online Lecture to showcase graduate research and teaching.

Please read the TA Handbook carefully. It contains much information that should prove useful to you. If you have questions regarding the contents, contact the Dean or Associate Dean of the Graduate School of Arts and Sciences.

Robert E. Thach, Dean

Elaine Berland, Associate Dean

BACKGROUND TO THE TEACHING ASSISTANT PROGRAM

Why does Washington University Have Teaching Assistants?

The graduate student teaching assistant plays an important role at Washington University.

- **The Graduate School of Arts and Sciences and the academic departments believe that an important part of a graduate student's training is learning to teach well.** Increasingly, colleges, universities, and secondary schools are asking for evidence of substantial teaching experience and accomplishment when considering candidates for faculty positions. The TA position and associated training and evaluation help graduate students become more effective teachers and more competitive candidates when applying for jobs.
- Given the institutional mission of offering undergraduate students the best possible educational experience, the TA position provides those students with additional academic support. It is crucial that teaching assistants approach their role with a special dedication to undergraduate learning as well as with an enthusiasm for acquiring instructional techniques.

TA Resources

A useful guide to locating University resources designed to support your graduate training and professional development as future faculty can be found on the Graduate School of Arts and Sciences homepage:
<http://artsci.wustl.edu/GSAS>

What Are Washington University Undergraduate Students Like?

The undergraduate student body is geographically diverse, multicultural, and academically talented.

Of the 12,118 students enrolled at Washington University, 7,593 are undergraduates. These students represent all 50 states and more than 100 foreign countries. Over 85% come from outside Missouri, and more than 55% are from 500 miles away. Men comprise 50%, women 50%, and minorities 31%. Eighty-four percent enter graduate or professional school within 7 years following graduation. In 2002, 85% of freshmen ranked in the top 10% of their high school graduating class.

As of 2002, the largest number of entering undergraduates enrolled in the College of Arts and Sciences (46%) with the rest matriculating in Architecture (26%), Engineering (13%), Business (11%), and Art (4%)

In recent years, the most popular undergraduate majors for Arts and Sciences students have been Psychology, Biology, Political Science, English, Economics, History, and Romance Languages.

You should consult with the professor for whom you are TAing about what the students in your course are like; e.g. what background they have in the discipline, what their reading and writing skills might be, what their fields of study are, or if there are any students who may have special needs.

What Constitutes The Undergraduate Curriculum?

When undergraduate students enter Washington University they enroll in one of the five schools that offer an undergraduate program: Arts and Sciences, Art, Architecture, Engineering, and Business. (Law, Medicine, and Social Work offer only graduate and professional degree programs).

Increasingly, undergraduates are taking second majors across schools. While each school has its own distinct curriculum, all undergraduates are expected to complete a number of courses taught in Arts and Sciences, including Writing and Argumentation. Additionally, undergraduates must take courses in the biological and physical sciences, the social and behavioral sciences, and the humanities.

Since each student is required to take some courses in Arts and Sciences, you should not be surprised to find students from a variety of schools in your course, section, or lab. The average course load is five courses.

How Do TAs Fit Into The Undergraduate Academic Experience?

Teaching assistants play an important role in the undergraduate learning experience. TA duties differ widely across the natural sciences, social sciences, and humanities, as well as within the different departments and programs themselves. TAs can be found supervising labs; leading discussion sections; assigning and grading papers; writing, proctoring, and grading exams; conducting foreign language drills; helping with equipment; tutoring; holding office hours; and lecturing in classes.

With the exception of science laboratory supervising and language drills, most TAs

will be involved in learning many of the above functions to one degree or another at one time or another. In some departments, TAs spend a great deal of time proctoring and grading exams, while in others the focus is on tutoring. Course responsibilities vary from department to department.

Depending upon the department, TAs may progress to greater responsibilities as they become more experienced. You should check with the TA faculty mentor to determine the progression of teaching assignments and the teaching training options available in your department.

How Does The TA Role Fit Into The Graduate Experience?

TAs play multiple roles. You are students, mastering a discipline to become future professionals; you are also mastering the skills of teaching through study and practice as apprentice instructors. Balancing these roles as student and apprentice instructor requires thought. As you begin to teach, remember that by selecting you as a TA, your department is showing its confidence in your potential to be an effective instructor. You will want to exhibit your own confidence in your status as a serious professional in the classes you teach.

You will evolve during graduate school as you become more knowledgeable and experienced in both your discipline and teaching. At the outset, adapting to both roles may be demanding. Time management becomes a crucial component of juggling both of your roles successfully. It is best to plan ahead: take note of what needs to be accomplished when and prioritize your list accordingly. Be sure also to consider what resources -- including people -- you will need to complete the task. For example, if you need to copy a packet to hand out to your students, you want to be sure to finish the handout with enough time

to photocopy it before class starts.

Experienced TAs and the faculty member for whom you are working can help you estimate how much time your TA duties might take. You should ask their advice about how much time you should budget, for example, to grade a section of mid-term examinations. After you have gained more experience as a TA, you will have a better idea of how slowly or quickly you can complete a specific task.

It is also important to realize in advance that it is often just when your work load as a student becomes heaviest that your work load as a TA also increases: undergraduates and graduate students have the same midterm and finals weeks. During these times, it is particularly important that you plan ahead and prioritize your task lists.

Remember that the TA position is an apprenticeship. Under the supervision of the faculty, the TA develops teaching expertise and a richer understanding of the discipline.

Ultimately, it is the professor of the course for whom you are a teaching assistant who decides about issues of academic integrity, student grades, or responsibility for material.

You should consult with the course professor when you have questions or need advice. Determining what protocol the professor wants you to follow in regard to both your relationship to the students and your relationship with her/him is useful. See the section below on Teaching Strategies and the on-line "TA Teaching Tips"

at:<http://www.artsci.wustl.edu/GSAS/Teaching/TATips/introduction.html>

for some of the issues you should discuss with the professor for whom you are a teaching assistant.

COMMON TEACHING QUESTIONS AND TIPS

What Do TAs Need To Know Before The First Class?

Because a TA's functions are department specific, speaking as soon as possible with the professor for whom you are a teaching assistant is paramount. The following are some questions you probably will want to ask at your initial meeting with her/him:

1. What are my TA duties for this course? What kind of time commitment can I expect to make to my TA duties?
2. How many and what types of section meetings will I be expected to hold? Will you prepare issues to discuss or will I be responsible for developing the material covered?
3. Are the students' participation/attendance requirements for the sessions for which I am responsible detailed on the course syllabus or should I prepare a handout for the first meeting detailing these expectations?
4. Am I expected to attend course lectures? When and where does the course meet?
5. What are the required texts? Am I required to select them? How do I obtain desk copies?
6. What will my role be in testing, evaluating, and grading students? What criteria should be used?
7. What are the standards for determining a pass or fail grade for this course? How will this standard be communicated to the students? Whose responsibility is it to tell the student if she/he is failing?

8. How many office hours should I schedule? Do I have a specified office? If so, how can I get keys to it and to the building?

9. Will the two of us (or all of us if a course has several TAs) meet regularly, and if so, how often? Whose responsibility is it to schedule these meetings? How am I to be evaluated and by what criteria?

10. What is the protocol you expect me to follow regarding issues of academic integrity, of grade questions, or of students who seem to be academically or emotionally at risk?

What Can Graduate Students Do To Be More Effective Teaching Assistants?

The University of California at San Diego offers good general advice about relating to students. Some of their ideas have been cited and summarized (and in some cases reorganized and embellished) below:

1. **Learn your students' names right away** - this is an important signal that you are concerned about them as individuals.

2. **Converse informally with students** before or after class; find out what interests and motivates them. Arrive a few minutes early and don't race out of the room when class is over.

3. **Make eye contact** and talk directly to students. The impact of your message will be greater.

4. **Use different techniques to draw less participative students into discussions** without making them uncomfortable. For example, asking a large group to break into smaller groups to discuss a question often gives quiet students a less threatening

forum in which to present their ideas.

5. Learn to **listen carefully to what students say** and respond thoughtfully. Remember that your students' self-esteem might be on the line.

6. Leave your ego outside the classroom; **admit you don't know something if you don't**. Be sure to find out the answer to something you don't know and relate it to the student or group at the next meeting.

7. To encourage discussion, **ask questions to which there may be a variety of answers**. Who, what, why, when and where queries can provoke answers beyond yes and no. Follow the students' answers with brief responses that incorporate requests for additional information. Ask students to comment on what other students have said.

8. Reward participation by **using student ideas in subsequent lectures**, discussions, or labs (with attribution).

9. Be sensitive to the fact that students are **under a lot of stress from course work and increasing pressure to perform from parents**, and they might therefore seem overly grade-conscious.

10. **Clearly communicate, and faithfully adhere to, your office hours**. Office hours are important because students who are reluctant to talk in a class, section, or lab may clarify their point or problem more clearly one-on-one. Provide your email address to students in your sections; be sure to check it frequently.

(See Handbook for Teaching Assistants, University of California at San Diego.)

For more ideas about how to make your teaching more effective, contact the Teaching Center. Dr. Regina Frey, Director, 935-6810 or see the TA page of website: <http://artsci.wustl.edu/~teachcen> ([click on TA section](#))

What Can TAs Do To Be Well Prepared?

Students expect and appreciate good preparation. Careful organization of material for presentation is an indication that you are serious about teaching. In addition, good preparation will make your lessons run more smoothly; a few extra minutes of thinking about what you want to accomplish can save you from what might seem like an eternity of embarrassment in front of students. Probably the single most important step in gaining respect and establishing authority is to be prepared. Students will admire and respect a teacher who takes their time seriously and who has worthwhile things to do with that time.

Here are a few steps that might be taken before you enter the classroom:

1. Be aware of materials covered in lectures. Be sure to reread whatever materials have been assigned to the students.
2. Try to anticipate what sections of the materials the students may find difficult and prepare different approaches to understanding these areas.
3. Develop specific goals that can be reasonably achieved in a single class period. It may be necessary to readjust the number of goals according to student responses.
4. Visualize how you want each aspect of your lesson to work. Some TAs do this by making an outline of the instructional plan or writing out the lecture and highlighting the key elements. Rehearsing can also help.

Once in the classroom consider doing the following:

- At the beginning of the class, spend a couple of minutes reminding students of the last class and indicate how the day's material progresses from and relates to it.
- Write on the board or announce the topics that will be covered and the learning

objectives for the day. This summary will orient everyone to your plan.

- Without appearing to be rigid or disinterested in discussion that gets too far afield, stick as close to the instructional plan as possible. Prepare a little beyond the lesson to avoid getting through early with nothing more to say.

5. Somewhere near the end of the class, stop and summarize the information presented and reiterate the learning objectives. If it makes sense, frame the day's experience within the context of the larger, overall course goals. Then discuss what will be covered in the next class, make or repeat the assignment, and indicate future learning objectives.

It is important not only to be prepared but also to be predictable. Learning is best conducted in an environment in which the obligations and responsibilities of all parties are clear and consistent.

What Other Activities Can Improve TAs' Teaching Skills?

1. Observe other instructors in action. Make note of what about their preparation and delivery makes them effective. Find out who on campus is considered especially compelling in the classroom and ask permission to observe a class or two. Remember your favorite undergraduate teachers and think about what made them effective. Also think about what comments you received on written work that were useful.

2. Invite people you respect to observe your teaching. In many departments it is routine to have faculty periodically observe, but you might want to ask others, including advanced TAs, for their opinions as well.

3. Attend a variety of teaching workshops, seminars, and lectures around campus. Take advantage of teaching workshops offered by

the Teaching Center and summer workshops on Enhancing your Teaching Through Technology (contact the Graduate School of Arts and Sciences). Check with your department about videotaping your own classroom teaching. Lectures by visiting faculty also can offer an interesting array of instructional examples. Again, make note of what it is about peoples' styles that makes them particularly engaging or terribly boring.

4. Keep up to date in your field by reading journal articles as well as other publications such as association newsletters. Breadth and currency of knowledge enhances classroom effectiveness.

Being Fair to Undergraduates

Fairness is more complicated than is usually imagined. Undergraduates are very attuned to which of their colleagues seem to get more attention from a TA. There have been cases where some undergraduates felt selected students had been given an unfair advantage by a TA.

Sometimes there is a fine line between trying to help a particularly assertive or needy student and giving that student an unfair advantage over others in securing a better grade on a test or other assignment.

There are some undergraduates who will unscrupulously take advantage of a TA by trying to ingratiate themselves in an effort to do well in a course; there are others who are simply more compulsive about taking every legitimate advantage to learn; and there are those who have serious academic problems and turn to TAs for desperately needed help. No matter what the circumstance, TAs must be careful to treat students in a consistent and fair manner. Doing so means being fair to students in the course or section who are not overtly seeking a TA's aid: the same help

and information that is offered to one student should be offered to all. Preview information about a test, for example, should be available to everyone, not just to students who might be receiving special assistance.

Sometimes appearances are deceiving. A TA may not be giving special advantage to selected students, but others in the class come to think that this is the case. Being open and above-board about what type of help is available and keeping relationships with students on a professional level go a long way in establishing an atmosphere of fairness. This is one of the most important reasons why becoming pals with students who are under your instruction is not a good idea. Students who become your social friends may inadvertently learn more than they should about what will be on a test, and, even when that is not the case, other students in the course may assume that a TA's student friends are getting more information just because of what appears to be a close relationship.

Communicating In Language That Is Sensitive

The use of "bigotry free" language at Washington University is especially important because we are a teaching and research institution dedicated to promoting education in a global forum for a culturally diverse population.

The challenge facing all people in education is to communicate with each other in a manner that does not reduce people to an inferior status or ostracize them because of age, color, gender, sexual orientation, religion, race, handicap or national origin. Continuous use of the pronoun 'he' in a context applicable to both sexes, for example, excludes women; the reverse is, of course, also true. Racial slurs of any sort are self-serving attempts to

belittle and relegate individuals or groups to a position of inferiority.

Sometimes, however, it is not always easy to be sure which terms are or are not acceptable. Terminology may change over time, but racial slurs or derogatory comments about ethnicity are never acceptable; neither are jokes that center on race, gender, sexual orientation, national origin, religion, or the disabled.

When functioning as a TA it is important to consider the denotation and connotation of the language you use. The deliberate act of thinking sensitively about what words and examples you use in class is an important first step in effective, non-discriminatory, non-excluding discourse. Even a momentary mental role reversal - what if I were disabled? For example - helps us all appreciate the significance of language for the people we specify through our word choices.

Sometimes, despite all efforts, a remark, example, or action may offend. If students feel comfortable enough in a classroom they will say why they are offended, and the incident becomes a learning situation for all. Be willing to **listen to students who are worried or offended by a comment and be appreciative of their sensitivity.**

Furthermore, texts and articles that have important value often contain excluding or questionable words. Be sure to point out to your students any language that you find insensitive in resources you use.

For an expanded discussion of these basic concepts, see Francine Wattman Frank and Paula Treichler, [Language, Gender, and Professional Writing](#), Modern Language Association of America, 1989

Addressing Requests For Personal Advice

Undergraduates often seek advice from TAs. While the students may begin with

academic concerns, they may end up seeking personal counsel. As you surely know, personal matters and academic issues frequently go hand in hand. If a student does seek personal advice, it is likely to be most constructive to:

1. Follow procedures provided by your department;
2. Listen carefully to understand how the student sees the situation, and tell the student that you will discuss her or his problem with a faculty member and that one of you will get back in touch with the student;
3. Consult with those people who can help plan and help the student find the campus resources that would be the most helpful. Remember that your primary responsibility is the student's academic development and that your expertise lies in your discipline.

Even if a student does not come to you directly about a problem, you may notice signs in her/his written work or in her/his class behavior that indicate the student may be grappling with personal difficulties. If such a case arises, you should bring your observations to the attention of a faculty member or chairperson in your department, the "Dean of the Day" in the College of Arts and Sciences Office, or the Student Health and Counseling Service.

If a student appears to be in a psychological or personal crisis, you should call the Student Health and Counseling Service (935-5980) to consult about appropriate action or to receive immediate attention if needed. In the event of an emergency, you can receive assistance by calling Campus Police at 935-5555.

INTERNATIONAL TAs

International TAs are often puzzled by American undergraduate behavior. American students tend to be less formal in dress and manner both in and out of the classroom. They are known to keep their baseball hats on all the time, usually backwards; are likely to spread themselves out over two or three chairs; and may cheerfully challenge what an instructor has to say.

Help in understanding typical student behavior and learning expectations is available to international students in several places. English as a Second Language courses offered through the International Students and Scholars Office (935-5910) provide international TAs a chance to enhance their oral communication skills and gain a greater understanding of American university students and the American higher education system through courses, workshops, tutorials, and a conversation-partner system. Informal gatherings at the Stix International House are good opportunities to share experiences with other international students. In addition, departments are an important place to ask questions about classroom techniques and student behavior.

International TAs are valued sources of information about their culture, country and region. American students can benefit greatly from perspectives offered by international TAs in formal and informal conversation.

"Learning to Use the Internet for Professional Development," a Graduate School Initiative includes Summer Workshops and online tutorials conducted by the ASCC Teaching Lab. Contact Dr. Gavin Foster 935-8830. **Self-directed web-based tutorials** for developing and managing your own web course sites and activities <http://artsci.wustl.edu/~gssw/Advanced Graduate Online Lecture Project> <http://artsci.wustl.edu/GSAS/GradLab/OnlineLecture/>

TEACHING AND TECHNOLOGY

The goal of integrating technology into classroom courses is to pedagogically enhance learning with the help of technology, not merely to technologically enhance our courses. If you are planning to integrate technology into your classroom teaching include:

- Pedagogical considerations: identify course goals and students' learning needs.
- Technological considerations: determine in what ways technology does and does NOT enhance your in-classroom teaching.
- Support considerations: identify personnel on campus with whom you will need to collaborate, e.g. GradLab, Teaching Center, computing organization.
- Student access considerations: identify what type of access your students have.
- Training considerations: identify the training you may need and the time it will require not only to develop useful websites but also to manage their use effectively throughout the course.
- Copyright considerations: identify that part of your content which may require notification or permission from original sources.

Eads Hall Resources

- **GradLab: Graduate Student Lab for Teaching and Technology, Eads3**, for graduate Arts and Sciences TAs to create web materials for classroom use.
To register:
<http://www.artsci.wustl.edu/GSAS/GradLab>
- **Teaching Center**: contact Liz Peterson, at 935-4513 or liz@artsci.wustl.edu
- **Arts and Sciences Computing Center Teaching Lab**: contact Kathy Atnip or Dr. Gavin Foster, visit Eads 4.

NOTES ABOUT UNIVERSITY POLICIES

Introduction

As a new TA it would be strongly advisable to familiarize yourself with university-wide policies and procedures governing both academic and non-academic conduct. Below are three important Washington University policies that concern you directly as a teaching assistant: Please read carefully.

Consensual Faculty-Student Relationship Policy

Washington University adopted a new Faculty-Student Relationship Policy in April 1996. The complete text is reprinted in Appendix A:

For purposes of this policy, TAs are included in the definition of faculty, and are considered to be in a position of authority when making an evaluation of a student for course work, promotion, financial aid, research funding, suspension or other discipline.

The policy requires that when a faculty/student consensual relationship, such as a dating, romantic, sexual, or marriage relationship, exists or develops, your position of authority with respect to the student must be avoided or terminated. Inform the course professor or your department chair immediately. Your failure to avoid or terminate a position of authority can lead to sanctions ranging from verbal warnings to dismissal or termination.

It should be noted that in some rare instances some TAs might have other graduate students in their sections or labs. Anytime you have authority over another graduate student, this policy applies. The policy also advises TAs to be sensitive to the perceptions of other students that a student who has a consensual relationship with a TA may receive preferential treatment from him/her even when the TA has no professional responsibility for the student.

Sexual Harassment Policy

Washington University's Policy on Sexual Harassment prohibits "any unwelcome sexual advance, request for sexual favor, or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis, or threatened to be used as the basis, for employment or academic decisions or assessments affecting an individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating, or will persist despite the objection of the person targeted by the speech or conduct."

According to University Policy as revised in April 1997, examples of conduct which may

constitute sexual harassment include but are not limited to:

- requests for sexual favors
- hugging, rubbing, touching, patting, pinching, or brushing another's body
- inappropriate whistling or staring
- veiled suggestions of sexual activities
- requests for private meetings outside of class or business hours for other than legitimate mentoring purposes
- use in the classroom of sexual jokes, stories, or images in no way germane to the subject of the class
- remarks about a person's body or sexual relationships, activities or experience
- use of inappropriate body images to advertise events

TAs have authority over students whom they teach or supervise in a classroom, laboratory or tutorial. It is **ethically and legally unacceptable** for teaching assistants to intimidate students with sexual advances.

Allegations of Sexual Harassment

A person who believes he or she has been sexually harassed has a number of formal and informal options within the University, as well as legal remedies outside the University. You should familiarize yourself with these options, which are detailed in the Policy.

If a student comes to you with a complaint of sexual harassment -- or if you hear allegations of sexual harassment from another source -- you should normally inform the course instructor. If the complaint or allegations concern the course instructor or if there is any other reason that you do not wish to proceed in this manner, you should contact the Hilltop Sexual Harassment Response Coordinator or one of the Advisors. You are obligated to inform one of these people.

If you become aware that a student has made an informal or formal complaint against you, you should immediately inform your course's instructor and/or the Chairperson of your department. If you think a student has accused you of sexual harassment, contact the Coordinator and Advisors as described in the Policy on Sexual Harassment.

The complete text of the Policy on Sexual Harassment (April 1997) is reprinted in Appendix B.

Sexual Harassment Response Coordinator and Advisors for the Hilltop Campus:
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Coordinator:	Ann B. Prenatt	935-7746
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Advisors: For complaints by Faculty, Staff, and others:
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Lorraine Goffe-Rush	935-8046
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For complaints by students and others:

Kathy Steiner-Lang	935-5910
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For complaints by faculty and others:
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Richard Diemer	935-4237
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Academic Integrity Procedures

Washington University exists to facilitate the pursuit, acquisition, and transmission of knowledge. Thus, academic integrity is essential to our activity as researchers, teachers, and students. As a teaching assistant, you should approach the issue of academic integrity both from the perspective of encouraging integrity as well as from the perspective of preventing cheating.

What Can TAs Do To Prevent Integrity Violations?

Cheating, unfortunately, is not a rare occurrence among undergraduates. Deceit takes many forms, ranging from the furtive glance at another student's work during a test to extensive plagiarism on a lengthy written assignment.

Four challenges confront every TA with regard to potentially dishonest behavior:

1. The first is to give clear direction to students about what constitutes acceptable behavior.
2. The second is to make clear during the early stages of student contact that plagiarism, cheating, data fabrication, and other forms of academic dishonesty are unacceptable.
3. The third is to create an environment that makes dishonesty more difficult.
4. If, despite all efforts at prevention, some students cheat anyway, the fourth challenge is to deal with the infraction in an appropriate manner.

In the past, TAs have often found an integrity incident fraught with trauma. Many have felt betrayed while others have imagined it was their inadequacy as an instructor that invited the behavior.

It is important to remember that integrity violations occur in the classrooms of full professors as well, and the violations are not primarily due to instructor incompetence. More often than not, misconduct is the result of panic, pressure to make good grades, fear of failure, or poor values.

Sometimes students are truly confused about what constitutes cheating or are poorly educated with regard to proper conduct. **It is not safe to expect that students have already learned from their high school experience what is acceptable.** This is especially true regarding citation of source material and plagiarism, including internet sources.

How Can TAs Establish The Right Expectations?

Place a statement about academic integrity in the course syllabus and devote some time to the issue on the first day of class. You might also remind students to read the information on academic integrity policy for undergraduate students at the beginning of the College of Arts and Sciences section of the [Washington University Course Listings](#). This policy is also available at: www.artsci.wustl.edu/~college/College/academics.academic.html (full text is printed in this handbook, Appendix D)

Cautioning students that you will not hesitate to take an integrity question to the Dean's Office (or to the lead instructor if you are helping a professor) emphasizes your commitment to ethical

behavior. Making sure that your students understand that you view integrity as an important element in your class goes a long way in creating a positive learning environment.

How Can TAs Best Clarify The Rules On Source Citation, Take-home Exams, And Assignments?

Sometimes the specific rules regarding citation of sources become murky during the progression of a course. Clear instructions are crucial in clarifying obligations of the students. On take-home exams, for example, students often become confused about whether and which sources may be used and if so, what sort of attribution is acceptable. The same is true for papers. If formal citation is expected, a safe bet is to recommend or even require that a particular manual or style sheet be used.

If homework is given on a regular basis, it is important to define whether collaboration is acceptable or not, and if so, what level of collaboration. Rules about group projects require special delineation.

Writing the rules and giving each student a copy is the best way to make your expectations clearly understood. Writing rule-reminders on the board can help to reinforce these concepts.

What Preventive Measures Can You Take To Reduce Integrity Infractions On Tests And Papers?

Tests

Testing in a crowded room is often an invitation to cheat. Temptation is particularly high when students are crammed together taking an objective exam. Some recommendations for testing include:

- On multiple-choice or short answer tests, make two or three versions by mixing up the order of the questions.
- Instruct students to put all books and belongings in the front or back of the room before taking an exam.
- Issue dated and numbered blue or pink books or provide answer sheet paper.
- Construct a seating chart in advance to discourage collaboration.
- If room permits, avoid having students sitting right next to one another or right in front or behind one another.
- If room does not permit and the desks are not fixed to the floor, turn every other row in the opposite direction.
- Be sure to observe the entire room during the exam by walking around the room and standing in the back.
- If you believe that students may be taking exams for others, consider checking IDs.

Papers

Certain prudent steps make it more difficult for a student to turn in a plagiarized paper or someone else's work. They include:

- Make absolutely sure your expectations regarding citation are clearly understood; a short lesson about attribution is always a good idea. Providing your rules in writing is best.
- Be sure students know you are open to discussion about style and construction on an individual basis.
- Getting a good in-class writing sample from students early in the course or asking to see an early draft of a paper helps to ensure that submitted work is the student's own.
- Providing a restricted list of topics or questions can minimize temptation to use previously written material.
- Constructing a list of acceptable sources also makes checking doubtful passages easier.

What Can TAs Do If A Student Cheats Or Plagiarizes?

Before accusing a student of any integrity infraction, be sure the evidence supports the accusation. Mere suspicion is not enough. If the matter is taken before the Arts and Sciences Academic Integrity Committee, you will need to convince a majority of the Committee that it is more likely than not that the student breached the rules of academic integrity.

For TAs who are assisting a professor, suspected integrity issues should be taken to that faculty member.

For TAs with full-course responsibility, any question regarding honesty in the College of Arts and Sciences (undergraduate students) should be addressed to Dean Dirk Killen. His telephone number is 935-6066. Questions regarding academic integrity of graduate students in Arts and Sciences should be addressed to Dean Elaine Berland at 935-7355. At University College, call Dean Steve Ehrlich at 935-4806. In Engineering, call Dean J. Christopher Kroeger at 935-6169. In Business, call Dean Gary Hochberg at 935-6380.

Since most of you will teach within the College of Arts and Sciences, it is important to note that "when cheating is suspected, a student should **not** be given a grade for the course pending a hearing before the Academic Integrity Committee and action upon its report by the Dean of the College" (from Memo, Academic Integrity Committee, February 1990).

Note: Reporting an academic integrity violation by a graduate student in Arts and Sciences should follow procedures outlined in the "Academic Integrity Policy for Graduate Students Handbook," which is available online at <http://artsci.wustl.edu/GSAS/Policies/> or in the Graduate School Office, N. Brookings Hall, Room 155. Please forward questions to Associate Dean Elaine Berland, 935-7355.

GENERAL INFORMATION ABOUT CLASSROOM AND STUDENT SUPPORT SERVICES

IN CASE OF EMERGENCY, PLEASE CALL THE FOLLOWING:

Hilltop Security _____ 935-5555

Medical School Emergency _____ 362-HELP(4357)

Grading

The grading systems vary according to the School. A good summary of undergraduate grading can be found in the bulletin of undergraduate programs, which should be available in each department or can be picked up in the Undergraduate Admissions Office.

It is important to understand the particulars of the grading system, especially the department's philosophy concerning, for example, incompletes. Be sure to check with your department and/or faculty course supervisor about grading.

Classroom Assignments and Problems

Visit your classroom **prior** to the first day of class. Familiarize yourself with emergency exits and procedures and know where the nearest phone is in case of an emergency. If you use maps, projectors, etc., be sure the room is equipped to handle these needs. If you find yourself in a room that is too small, too big, poorly suited to the subject material, without chalk, and so on, please check with the administrative assistant in your department or call Tom Evola (935-9818), who is responsible for classroom assignments and is also the person to call if you find your room has a problem. If you are working with a faculty member, be sure to consult with her or him before requesting any changes.

Support For TAs

Specific problems encountered in a class or lab should be taken to the course supervisor, lab supervisor, or the graduate faculty advisor in your department.

Questions about the kinds of situations TAs are likely to encounter and how they might be avoided or handled are often best answered by experienced TAs as well as by appropriate departmental faculty or supervisors. Dr. Regina Frey, Director of the Teaching Center, is a helpful out-of-department source for teaching advice. She can be reached at 935-6810.

Undergraduate Support Services

For TAs who are assisting a professor, we recommend that you first talk to that professor about issues that affect your students. TAs with full-course responsibility should first consult with the TA faculty director in your department and then call the appropriate office on the list below if you feel a student needs special help, or if you want advice on how to handle a student concern.

Undergraduate Architecture

Dean Peter MacKeith 935-8450

College of Arts and Sciences

Vice Chancellor and Dean Jim McLeod 935-6800

Freshman: Dean Delores Kennedy 935-6800

Integrity: Dean Dirk Killen 935-6066

Ombudsman: Professor Patrick Gibbons 935-6271

(responds to student complaints, and helps mediate academic conflicts)

Student Services

Assistant Vice Chancellor and Dean of Students Justin Carroll 935-4329

- Housing and Residential Life

Assistant Vice Chancellor for Students/

Associate Dean for Freshman Transition Karen Levin Coburn 935-5040

- Alcohol/Drug Abuse, Sexual Assault/Abuse, New Student Orientation, Parent Relations, Student Health and Counseling, Health Promotion and Wellness, International Students

Assistant Vice Chancellor for Students/

Director of Campus Life Jill Carnaghi 935-5994

- Student Activities, Event Services, Greek Life, *Student Life*, Student Union, Student Educational Services

Disability Resource Center Dr. Fran Lang 935-4062

Located in Cornerstone, Greg Hall, South 40 <http://www.disability.wustl.edu>

Educational Services Dr. Marva Redd 935-5970

Health and Counseling Services Debra Harp 935-6649

(Assoc. Director)

Health Promotion & Wellness Melissa Ruwitch 935-7139

International Students Kathy Steiner-Lang 935-5910

Judicial Administrator Tamara King 935-4329

Minority Students Adrienne L. Glore 935-5040

Undergraduate Business School

Dean Gary Hochberg 935-6380

Undergraduate Engineering

Dean J. Christopher Kroeger 935-6169

Undergraduate School of Art

Dean Georgia Binnington 935-6532

PROFESSIONAL DEVELOPMENT RESOURCES FOR TAs

Teaching Citation Program

Introduction

In an increasingly competitive academic market place job candidates for many positions who can demonstrate knowledge of teaching and evidence of teaching skill have an advantage. Accordingly, the Teaching Center and the Graduate School of Arts and Sciences jointly administer a Teaching Citation program designed to enhance the teaching knowledge and skills of graduate students before they begin applying for academic positions.

Award of the Teaching Citation is contingent on satisfactory completion of all departmental teaching requirements and completion of all Citation Program requirements.

Written approval by the Director of Graduate Studies from the student's department, the Director of the Teaching Center, and the Dean of the Graduate School of Arts and Sciences is required for award of the Citation. Award of the Teaching Citation will be printed on the graduate student transcript.

Application to take part in the Citation program is made through the Teaching Center. The Director of the Teaching Center and the Teaching and Professional Development Committee of the Graduate Council are responsible for the overall direction of the program.

Organization and Requirements

Graduate students interested in earning a Teaching Citation must successfully complete the following:

1. Core

Students must complete an approved course, an approved workshop series, or an approved set of experiences that expose them to the major models and methods of teaching. This requirement is most easily satisfied by enrollment in an approved course on teaching. Acceptable courses will ordinarily be expected to include the following basic elements, which constitute the core requirement:

- (a) Course planning and development: The goals and philosophy of teaching
- (b) Syllabus preparation and textbook selection
- (c) The teaching environment
- (d) Lecturing
- (e) Leading discussions
- (f) Seminars and tutorials
- (g) Writing assignments
- (h) Other teaching tactics and assignments
- (i) Testing and assessment
- (j) Grading and evaluation
- (k) Ethics: Cheating, confrontations, and other problems
- (l) Evaluating teaching
- (m) Advising and mentoring
- (n) Technology
- (o) Diversity
- (p) Research and resources on teaching

The Teaching and Professional Development Committee of the Graduate Council will recommend departmental courses that can satisfy the core requirement. It is expected that departmental courses will have emphases that reflect the unique demands of their disciplines. Students may also satisfy the core requirement through participation in workshops and seminars offered by the Graduate School of Arts and Sciences or by the Teaching Center.

Students must propose a plan for satisfying the core requirement, and the department graduate advisor and the Director of the Teaching Center must approve this plan.

2. Teaching Experience

Students in the citation program must engage in multiple teaching experiences and demonstrate teaching proficiency appropriate to their disciplines. Given the wide variety of departmental opportunities and the unique demands and expectations of individual disciplines, specific teaching experiences will not be dictated. Rather, the following guidelines are provided. Students must propose a series of teaching experiences that meet the following general guidelines, and the department graduate advisor and the Director of the Teaching Center must approve these teaching experiences:

- (a) Students must participate in at least 3 separate teaching experiences. A "teaching experience" can include being a teaching assistant for a course, having primary responsibility for teaching a significant section of a course (at least 3 weeks of a semester-long course), co-teaching a course, having full responsibility for teaching a course, or other kinds of intensive or extensive teaching activities approved by the Director of the Teaching Center and the department graduate advisor.
- (b) One of the teaching experiences must require significant responsibility for planning, organizing and teaching a course or other formal learning experience. The Director of the Teaching Center will be given discretion to consider learning experiences that extend beyond the traditional course format to accommodate the varying resources and needs of departments and students.
- (c) Students must demonstrate proficiency in at least two different approaches or methods of teaching (e.g., lecturing, discussion groups).
- (d) Each of the teaching experiences must be formally evaluated.

3. Formal evaluation of teaching.

The teaching experiences become an integral part of training when they are evaluated carefully and constructively. Accordingly, each teaching experience in the citation program will be formally evaluated. These evaluations must have the following components:

- (a) Evaluation by the course director, faculty advisor (in the case when a participant is the course director), or other designated personnel (in the case of off-campus teaching experiences).
- (b) Evaluation by a representative of the Teaching Center.
- (c) Evaluation by the students or other "consumers" of the teaching exercise, or peer evaluation by other citation program participants.

Each evaluator will provide formal written feedback using guidelines developed by the Teaching Center. When appropriate, teaching experiences will be videotaped so that written feedback can

be used most effectively to target specific behaviors or methods. The feedback will then be used in a formal teaching consultation with the Director of the Teaching Center or a designated faculty member. A final evaluation of teaching proficiency at the end of program completion will become part of the teaching portfolio.

4. Development of a teaching portfolio

Each participant will develop an acceptable teaching portfolio using the guidelines established by the Teaching Center. The department graduate advisor and Director of the Teaching Center must approve the portfolio.

The Teaching Portfolio

What is a Teaching Portfolio? The Teaching Portfolio is an organized collection of materials that reflects why you teach, how you teach, and what you teach. It illustrates and documents your approach to teaching, and it can be a record of your growth as a teacher.

Why put together a Teaching Portfolio? Both the term "Teaching Portfolio" and the collection of materials encompassed by the term are becoming increasingly common in higher education. Having a teaching portfolio is an expected part of some academic job applications and a portfolio is likely to become more widely expected. Developing a teaching portfolio will help a graduate student entering the academic job market and in future years is likely to be helpful as a career progresses.

What goes into a Portfolio? Ultimately the contents are a personal choice and may be determined by the intended purpose of the portfolio and the career stage of the teacher (or prospective teacher) preparing it. Is it prospective or retrospective? Is it the portfolio of a person seeking a first job, or seeking a next job? Despite this variety it is still possible to offer some general guidelines. The Director of the Teaching Center is available to answer questions, provide guidance, and review materials.

Guidelines

1. There are four (4) concepts to be discussed, or shown, in a Teaching Portfolio.
 - a. Your experience in course planning and preparation
 - b. Evidence of teaching-presentation assessment
 - c. Evidence of your assessment of students
 - d. Evidence of currency in your field and in the higher-education teaching field

2. Listed below are examples of material that could be included to best describe how you teach and what you teach.
 - a. Course syllabi and handouts
 - b. Student course evaluations
 - c. Faculty or professional evaluations of your teaching
 - d. Documentation of teaching-development activities, such as attendance at conferences and workshops
 - e. Honors or recognition for teaching

- f. Descriptions of non-traditional teaching settings, such as workshops, adult learners, or mentoring
 - g. Descriptions of teaching methods
 - h. Any advising of students, or extra-ordinary efforts with special groups of students (for example, an advisor of a student-activities group)
3. There should be a table of contents, an introduction, and perhaps an explanation of the contents and organization. If the portfolio were substantial, an executive summary would be helpful for an overburdened department chair or search committee.
 4. There should be prepared statements for each different type of included material to set the context of the material in relationship to your teaching philosophy and experience. TA's should describe what their responsibilities were in any course included in the teaching portfolio.
 5. Some provocative background information can be found on the internet at A personal statement describing the purposes and practices of one's teaching and conveying some awareness of current thought and writing on college teaching. The current shorthand for this is "Teaching Philosophy." For additional information on a teaching philosophy statement, see the Teaching-topics handout on "*Writing a Teaching Philosophy Statement*" (<http://www.artsci.wustl.edu/~teachcen/WUTC/Faculty/dsdsdf>).
 6. A description with appropriate examples of the range of one's teaching repertoire. This might include mention of the subjects or topics one is prepared to teach, the level, and the array of teaching techniques or approaches one customarily uses or is prepared to use. Today, especially, discussion of how one uses instructional technology in one's teaching might be expected. If a course page is available on the Internet, the URL should be provided.
 7. Assessments of one's teaching by senior colleagues are certainly appropriate. It is useful if a colleague has seen you several times in varied settings and can speak to your development as a teacher and your range.
 8. Student evaluations of courses taught are commonly included. If some evaluations were critical of your teaching, some discussion of your response to the steps taken to improve would be appropriate.
 9. Sample course syllabi should be provided of courses taught or courses to be taught. The syllabi should certainly be complete; see the Teaching-topics Handout on "*Preparing the Course Syllabus*" (http://www.artsci.wustl.edu/~teachcen/WUTC/Faculty/course_syl.html). Available handbooks on college teaching, both in print and on the web, provide detailed guidelines for constructing an informative syllabus. In addition, sample assignments, suggested projects, and examinations could be included.
 10. Samples of graded work, especially written work such as essays, could demonstrate the quality you expect from your students and the level they achieve. Your comments on the papers would be informative to the people reading the Teaching Portfolio.

11. Although a video might not be appropriately included in an initial application, having a video available showing a class underway or perhaps showing excerpts from a lecture, a discussion, or a seminar might be a benefit to a department with a limited recruiting travel budget.

This material needs to be neatly presented, for example, in a loose-leaf notebook with clearly labeled tabs. Since it will be bulky, your resume might say "Teaching Portfolio available on request" and send only the summary with the initial application. If in the process of preparing the portfolio, you see gaps in your experiences or knowledge of teaching, give some thought to filling them before your interview. And, finally, you might want to have a look at Peter Seldin, *The Teaching Portfolio* (Anker, 1991), which is the most widely cited single source.

Links and References:

Seldin, Peter. "The Teaching Portfolio – A Practical guide to improved performance and promotion/tenure decisions." Bolton, MA: Anker Publishing Company, Inc. 1991. URL: http://www.lgu.ac.uk/deliberations/portfolios/ICED_workshop/seldin_book.html.

"The Teaching Portfolio." The Center for Research on Learning and Teaching, University of Michigan. URL: <http://www.crlt.umich.edu/occl11.html>.

"Preparing a Teaching Portfolio: A Guidebook." The Center for Teaching Effectiveness, The University of Texas at Austin. URL: <http://www.utexas.edu/academic/cte/teachfolio.html>.

"Recommended Portfolio Contents." Center for Teaching Excellence, Iowa State University. URL: <http://www.cte.iastate.edu/portfolio/contents.html>.

"Creating a Teaching Portfolio." (This pdf file is a workbook of activities to get you started on a teaching portfolio.) Office of Teaching Advancement, University of Toronto, Canada. URL: http://www.utoronto.ca/ota/issues/Teaching_portfolios.pdf.

"Designing a Teaching Portfolio." (This file asks questions to help you get started on a teaching portfolio.) Center for Excellence in Learning and Teaching, Pennsylvania State University. URL: <http://www.psu.edu/celt/portfolio.html>.

"Teaching Portfolio Resources." (This file contains references and links.) University of Chicago Writing Program, University of Chicago. URL: <http://writing-program.uchicago.edu/jobs/portfolio.htm>.

"Teaching Portfolios in Higher Education." (This file contains references and links.) Web Tools Newsletter, Education Development Office, City University of Hong Kong. URL: <http://webtools.cityu.edu.hk/news/newslett/teachingportfolios.htm>.

"The Teaching Portfolio at Washington State University." Office of the Provost, Washington State University. URL: http://provost.wsu.edu/teaching_portfolio/index.html.

Writing a Teaching Philosophy Statement

A statement of one's Teaching Philosophy should briefly make clear why, how, and what you teach. This statement should be one to two pages in length. It is a personal statement on your teaching beliefs; it is not an article on teaching and learning. It should reflect your experiences and teaching practices. Keep in mind potential readers, and the questions they are likely to have on their minds as they read your statement, especially when applying for a position. In addition to needing a statement of teaching philosophy for most academic positions, writing a teaching philosophy statement helps to clarify one's beliefs and reveals inconsistencies in putting those beliefs into practice. The Director of the Teaching Center is available to answer questions, provide guidance, and review your statement. The Writing Center is available to help you revise your statement.

Four main questions should be addressed in any teaching philosophy statement. They are:

- What are your objectives as a teacher? Examples are: teach fundamental concepts, foster critical thinking, facilitate acquisition of life-long learning skills, and develop problem-solving strategies. Include what educational goals are not being met today and how you plan to address them? An example is nontraditional people in an undergraduate setting.
- What methods will you use to achieve these goals? You should display knowledge of learning theory and curriculum design, give specific strategies and exercises, discuss appropriateness of collaborative learning techniques or group work, and propose new ideas you might have. Discussion of different learning environments is also appropriate.
- How do you assess and evaluate your effectiveness in achieving your objectives? You should discuss how your assessments relate to student learning and your stated objectives as a teacher. In addition, a discussion on how you will use student evaluations to engage more students in your class and help them develop certain life skills. Last, a discussion on what you have learned about your teaching from assessing student work and how these lessons have changed your teaching style.
- Why is teaching important to you?

The points below suggest additional topics that might be included in the statement.

1. What does teaching mean to you? What are its significant dimensions? What metaphors illuminate its meaning? Is it coaching, leading, guiding, telling, showing, mentoring, or modeling?
2. What are your teaching goals and aspirations?
3. What learning goals do you have for your students? Do you have different goals for freshmen, grad students, majors, and non-majors? How do you know if you have achieved these goals?
4. What teaching practices do you use and prefer? Do you lecture, lead discussions, guide problem solving, or provide demonstrations? How do you actively involve students in their own learning, both in and out of class? How do you decide what to include in a course?
5. What evidence do you collect that bears on learning outcomes? What have you learned from it, or what might you expect to?

6. What are your plans for developing or improving your teaching? Do you want to learn new skills? Try out new approaches? Develop a new course?
7. What assessment evidence do you collect that relates to your own teaching performance and goals? Have you been videotaped and watched the tape? Have you collected and used student evaluation? Have you invited colleagues into your class to observe and provide feedback?
8. Why do you teach or want to? What do you get out of it?

Links and References:

Haugen, Lee. "Writing a Teaching Philosophy Statement." Center for Teaching Effectiveness, Iowa State University. URL: <http://www.cte.iastate.edu/portfolio/philtip.html>.

Coppola, Brian. "Writing a Statement of Teaching Philosophy." Site is "What you need to know about Graduate School." URL: <http://gradschool.about.com/cs/teachphil/index.htm>.

"Frequently Asked Questions about the Philosophy of Teaching Statement." Office of Instructional Consultation, University of California, Santa Barbara. URL: <http://www.id.ucsb.edu/IC/TA/port-FAQ.html>.

Van Note Chism, Nancy. "Developing a Philosophy of Teaching Statement." Ohio State University. URL: <http://www.ucet.ufl.edu/essays/topic4-2.htm>.

Montell, Gabriela. "What's your Philosophy on Teaching, and Does it Matter?" The Chronicle of Higher Education, Career Network.

Montell, Gabriela. "How to Write a Statement of Teaching Philosophy." The Chronicle of Higher Education, Career Network.

Collection of links. "TiPPS For Philosophy of Teaching Statements." Second Language Teaching and Curriculum Center, University of Hawaii at Manoa. URL: <http://www.lll.hawaii.edu/slcc/tipps/philosophy.html>.

Collection of links. "Stating your Teaching Philosophy." Center for Excellence in Teaching, University of Southern California. URL: <http://www.usc.edu/admin/provost/cet/events/philosophy.html>.

A Brief Bibliography on College Teaching

There is a substantial literature on college teaching. The Teaching Center has a number of volumes, and of course Olin Library has many more. Below are listed two of the most commonly referenced general guides, plus several other provocative volumes suggested by the Teaching Center:

Davis, Barbara Gross, *Tools for Teaching* (San Francisco: Jossey Bass, 1993)

McKeachie, Wilbert J., *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, Tenth Edition (Boston: Houghton Mifflin, 1999)

Angelo, Thomas A., and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for*

College Teachers, 2nd edit (San Francisco: Jossey Bass, 1993)

Bligh, Donald A., *What's the Use of Lectures?* (San Francisco: Jossey Bass, 2000)

Blight, Donald A., *What's the Point in Discussion?* (Portland, OR: Intellect Books, 2000)

Bransford, John D, Ann L. Brown, and Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School* (Washington D.C.: National Academy Press, 1999)

Christensen, C. Roland, David A. Garvin, and Ann Sweet, *Education for Judgment: The Artistry of Discussion Leadership* (Boston: Harvard Business School Press, 1991)

Feldman, Kenneth A. and Michael B. Paulsen, eds., *Teaching and Learning in the College Classroom*, second edition (Needham Heights, Mass.: Simon and Schuster Custom Publishing, 1998)

Pascarella, Ernest T., and Patrick T. Terenzini, *How College Affects Students: Findings and Insights from Twenty Years of Research* (San Francisco: Jossey Bass, 1991)

TA Web Resources

The Teaching Center home page provides a number of teaching resources on the Teaching Assistant web page. These resources include handouts on various teaching topics, as well as handouts on writing a teaching philosophy statement and preparing a teaching portfolio. In addition, the WU statement of best practices and expectations for classroom interaction is given. For the technology inclined, there is a link to the ITeach web page, which is a collection of resources around the topic "teaching with technology." Also see Summer Web Workshops: <http://artsci.wustl.edu/~gssw/> For the advanced phase of the Graduate School initiative for graduate students interested in developing public communication and multimedia skills to communicate their research to non-specialists, see the Graduate Online Lecture Project: <http://artsci.wustl.edu/GSAS/GOL/>

Graduate Lab for Teaching and Technology

In September 1999, the Graduate Student Lab for Teaching and Technology (GradLab) opened in Eads 003. GradLab is a place and an opportunity 1) to produce Web-based materials for use in WU courses in a well-equipped collaborative graduate student lab setting, 2) to develop WebWorkshops for graduate students interested in learning to use the Web for professional development, and 3) to pilot more advanced teaching technology projects, such as the Online Lecture Project. GradLab is being developed by the Graduate School of Arts and Sciences, in consultation with the Graduate Student Advisory Board, and in partnership with the Arts & Sciences Computing Center which will maintain the lab equipment.

All graduate students of the Arts and Sciences who are currently or will soon be teaching assistants for a Washington University course may request access by registering with the Graduate School of Arts and Sciences. Please read the guidelines on the use of the gradlab before registering with the Graduate School of Arts and Sciences. See website at: <http://www.artsci.wustl.edu/GSAS/GradLab/>

Some Useful Teaching Center Websites to Bookmark

Many other University Teaching Centers also have homepages with interesting ideas and tips that might be helpful to TAs. We have included a few examples in this handbook to get you started. In addition, the University of Kansas Center for Teaching Excellence maintains a comprehensive list of teaching centers on their web site at <http://eagle.cc.ukans.edu/~cte/resources/websites.html>

The Washington University Teaching Center web site lists upcoming workshops, provides a variety of links to other sources, and contains resources helpful to Teaching Assistants and faculty members. <http://artsci.wustl.edu/~teachcen>

On the web site of the Sheridan Center for Teaching and Learning at Brown University you can find several brief informative handbooks on such subjects as learning styles, syllabus construction, and classroom presentation skills.
<http://sheridan-center.stg.brown.edu/>

The Teaching Center at Tufts University has indexed the TA handbooks of 22 universities. Search the index by subject or key word.
<http://ase.tufts.edu/cae/>

One of the best handbooks can be found at the Center for Teaching and Learning at Stanford. Scan the chapter titles and read those of interest.
<http://www-ctl.stanford.edu/TA/index.html>

There are a large variety of resources to be found at the Center for Teaching Effectiveness at the University of Texas, Austin.
<http://www.utexas.edu/academic/cte>

The Teaching Center at Indiana University has links to a number of teaching centers, an on line journal, and the Guide to Information Technology Resources at Georgetown University.
<http://www.indiana.edu/~teaching/links.html>

APPENDIX

CONSENSUAL FACULTY - STUDENT RELATIONSHIP POLICY

Interactions between faculty and students at Washington University are guided by mutual trust, confidence and professional ethics.

Professional faculty/student relationships have a power differential between faculty and students; personal faculty/student relationships carry risks of conflict of interest, breach of trust, abuse of power and breach of professional ethics.

A. POLICY

Faculty members shall not engage in consensual relationships with students whenever the faculty member has a professional position of authority with respect to the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Should a consensual relationship develop, or appear likely to develop, while the faculty member is in a position of authority, the faculty member and/or the student shall terminate the position of authority. Even when the faculty member has no professional responsibility for a student, the faculty member should be sensitive to the perceptions of other students that a student who has a consensual relationship with a faculty member may receive preferential treatment from the faculty member or the faculty member's colleagues.

B. DEFINITIONS

1. Faculty, for purposes of this policy only, consists of all full or part-time faculty, teaching assistants, graders, member of dissertation committees and all other personnel who teach, coach, evaluate, allocate financial aid to or guide research by students.
2. Students are all full or part-time students.
3. A consensual relationship is any dating, romantic, sexual or marriage relationship.
4. Position of authority includes, but may not be limited to situations in which the faculty member makes or is responsible for an evaluation of a student for admission, coursework, promotion, financial aid, research funding, suspension, expulsion or other discipline. (Faculty providing instruction without evaluation are not necessarily in positions of authority.)

C. PROCEDURES

When a faculty/student consensual relationship exists or develops, a faculty position of authority with respect to the student must be avoided or terminated. Avoidance or termination includes, but is not limited to: the student not enrolling in a course; a qualified alternative faculty member or teaching assistant taking the position of authority; transfer of the student to another course, section, seminar, etc., taught by a different faculty member or teaching assistant; assigning or transferring the student to another academic advisor; the student dropping a course.

D. NON-COMPLIANCE WITH POLICY

Any credible allegation of a faculty member's failure to avoid or terminate a position of authority while in a consensual faculty/student relationship obligates the department chair, dean or other responsible person to conduct a prompt and thorough inquiry to determine whether the allegation is true. Where it is concluded that a position of authority in a faculty/student consensual relationship exists and the faculty member and/or the student involved refuse(s) to terminate the position of authority, the department chair or dean shall terminate the position of authority and can impose sanctions against the parties involved.

E. SANCTIONS

Persons in violation of this policy shall be subject to sanctions ranging from verbal warnings to dismissal or termination. Persons who knowingly make false allegations that a faculty/student consensual relationship overlaps with a position of authority between the two shall be subject to the same sanctions.

F. FACULTY RIGHTS

Nothing herein shall abridge the rights of faculty as outlined in the Washington University Policy on Academic Freedom, Responsibility, and Tenure.

SEXUAL HARASSMENT POLICY

I. INTRODUCTION AND POLICY STATEMENT

Washington University is committed to having a positive learning and working environment for its students, faculty, and staff and will not tolerate sexual harassment.

Sexual harassment is an attack on the dignity of individuals and the integrity of the university as an institution of learning. Academic freedom can exist only when every person is free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is reprehensible and threatening to the careers, educational experience, and well-being of all members of our community.

Sexual harassment is a form of discrimination that violates University policy. It is also illegal under state and federal law.

This Policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the processes by which complaints of sexual harassment may be brought forward, and provides sanctions for sexual harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. If you believe you have been sexually harassed, Sections IV and V describe options about what you can do and where you can get help. If you believe you have been falsely accused of sexual harassment, the procedures set out below are also available to you. Those charged with implementation of this Policy will, whenever appropriate, encourage and assist those who believe they may have been sexually harassed to pursue the assorted informal means outlined in Section IV below for securing the cessation of unwelcome and offensive conduct.

II. WHAT IS SEXUAL HARASSMENT?

For the purposes of this statement, Washington University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for an academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when

- (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
- (2) submission to or rejection of such conduct by an individual is used as the basis, or threatened to be used as the basis, for employment or academic decisions or assessments affecting an individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating, or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member's or supervisor's position. Sexual harassment can be verbal, visual, physical, or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment - such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend on the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.), and the specific setting. The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Examples of conduct which may constitute sexual harassment include but are not limited to:

- requests for sexual favors
- hugging, rubbing, touching patting, pinching, or brushing another's body
- inappropriate whistling or staring
- veiled suggestions of sexual activities
- requests for private meetings outside of class or business hours for other than legitimate mentoring purposes
- use in the classroom of sexual jokes, stories, or images in no way germane to the subject of the class
- remarks about a person's body or sexual relationships, activities or experience
- use of inappropriate body images to advertise events

Members of the University community can expect to be free from sexual harassment, and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness or the accuser's perceptions may

be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

III. CONFIDENTIALITY

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address sexual harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Sexual Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of sexual harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist, or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listing in *Bearings, Ternion, and Safety and Security on the Hilltop Campus*. In addition, any member of the University community may contact the Student Counseling Services at 935-5980 for a confidential discussion and, if desired, referral to off-campus resources.

IV. SEEKING ADVICE; MAKING A COMPLAINT

If you believe that you have been sexually harassed, you have a number of response options, both formal and informal. Some people may wish to pursue informal means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Hilltop or Medical Center Sexual Harassment Response Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with sexual harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

A. Informal Procedures

I. If you feel comfortable dealing with the situation without assistance, you can:

- A. Clearly say "no" to the person whose behavior is unwelcome.
- B. Communicate either orally or in writing with the person whose behavior is unwelcome.
The most useful communication will have three parts:
 - (1) A factual description of the incident(s) including date, time, place and specific action.
 - (2) A description of the writer's feelings, including any consequences of the incident.
 - (3) A request that the conduct cease.

Frequently such a communication will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.

II. If you would like to proceed informally, but with the assistance of someone else, you may:

- A. Ask the person's supervisor, e.g., department chair, dean, director, housing office representative, academic advisor, or resident advisor, to speak to the person whose behavior was unwelcome. The purpose of such conversations is the cessation of unwelcome behavior.
- B. Consult with the Coordinator or one of the Sexual Harassment Response Advisors listed in the Appendix and specifically charged with responding to sexual harassment inquiries and complaints.

These individuals are thoroughly familiar with University policy on sexual harassment and are available to consult with victims of sexual harassment, those charged with sexual harassment, witnesses, and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss University policy on sexual harassment and procedures for resolving complaints.

- C. Ask the Coordinator to mediate or arrange for mediation. Mediation is discussion and negotiation, with the help of a third party, designed to permit the parties to reach a mutually agreeable resolution of a dispute. If a person complaining of sexual harassment seeks mediation, the person accused of harassment agrees, and the Coordinator concludes that the mediation would be consistent with the University's legal obligations in responding to and preventing sexual harassment, the Coordinator may mediate or arrange for mediation.

B. Formal Procedures

Whether or not you have attempted to resolve a sexual harassment claim through informal means, you may initiate a formal sexual harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. If this is the course you wish to take, the Coordinator can assist you in filing a complaint.

Complaints, prepared with or without the assistance of the Coordinator, can be filed with the

following Committees, with a copy to the Coordinator for your campus:

Complaints against faculty or staff:

- Faculty and Administrative Affirmative Action Committee
(complaints by faculty and administrators)
- Title IX Grievance Committee
(complaints by students)
- Human Resources Advisory Committee
(complaints by staff)

All of these committees may be contacted:

c/o Office of Human Resources
North Brookings Hall, Room 126
Campus Box 1184
935-5990

Hearing procedures are set out in the Washington University Discrimination and Sexual Harassment Hearing Procedures. These procedures may be obtained from the Office of Human Resources or from any of the Sexual Harassment Response Coordinators or Advisors.

Complaints against students or student groups:

Director of Judicial Programs
Residential Life Center 10
Campus Box 1250
935-4174

Hearing procedures are set out in the University Judicial Code, found in *Bearings* and *Washington University Faculty Information*. These procedures may also be obtained from the University Judicial Administrator or from the Sexual Harassment Response Coordinator or Advisors.

Whether or not you choose to file a formal complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

V. PROTECTION OF RIGHTS

The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist, or participate in any investigation, proceeding, or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation -- or any encouragement of another to retaliate -- is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. If you believe you have been subjected to retaliation in violation of this rule, you may use the procedures described above to complain and seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment typically have injurious far-reaching effects on the

careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment, whether in a formal or informal context, will be treated as a serious offense under this policy and, where it applies, the University Judicial Code. If you believe you have been falsely accused of sexual harassment you may use the procedures of this policy or the University Judicial Code, where applicable, to seek redress. See section IV, above.

VI. OBLIGATIONS OF VIGILANCE AND REPORTING

The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to *promptly* come forward with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report it to those charged with responding to such allegations and reports: the appropriate dean, director or department head or other similar administrator or to the Sexual Harassment Response Coordinator or one of the Advisors. It shall be the responsibility of these individuals to respond to allegations and reports of sexual harassment or refer them to other University officials for such response.

Any dean, director or department head, or other similar administrator who become aware of information indicating a significant likelihood of sexual harassment must report such information to the Sexual Harassment Response Coordinator for the appropriate campus. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators may wish to consult with the Coordinator or any of the Advisors prior to investigating or otherwise responding to any situation involving alleged harassment.

VII. POSSIBLE SANCTIONS

Possible sanctions for a person found guilty of behavior in violation of this policy include but are not limited to the following:

- oral or written reprimand, placed in personnel file
- required attendance at a sexual harassment sensitivity program
- an apology to the victim
- oral or written warning
- loss of salary or benefit, such as sabbatical or research or travel funding
- transfer or change of job, class or residential assignment or location (i.e. removing the person from being in a position to retaliate or further harass the victim.)
- fine
- demotion
- suspension, probation, termination, dismissal or expulsion

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol is involved in the sexual harassment, such counseling may include

an alcohol abuse program.

If students or student groups are guilty of sexual harassment any of the sanctions set forth in the University Judicial Code may also be invoked.

VIII. EDUCATION

The best way to deal with sexual harassment is to prevent it. Education is essential to eliminating sexual harassment. Washington University has developed an ongoing training program. Please call a Sexual Harassment Response Coordinator or Advisor to find out more about these programs, what sexual harassment is, how to respond to it, and what to do when someone asks for advice about sexual harassment.

Appendix: Sexual Harassment Coordinators and Advisors (as of June 2003)

Hilltop Campus

Coordinator: Ann B. Prenatt - 935-7746

Advisors:

Lorraine Goffe-Rush: (complaints by faculty, staff, and others) - 935-8046

Kathy Steiner-Lang: (complaints by students and others) - 935-5910

Richard Diemer (complaints by faculty and others) - 935-4237

Medical Campus

Coordinator: Apryle Cotton – 362-7198

Advisors:

Apryle Cotton (complaints by faculty, staff, and others) - 362-7198

Dr. Leslie Kahl (complaints by students and others) 362-7481

Sandra Sledge (complaints by faculty, staff and others) 362-4937

I. POLICY STATEMENT. Washington University is committed to having a positive learning and working environment for its students, faculty, and staff. University policy prohibits discrimination on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status or disability. Harassment based on any of these classifications violates University policy and will not be tolerated. In some circumstances such harassment may also violate federal, state or local law.

In 1996, the University adopted a new policy on Sexual Harassment. Since that time, allegations of discriminatory harassment on bases other than sex have been handled in a similar manner. This Policy confirms that allegations of any sort of discriminatory harassment are subject to the policies and procedures described in the Sexual Harassment Policy.¹ That Policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the processes by which complaints of harassment may be brought forward, and provides sanctions for harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. School of Medicine students and employees may, alternatively, rely on the School's Abusive Conduct Policy.

In an academic community, the free and open exchange of ideas and viewpoints reflected in the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Indeed, the examination and challenging of assumptions, beliefs or viewpoints that is intrinsic to education may sometimes be disturbing to the individual. Neither the Policy on Sexual Harassment nor this Policy is intended to compromise Washington University's traditional commitment to academic freedom or to education that encourages students to challenge their own views of themselves and the world.

II. WHAT IS DISCRIMINATORY HARASSMENT? Discriminatory harassment is unwelcome and objectively offensive conduct that (a) has the purpose or effect of unreasonably interfering with an individual's work or educational environment, (b) is directed at a particular individual or individuals because of the individual's/individuals' race, color, age, religion, gender, sexual orientation, national origin, veteran status or disability, and (c) is abusive or severely humiliating. Some conduct obviously constitutes harassment, such as a statement that all members of a disfavored group will be required to work in the basement because their supervisor does not, on the basis of their group membership, want to be near them. Whether particular conduct constitutes harassment often depends on the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (for example, supervisor-subordinate, colleague), and the specific setting.

III. CONFIDENTIALITY. The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the University's information or sources is necessary,

¹ This Policy is published in many places, including *Bearings*, the *Record*, and the Faculty Information booklet. It may also be found at <http://www.wustl.edu/policies/sexharas.html> or obtained from the Hilltop or Medical School Human Resources office.

it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listed in *Bearings, Ternion* and *Safety and Security on the Hilltop Campus*. In addition, any member of the University community may contact the Student Counseling Services at 935-5980 for a confidential discussion and, if desired, referral to off-campus resources.

IV. SEEKING ADVICE; MAKING A COMPLAINT. If you believe that you have been harassed, you have a number of response options, both formal and informal. Some people may wish to pursue informal means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Hilltop or Medical Center Harassment Response Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

A. Informal Procedures

1. If you feel comfortable dealing with the situation without assistance, you can communicate either orally or in writing with the person whose behavior is offensive. The most useful communication will have three parts:
 - a. A factual description of the incident(s) including date, time, place and specific action.
 - b. A description of the writer's feelings, including any consequences of the incident.
 - c. A request that the conduct cease.Frequently, such a communication will cause the offensive behavior to stop, particularly where the person may not be aware that the conduct is offensive.
2. If you would like to proceed informally, but with the assistance of someone else, you may:

1. Ask the person's supervisor, e.g., department chair, dean, director, housing office representative, academic advisor or resident advisor, to speak to the person whose behavior was offensive. The purpose of such conversations is the cessation of offensive behavior.
2. Consult with one of the Coordinators listed in the Appendix and specifically charged with responding to harassment inquiries and complaints. These individuals are thoroughly familiar with University policy on harassment and are available to consult with victims of harassment, those charged with harassment, witnesses and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss University policy on harassment and procedures for resolving complaints.
3. Ask the Coordinator to mediate or arrange for mediation. Mediation is discussion and negotiation, with the help of a third party, designed to permit the parties to reach a mutually agreeable resolution of a dispute. If a person complaining of harassment seeks mediation, the person accused of harassment agrees and the Coordinator concludes that the mediation would be consistent with the University's legal obligations in responding to and preventing harassment, the Coordinator may mediate or arrange for mediation.

B. Formal Procedures

Whether or not you have attempted to resolve a harassment claim through informal means, you may initiate a formal harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. If this is the course you wish to take, the Coordinator can assist you in filing a complaint.

Complaints, prepared with or without the assistance of the Coordinator, can be filed with the following Committees, with a copy to the Coordinator for your campus:

Complaints against faculty or staff:

Faculty and Administrative Affirmative Action Committee or
Title IX Grievance Committee or
Human Resources Advisory Committee

All of these committees may be contacted:
c/o Office of Human Resources
North Brookings Hall, Room 126
Campus Box 1184
935-5990

Hearing procedures are set out in the *Washington University Discrimination and Sexual Harassment Hearing Procedures*. These procedures may be obtained from the Office of

Human Resources or from any Harassment Response Coordinator or Advisor.

Complaints against students or student groups:

Director of Judicial Programs
Residential Life Center 10
Campus Box 1250
935-4174

Hearing procedures are set out in the University Judicial Code, found in *Bearings* and *Washington University Faculty Information*. These procedures may also be obtained from the University Judicial Administrator or from the Harassment Response Coordinators or Advisors.

Whether or not you choose to file a complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

V. PROTECTION OF RIGHTS. The University will not tolerate retaliation or discrimination against persons who report or charge harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of harassment. Any such retaliation -- or any encouragement of another to retaliate -- is a serious violation of University policy and law, independent of whether the particular claim of harassment is substantiated. If you believe you have been subjected to retaliation in violation of this rule, you may use the procedures described above to complain and seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of harassment typically have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of harassment, whether in a formal or informal context, will be treated as a serious offense under this policy and, where it applies, the University Judicial Code. If you believe you have been falsely accused of harassment you may use the procedures of this policy or the University Judicial Code, where applicable, to seek redress. See Section IV.

Approved by the Washington University Faculty Senate Council, November 25, 2002

Approved by the Washington University Faculty Senate, December 19, 2002

Appendix

Discriminatory Harassment Coordinators/Advisors:

Hilltop Campus:

Professor Barbara Schaal, 935-6822 (complaints by students)

Lorraine G.-Rush, 935-8046 (complaints by faculty & staff)

Ann B. Prenatt, 935-7746 (complaints by faculty, staff, and others)

Medical Campus:

Dr. Leslie Kahl, 362-7481 (complaints by students)

Apryle Cotton, 362-7198 (complaints by faculty & staff)

ACADEMIC INTEGRITY POLICY FOR UNDERGRADUATE STUDENTS

To: Students of the College of Arts and Sciences
From: The Academic Integrity Committee

The Council of Students of Arts and Sciences and the Faculty of the College of Arts and Sciences, believing student academic integrity and faculty responsibility to be of the highest order of importance, have agreed that the Committee on Academic Integrity shall publish regularly a statement on the nature and possible consequences of academic dishonesty.

All members of the College of Arts and Sciences are expected to adhere to the highest standards of academic integrity. The following guidelines must be honored if the University community is to maintain academic integrity:

1. Use proper methods of documentation. If in doubt, ask the instructor who made the assignment or see below* for details.
2. Acknowledge to the instructor in the endorsement of a paper all the help of persons who have contributed to the researching or writing of that assignment.
3. Get permission from all instructors concerned before submitting the same written work in more than one course.
4. Do not willfully damage laboratory efforts of other students.
5. Do not steal, deface, or damage academic facilities or materials.
6. Do not forge another person's name on any University document.
7. Do not use prepared materials or consultants in writing an in-class examination except as approved by the instructor. Take in-class examinations in person. Follow the instructor's specific guidelines in writing a take-home examination.
8. Do not write on or make erasures on any test material or class assignment being submitted for regrading.
9. Do not collaborate with other students planning or engaged in any form of academic dishonesty.
10. Do not engage in any other form of academic dishonesty.

*Details of documentation:

- a. Enclose every quotation in quotation marks, or if the quotation is relatively long, set it off from the context by centering it on the page and widening the margins.
- b. Cite the source (name of author, title of work, facts of publication, page reference) of every quotation, summary, paraphrase or other adaptation of material originally prepared by another person.
- c. Cite the source of borrowed factual information except that which is common knowledge.
- d. Acknowledge the source of material obtained from lectures, interviews, or other oral forms of communication: name of the speaker, the occasion, the place, and the date.
- e. Follow the form of the model footnotes and bibliography in a standard handbook or style sheet or the form recommended by the instructor.

If the Committee on Academic Integrity finds that a student has violated any of the above standards, the Committee has the authority to take the following steps:

- a. Issue to the student a formal reprimand which shall be a part of the student's file until his or her graduation.
- b. Recommend to the Dean of the College a penalty less severe than a grade of No Credit in the

course in which the offense occurred.

c. Recommend to the Dean that the offender be given a grade of No Credit in the course in which the offense occurred.

d. Recommend to the Dean notation of "Disciplinary Probation" on the student's transcript and internal record for a period of either one semester or two semesters following the semester in which the offense occurred.

e. Refer the matter to the University's Judicial Board, where decisions of suspension or expulsion are made.

A full statement of "Proposals on Student Academic Integrity and Faculty Responsibility" as approved by both the Council of Students of Arts and Sciences and the Faculty of the College of Arts and Sciences is on file in the College Office (South Brookings 205).

If you have any questions or concerns regarding Academic Integrity, you may contact Dirk Killen in the College Office. See <http://artsci.wustl.edu/~college/College/academics/academic.html>

CREDITS: Originally created by the Graduate Council Teaching Assistant Committee of 1991 in cooperation with the Graduate School of Arts and Sciences and Teaching Center, the current print version of the Teaching Assistant Handbook, as well as the of web-only TA Handbook Parts I & II created in 1997, is updated annually by Associate Dean Elaine Berland.

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Your comments and suggestions are appreciated. Please email: epberlan@artsci.wustl.edu