

Teaching Assistant Handbook

2016 - 2017



Washington
University in St. Louis

THE GRADUATE SCHOOL

GRADUATE DEAN'S LETTER

Dear First-time Teaching Assistant:

Congratulations on your first TA appointment at Washington University in St. Louis.

You are undertaking a new role in your graduate student training, joining other dedicated PhD students on the Danforth and Medical Campuses. Your new teaching role is important to the mission of our University and to your own professional development. Your TA assignment is a part of your education. It represents an opportunity for you to learn about your discipline or field.

To orient and assist you in your new role, the Graduate School has produced the Teaching Assistant Handbook. This Handbook provides an overview of University policies and expectations, as well as resources available to support your teaching and professional development.

At Washington University, there is a Graduate School Teaching Requirement for all PhD candidates. Departments provide the primary source of TA training through a discipline-specific approach to pedagogy and a plan for TA training opportunities, supervision, and evaluation. The Graduate School and The Teaching Center provide additional interdepartmental resources for TAs. The Teaching Center organizes the annual University-wide orientation meeting for first-time TAs each fall, conducts teaching workshops for departments and student groups, and provides individual consultations. The Teaching Center, in partnership with The Graduate School, administers the Teaching Citation Program for graduate students interested in enhancing their teaching skills. I encourage you to visit The Teaching Center web site (<http://teachingcenter.wustl.edu>) for additional information about their programs and services.

To recognize the importance of TA contributions to the University, each year The Graduate School invites departments to nominate outstanding TA candidates for the Dean's Award for Teaching Excellence. Recipients of this annual award receive a cash prize (currently \$1,500) and are recognized at a ceremony for their exemplary contributions.

Please read the Teaching Assistant Handbook carefully. It contains much information that should prove useful to you. If you have questions regarding its contents, contact Dr. Sheri R. Notaro, Associate Dean of The Graduate School, or Dr. Beth Fisher, Director of Academic Services, The Teaching Center.

I congratulate you as you begin this important new role in your educational training,



William F. Tate

Dean of the Graduate School and Vice Provost for Graduate Education

August 2016

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MISSION STATEMENT FOR WASHINGTON UNIVERSITY

Washington University's mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching, and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University's faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country, and the world.

Our goals are:

- To welcome students, faculty, and staff from all backgrounds to create an inclusive community that is welcoming, nurturing, and intellectually rigorous;
- to foster excellence in our teaching, research, scholarship, and service;
- to prepare students with attitudes, skills, and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
- to be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.

To this end we intend:

- to judge ourselves by the most exacting standards;
- to attract people of great ability from diverse backgrounds;
- to encourage faculty and students to be bold, independent, and creative thinkers;
- to provide an exemplary, respectful, and responsive environment for living, teaching, learning, and working for present and future generations; and
- to focus on meaningful measurable results for all of our endeavors.

Approved by the Faculty Senate Council April 10, 2012/
Board of Trustees May 4, 2012

THE TEACHING ASSISTANT PROGRAM

How Does the TA Program Fit Into the University's Mission?

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

Washington University in St. Louis believes that an important part of a graduate student's training is learning to teach well. Additionally, colleges and universities are asking for evidence of substantial teaching experience and accomplishment when considering candidates for faculty positions. Research, business, and other professional positions demand evidence of a candidate's ability to communicate clearly with diverse audiences. There is a Graduate School Teaching Requirement for PhD students to prepare them to become more effective teachers and communicators, and therefore more competitive candidates when applying for jobs.

Given the institutional mission of offering both graduate and undergraduate students the best possible educational experience, the TA position provides students with additional academic support. While some TAs may teach graduate students, generally TAs will teach undergraduates. 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.

What Are Washington University Undergraduate Students Like?

Of the 12,000 full-time students enrolled at Washington University, more than 7,000 are undergraduate students who represent all 50 states and more than 100 countries. They are diverse in gender, race, ethnicity, geography, socioeconomic status, age, politics, religion, philosophy, disability, sexual orientation, and gender identity. Most entering undergraduates enroll in the College of Arts and Sciences with the rest matriculating to Engineering, Business, Art and Architecture. Admission to undergraduate programs is highly selective, and for a great many students, Washington University was their first choice school. No matter what their personal and career goals are, they believe that what they accomplish in their undergraduate experience will be instrumental to success in their adult lives.

An essential and distinctive aspect of the Washington University culture is its niceness and inclusiveness. For many students, who could have chosen to attend just about any college or university in the country, they chose to come here because that culture appealed to

them. The vast majority of them are between the ages of 17 and 23, they are bright and ambitious. They also expect to rise to the challenge of the material in their academic courses. In those instances where students struggle academically or with personal issues, you may see students appear increasingly withdrawn and on the outside of things. If you see a student struggling in any way, take note of it, discuss it with the instructor, and let the student's advisor know of your concerns. There is a robust support system in place for students, but your participation in that support system is essential.

What Constitutes the Undergraduate Curriculum?

When undergraduate students enter Washington University they enroll in one of the schools that offer an undergraduate program: Arts & Sciences, Art, Architecture, Engineering, and Business. (Law, Medicine, and Social Work offer only graduate and professional degree programs.) Undergraduates can take classes in any of the undergraduate schools. While each school has its own distinct curriculum, all undergraduates are expected to complete a number of courses offered through Arts & Sciences. The average course load is 15 units. Thus, you should not be surprised to find students from a variety of schools in your course, section, or lab.

How Do TAs Fit into the Undergraduate Academic Experience?

Teaching assistants play an important role in the undergraduate learning experience as they provide key educational experiences within the university. TA duties differ widely across Schools, within Schools (for example, Arts & Sciences includes 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, creating course websites and online exercises, helping with lab equipment, tutoring, holding office hours, and lecturing in classes. TAs will be involved in learning many of these functions. 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 departmental TA requirements, departmental 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. Experienced TAs and the faculty member for whom you are assisting can help you estimate how much time your TA duties will require. 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. It is useful to determine in advance protocol regarding your relationship with the professor you are working with as well as the relationship with your students.

INFORMATION FOR NEW TAs BEFORE THE SEMESTER BEGINS

Know Your Roles & Responsibilities as a TA

Because a TA's functions are department- and course-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:

- What are my TA duties for this course? What kind of time commitment can I expect to make to my TA duties?
- How many and what types of section/lab meetings will I be expected to hold? Will you prepare issues to discuss or will I be responsible for developing the material to be covered?
- Are the students' participation and/or attendance requirements for the sessions/labs for which I am responsible detailed on the course syllabus or should I prepare a handout for the first meeting detailing these expectations?
- Am I expected to attend course lectures? When and where does the course meet?
- What are the required texts? Am I required to select them? How do I obtain desk copies?
- What will my role be in testing, evaluating, and grading students? What criteria should be used?
- 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 inform students if they are failing? It is important to understand the particulars of the grading system, especially the department philosophy concerning, for example, incompletes. Be sure to check with your department and/or faculty course supervisor about grading.
- 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?
- 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 at risk?

- What is my affirmative obligation to report certain situations disclosed to me by one of my students? This could include incidents involving [sexual harassment](#), sexual violence, or a [student expressing emotional distress](#).
- What is the protocol for [emergency preparedness](#)?

Check Out Your Classroom Facilities & Media

Visit your classroom prior to the first day of class. Familiarize yourself with the layout of the room, and with emergency exits and procedures ([emergency.wustl.edu](#)). Check out the multimedia and any other equipment that you might need. You can find information about using the multimedia in University-managed classrooms at [teachingcenter.wustl.edu/](#) and view available media and layout of your scheduled classroom by searching for it in the online classroom directory. If you are teaching in a University-managed classroom and you need technical support or multimedia training, or if you need to report a problem with the multimedia or classroom physical conditions, contact The Teaching Center at (314)935-6810. If you are teaching in a department-managed classroom, contact the department's administrative assistant for help with these issues.

Be 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.

It is important to not only 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.

Be Fair to Students

In addition to your course-specific TA duties, your new role as a TA carries additional responsibilities and expectations. A few examples are included in this section. Links to all Undergraduate, Graduate and University policies are available on page 17.

Fairness is more complicated than is usually imagined. Students are very attuned to which of their colleagues seem to get more attention from a TA. There have been cases where some students 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 students 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 professional 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.

Communicate in Inclusive Language

The use of socially responsible 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, sex, sexual orientation, gender identity, religion, race, disability or national origin.

Inclusive best practices suggest that we should avoid the use of the pronouns "he/she" and "him/her".

Racial slurs of any sort are self-serving attempts to belittle and relegate individuals or groups to a position of inferiority. More subtle forms of communication in a classroom setting, such as which students are called on, also form a "classroom culture" which may either promote or detract from an inclusive atmosphere.

It is not always easy to be sure which terms are or are not acceptable. Although terminology may change over time, racial slurs or derogatory comments about ethnicity are never acceptable; neither are jokes that center on race, sex, sexual orientation, gender identity, national origin, religion, social status, or disability.

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, inclusive discourse.

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 problematic in resources you use, and use that as a teaching opportunity to discuss the implications of language.

For an expanded discussion of these basic concepts, see Lilia I. Bartolome, *Ideologies in Education: Unmasking the Trap of Teacher Neutrality*, Studies in the Post-modern Theory of Education, 2008.

Also see the [University Policy on Discrimination and Discriminatory Harassment](#).

How to Address Requests for Personal Advice

Students, particularly 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 the 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 students do not come to you directly about a problem, you may notice signs in their written work or in their class behavior that indicate they 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 Service (314-935-6695) at <http://shs.wustl.edu/Pages/default.aspx>.

Because of the authority and responsibilities you have as a TA, you may also have an affirmative obligation to report certain situations disclosed to you by one of your students. Please note that you cannot guarantee confidentiality to a student who comes to you for personal advice. You should be honest with the student regarding your obligations to share information that might reveal, e.g., a threat to the student's safety or well-being or criminal activity, with certain administrators. The University will protect the confidentiality of the information disclosed as best it can while also carrying out our obligations under the law.

Where to Refer Students in Crisis

If a student appears to be in a psychological or personal crisis, (i.e. you think the student might cause harm to self or someone else), stay with the student and call WU Police (935-5555) if on campus or 911 if off campus. If it is not a life-threatening situation but you are still concerned, accompany the student to Student Health Services during regular business hours or call 935-6695. If after hours, call 935-6666 and press option 1. For the *Sexual Assault Coordinator*, call 935-8761. For more information on what you can do to help students with emotional health concerns, including how to recognize warning signs and make referrals, access SHS online at: shs.wustl.edu/MentalHealth/Pages/What-Can-I-Do.aspx or call 935- 6695.

How to Direct Students to Campus Resources

Before referring a student to university resources, and especially if you are in doubt about how to proceed, talk with the course instructor. Familiarize yourself with "The Teaching Center Assistance for Students at Washington University: Information for Faculty and Graduate-Student Teaching Assistants," that lists resources for students needing academic assistance such as:

Dean's Offices If a student is not coming to class or is otherwise having difficulties completing course requirements, concerned faculty or TAs may contact the dean's office in the appropriate school: the College of Arts & Sciences (935-6800); Olin School of Business, Undergraduate Student Services (935-6315); Sam Fox School of Design & Visual Arts, Associate Dean's office (935-6532); School of Engineering, Engineering Student Services (935-6100). If the student is in one of the graduate or professional schools, you may contact the director of graduate studies in the appropriate department, division, or school.

Cornerstone: The Learning Center, located on the first floor of Gregg Hall on the South 40, is the hub of academic support at Washington University. Services include peer mentors (students recommended by faculty because of their expertise and training) flexible study space, writing and study skills assistance, and many other useful academic resources. Specific programs, including Peer Led Team Learning (PLTL), Residential Peer Mentors (RPMs), Help Desks, and Summer/January Intensive Programs, are designed to help improve student understanding of materials in select courses. In addition, Cornerstone conducts graduate

and professional exam prep courses (including the MCAT, GRE, and LSAT). Cornerstone also administers TRiO, a federally-funded program that offers advising, leadership development, financial assistance, and other support to students who are low-income, the first in their family to go to college, and/or have a documented disability. Call 935-5970 or visit cornerstone.wustl.edu.

Cornerstone also includes **Disability Resources** (DR), the department that determines eligibility for academic adjustments and services for students with documented disabilities. DR works with students on a case-by-case basis to determine whether they may be eligible for academic and/or housing accommodations. Accommodations may be available for students with such documented disabilities as learning, attention, visual, hearing, psychological, mobility, chronic health or other health-related conditions. DR can also help answer questions about suspected disabilities and relevant resources. Students can visit the DR website, disability.wustl.edu, to review the process for requesting accommodations and documenting their disability.

Engineering Communication Center, located in Urbauer Hall, Room 104, the Engineering Communication Center offers help with oral presentations, writing assignments, and other communications projects, as well as job-search document such as resumes and cover letters. The focus is on providing individualized instruction in scientific and technical writing. More information can be found at <https://engineering.wustl.edu/current-students/student-services/ecc/Pages/default.aspx>

English Language Programs <http://oiss.wustl.edu/english-language-programs/>. The mission of the English Language Programs is to increase the English-proficiency of non-native English-speaking students, thus facilitating their academic success at Washington University and beyond. A part of the Office for International Students and Scholars, the ELP is located in the Stix International House.

The Writing Center is a free service for all Washington University students, both graduate and undergraduate, and offers one-on-one writing tutorials and a variety of writing workshops designed to help students become better writers.

The staff of the Writing Center believes that engaging in a dialogue with a real person helps everyone figure out and articulate their ideas more clearly. In the Speaking Studio, students can obtain help with oral presentations, including video-recording a practice speaking session. The staff works with writers and speakers at any stage of the process, from brainstorming to final drafts and presentations. Their work is student-centered, non-directive and collaborative. They are not affiliated with any specific class or department but instead respect and value students' ownership of their own work and ideas. The goal of the Writing Center is to help students achieve their goals by strengthening and clarifying their own thinking, which helps them to strengthen and clarify their writing and speaking. They also work with instructors to create workshops and presentations specific to their courses, and are happy to meet with faculty and TAs to discuss what might work well for their students. The Writing Center is located in Olin Library in the northwest corner of Level 1; students can make an appointment online through the website at writingcenter.wustl.edu.

For additional information, such as the latest schedule of workshops, please visit the website at writingcenter.wustl.edu.

PEDAGOGICAL OPPORTUNITIES AND TEACHING REQUIREMENTS

At Washington University, each department serves as the primary source of Teaching Assistant (TA) training, through course-specific instruction in pedagogy. The Graduate School and The Teaching Center, in addition to departments, provide additional opportunities for graduate students to develop their teaching.

The chart below outlines the three levels of teaching development, starting with the elements required by the departments and the Graduate School.

Requirement	Enhancement Through the Teaching Center (Optional)	Advanced For-credit (Optional)
Graduate School Teaching Requirement for PhD Students	Professional Development Programs in Teaching	Graduate Certificates
<ul style="list-style-type: none"> • Effective beginning with doctoral students entering Fall 2004 • Requirement of training, teaching and experiences <p>For more information see your Department Implementation Plan</p> <p>Department Teaching Requirement:</p> <ul style="list-style-type: none"> • Discipline-specific • Varies by department • Includes TA assignment 	<ul style="list-style-type: none"> • Graduate School-wide opportunity for graduate students to enhance their teaching knowledge and skills • Requirements: <ul style="list-style-type: none"> • Non-credit workshops on teaching • Varied teaching experiences • Faculty and student evaluations • Teaching philosophy statement • For more information, see teachingcenter.wustl.edu/graduate_students 	<ul style="list-style-type: none"> • Advanced discipline-specific training • For-credit program with course requirements (generally 15 credit units) • Examples of existing certificates can be found via the link below • New certificates require approval by Graduate Council • For more information see, graduateschool.wustl.edu/degrees_offered/certificates

Graduate School Teaching Requirement for PhD Candidates

There is a Graduate School Teaching Requirement for PhD candidates approved by the Graduate Council (effective beginning with PhD students entering Fall 2004). The Graduate Council believes that a crucial component in our training of successful scholars should be helping every graduate student become an effective teacher.

Of course, the attributes associated with good teaching are also those of good scholarship: the ability to communicate ideas clearly and even vividly; the careful distinction between what constitutes acceptable and unacceptable evidence within an intellectual community; the recognition that even worthy objects of scholarly endeavor must compete with other, no less worthy, topics of research interest, given the limited resources available (whether those resources are publishing capital or hours in any given semester).

Central to effective teaching is the communication of knowledge and ideas to others. Our PhD candidates should gain, during their graduate training, that experience by satisfying teaching requirements which emphasize differences in communication skills that come with different levels of responsibility within any field.

PhD candidates should demonstrate teaching competency at the basic level and at the advanced level. Check with your department for its implementation plan.

The full text of the Graduate School Teaching Requirement can be found at:

http://graduateschool.wustl.edu/current_students/degree-requirements/teaching-requirement

RESOURCES FOR TAs

The Teaching Center

Located in Eads Hall, The Teaching Center provides formalized training in pedagogy for graduate students, in their current work as Teaching Assistants (TAs) or instructors, and as they prepare for future teaching positions. By participating in Teaching Center workshops, symposia, consultations, and professional-development programs, graduate students can learn about effective pedagogy, investigate the Scholarship of Teaching and Learning (SoTL), reflect on and develop their own teaching expertise, and participate in a learning community.

The PhD staff at The Teaching Center work closely with faculty, the Graduate School, and the Teaching Center's Graduate Student Advisory Group to plan and develop our graduate student programs, including the following:

- Workshops and seminars on teaching (more information below).
- Annual, University-Wide TA Orientation: Teaching Symposium for First-Time Teaching Assistants (TAs) and Instructional Aides (IAs).
- Professional-development programs, such as The Teaching Citation, the WU-CIRTL Program for Future Faculty in STEM, and the Preparation in Pedagogy Program. (See below for more information on these programs).
- Individual consultations on topics related to our professional-development programs and on specific teaching topics, such as increasing student participation or delivering a lecture, as well as writing a teaching philosophy statement and applying for faculty positions.
- Feedback on teaching (offered via a review of video-recorded classroom teaching).
- Classroom support, including training on the multimedia in university-managed classrooms.

Information about all Teaching Center programs and services, as well as teaching resources including handouts and videos featuring award-winning WU faculty, may be found at teachingcenter.wustl.edu.

Teaching Workshops & Seminars

Teaching Center workshops and seminars bring together graduate students from various disciplines to learn about and discuss effective pedagogy in an interactive format. These events are sometimes co-sponsored by

departments and graduate student groups. Regular offerings include the following:

Introductory Level

- TA-Training Workshops (satisfy departmental requirements for TA Training): These introductory-level workshops introduce graduate student Teaching Assistants (TAs) to effective teaching practices prior to, or during, their first semesters of teaching at Washington University. Topics include strategies for managing a classroom, grading, improving presentation skills, and teaching a lab or discussion class. Graduate students enrolled in departments that require their participation in these workshops have priority to register.

Advanced Level

- Professional Development in Teaching Workshops: These multi-disciplinary, advanced-level workshops provide instruction in pedagogy and in preparing to apply for academic positions. Topics include, Writing a Teaching Philosophy Statement, Teaching with Technology, Creating a Teaching Portfolio, and Developing a Teaching Talk for Academic Job Interviews.
- Pedagogies in the Humanities, Arts, and Social Sciences: These advanced-level workshops are designed for graduate students and postdocs in the humanities, arts, and social sciences who are teaching their own courses or preparing for future academic positions. Drawing on research on teaching and learning, topics include incorporating active learning into lecturing, teaching with writing, strategies for inclusive teaching, and structuring and facilitating effective discussions.
- STEM Pedagogies Workshops (for graduate students and postdoctoral appointees in Science, Technology, Engineering, and Mathematics): Designed to prepare future faculty in STEM, these advanced-level workshops integrate research, practice, and reflection on teaching and learning. Topics include designing and implementing specific active-learning pedagogies, applying cognitive science to improve teaching, and fostering inclusive teaching in STEM.

- **Seminar Series on Writing a Teaching Philosophy Statement:** These programs for advanced graduate students combine instruction on writing a Teaching Philosophy Statement with the opportunity to participate in small, multi-disciplinary peer-review writing groups over a four or six-week session. Participants engage in peer discussions of teaching that are instrumental to developing an engaging, specific, and coherent teaching philosophy for the academic job search.

Professional-Development Programs in Teaching

To learn more, or to get started on one of these programs, please schedule a consultation: teachingcenter.wustl.edu.

The Teaching Citation

Open to All PhD Students, the Teaching Citation program is designed to help PhD students develop teaching experience and expertise in preparation for future faculty positions. This program is co-administered by The Teaching Center and The Graduate School. Alumni of the Teaching Citation report that completing the program helped them to develop specific, effective teaching methods and to prepare and apply for academic positions.

To earn the Teaching Citation, graduate students must complete three major components: (1) participating in workshops on pedagogy; (2) teaching for 3 semesters (observed and evaluated by faculty or The Teaching Center); and (3) writing a teaching philosophy statement. Each component includes specific requirements that make a consultation with The Teaching Center essential. This consultation should ideally occur within the first or second year of graduate study. For more information and to schedule an initial consultation on the Teaching Citation program, go to teachingcenter.wustl.edu.

The Preparation in Pedagogy Program

Open to PhD Students and Postdoctoral Appointees

This program provides a framework for graduate students and postdoctoral fellows to learn about effective pedagogy through the completion of teaching workshops, one semester of teaching (with observation and feedback), and the writing of a teaching philosophy statement. This program is similar in structure and goals to the Teaching Citation, but it differs in the distribution of requirements. The Preparation in Pedagogy program requires participation in more advanced-level workshops and fewer documented teaching experiences than the Teaching Citation program, making it particularly well

suitable for graduate students from departments with fewer opportunities to teach.

The Washington University CIRTl (WU-CIRTl) Program Open to Graduate Students and Postdoctoral Appointees in STEM

Graduate students and postdocs who participate in the WU-CIRTl program will gain pedagogical knowledge and experience in preparation for future faculty positions in STEM fields. This program is a product of the university's membership in the NSF-supported CIRTl network—a network of 46 universities dedicated to improving teaching and learning in STEM. (CIRTl stands for the Center for Integrating Research, Teaching, and Learning). The WU-CIRTl program is developed through Teaching Center collaboration with STEM faculty, the Office of Postdoctoral Affairs, and the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE).

Participation in the WU-CIRTl program begins with attendance at one or two events and may extend to multi-year participation at one of four levels: Community Member, Associate, Practitioner, or Scholar. All levels include participation in The Teaching Center's STEM Pedagogies Workshops, as well as other professional-development opportunities, offered at Washington University and online at www.cirtl.net.

Opportunities for extensive training in the Scholarship of Teaching and Learning (SoTL) begin at the Practitioner level and can continue via the completion of a Washington University STEM Teaching as Research (WU-STAR) Internship in the Scholarship of Teaching and Learning (SoTL). WU-STAR interns design and implement a SoTL project in a WUSTL course, with mentoring and training by The Teaching Center and WUSTL faculty. The Practitioner and Scholar levels also include teaching during at least one semester (with observation and feedback). For more information, go to teachingcenter.wustl.edu.

Learning Communities

The Graduate-Student Advisory Group

The advisory group, comprised of Washington University graduate students from diverse disciplines, including representation from the Graduate Student Senate (GSS), helps inform plans for Teaching Center programs and resources and facilitates the Graduate Teaching and Learning Community. The group meets approximately four times a year: twice each fall and spring semester.

The Graduate Teaching and Learning Community

The GTLC is an interdisciplinary, collaborative group of graduate students exploring teaching practices and

professional development in teaching. With support from The Graduate School, the group meets monthly during the semester to discuss relevant teaching and learning issues in a relaxed and supportive environment. Facilitated by graduate student members of the Teaching Center's Advisory Group, the meetings follow semester-long themes on topics such as applying for academic jobs, creating a new course, or troubleshooting your teaching.

Additional Resources for International TAs

International TAs (ITAs) face challenges that might include teaching in an educational system, culture, and/or language to which they are still adjusting. WUSTL's English Language Programs (ELP) can help ITAs perform effectively amid such challenges and adjustments. The ELP administers the ELP TA Exam to assess readiness for TA duties and offers a broad range of services to strengthen English communication skills. These services include:

- **Courses:** Ten to twelve ELP courses per semester address skills including conversation skills for networking and research writing for the sciences. One course, U15 470 (Language, Culture, and Interaction Strategies for Teaching Assistants), focuses on the communication skills required of TAs in classroom, lab, and office settings. See ELP course listings at <https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U15> for details.
- **Tutorials:** Credit-bearing tutorials provide customized, weekly one-on-one instruction in skills such as academic and research writing. Free appointment-based tutorials are available for occasional or one-time help with a task such as a presentation or paper.
- **Conversation practice:** For informal practice in conversational English with community volunteers, ITAs can join the free Community Connections programs coordinated by the Office for International Students and Scholars (OISS). Another option for strengthening casual conversation skills is English Corner, the ELP's free weekly conversation group.

ITAs who refine their English communication and intercultural skills can not only work more effectively with undergraduates and engage more actively with academic life in their departments, but also enhance their readiness and competitiveness as they pursue a career.

Contact the ELP at elp@wustl.edu or 935-5966, or see <http://oiss.wustl.edu/english-language-programs/> for more information. For additional information, contact The Teaching Center for the Resources for International Teaching Assistants handout.

NOTES ABOUT UNIVERSITY POLICIES AND PROCEDURES

Introduction

As a new TA it is expected that you will familiarize yourself with University-wide policies and procedures governing both academic and non-academic conduct. Following are important Washington University policies that concern you directly as a teaching assistant. Please carefully read the policy summaries below; the full policies are available at <http://wustl.edu/policies/>.

Consensual Faculty-Student Relationship

Washington University adopted a Faculty-Student Relationship Policy in April 1996. The complete text can be found at <http://wustl.edu/policies/consent.html>

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 the TA even when the TA has no professional responsibility for the student.

Sexual Harassment

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, including sexual violence, 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, 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
- Sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion.

Sexual violence is a prohibited form of sexual harassment and includes physical sexual acts perpetrated against a person's will or where it would be apparent to a reasonable observer that a person is incapable of giving consent due to the victim's use of drugs and/or alcohol or due to an intellectual or other disability.

TAs have authority over students whom they teach or supervise in a classroom, laboratory or tutorial. It is **unacceptable** for teaching assistants to intimidate students with sexual advances. In addition, as a TA, you have an affirmative obligation to report sexual harassment or sexual violence that is reported to you by one of your students, as further described below.

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 Danforth 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 can be found at <http://hr.wustl.edu/policies/Pages/SexualHarassment.aspx>.

Sexual Harassment Response Coordinators for the Danforth Campus:

Coordinators: Sara Wright	314-935-3147
Jessica Kennedy	314-935-3118

Discrimination and 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, gender identity or expression, national origin, veteran status, disability or genetic information, 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. The complete text of the Policy on Discrimination and Discriminatory Harassment can be found at

<http://hr.wustl.edu/policies/Pages/DiscriminationAndDiscriminatoryHarassment.aspx>

Discrimination and Discriminatory Harassment Coordinators for the Danforth Campus:

Coordinators: Sara Wright	314-935-3147
Jessica Kennedy	314-935-3118

Family Educational Rights and Privacy Act (FERPA)

As teaching assistants, you are expected to adhere to the University's FERPA policy, which governs the privacy of student education records and information learned from those records. You may review the University's FERPA policy at: <http://registrar.wustl.edu/student-records/ferpa-privacy/>. Under FERPA, student education records are entitled to protection from disclosure, subject to a few limited exceptions. Education records are those records directly related to a student and are maintained by the University. Examples of student records entitled to FERPA protection are student coursework, grade reports, transcripts and disciplinary records. Student grades or other student work should not be posted publicly or left outside of an office, particularly if they contain any personally identifiable information.

Information learned from student education records should not be shared with other students. If students inquire as to their performance, you should avoid offering any comparisons of their work with that of other students in the class, unless you have the consent of the relevant students. In addition, you should not share information from education records with other faculty, staff or teaching assistants unless the person to whom the information is disclosed is a school official that has a "legitimate educational interest" in the information. To have such an interest, school officials must have a need to know the information to perform their job function as opposed to simple curiosity in the record.

Academic Integrity & Undergraduate Students

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 from the perspective of encouraging integrity as well as from the perspective of preventing cheating. You are encouraged to review the faculty course master about your role as TA and to familiarize yourself with the following general guidelines below, academic integrity policies for undergraduate students at <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>; and graduate student policies at <http://graduateschool.wustl.edu/policies-and-guides>.

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:

- The first is to give clear direction to students about what constitutes acceptable behavior.
- 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.
- The third is to create an environment that makes dishonesty more difficult.
- 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: <http://wustl.edu/policies/undergraduate-academic-integrity.html>. 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?

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 close together under exam conditions. 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 books.

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.

How to Avoid High-Risk Situations

**This section: "How to Avoid High-Risk Situations" is taken from Gordon Harvey's "Writing with Sources: A Guide for Harvard Students." The President and Fellows of Harvard University, 1995.*

Students who misuse sources usually don't set out to; they usually plan to write a thoughtful paper that displays their own thinking. But they allow themselves to slip into a situation in which they either misuse sources out of negligence or come to believe that they have no choice but to misuse sources. Here are some suggestions to provide to your students for avoiding such situations, based on Administrative Board records of students who did just the opposite.

1. Don't leave written work until the last minute, when you may be surprised by how much work the assignment requires. This doesn't mean that

you need to draft the paper weeks in advance (you can start working on a paper by simply jotting a few words or thoughts somewhere), but it does mean looking over the instructions for the assignment early on, jotting any first impressions, clearing up any confusions with your instructor, and getting the topic into your subconscious mind, which can help you flag potentially useful material in subsequent reading and lectures.

2. Don't use secondary sources for a paper unless you are asked or explicitly allowed to. Especially, if you feel stuck or panicked, don't run to the library and bring back an armload of sources that you hope will jump-start your own thinking. Chances are they will only scatter and paralyze your thinking. Instead, go to your instructor or section leader for advice or try jump-starting your paper in another way (e.g. by free writing or brainstorming, by re-analyzing the assignment itself, by formulating a hard question for yourself to answer, by locating a problem or conflict, by picking a few key passages and annotating them copiously).
3. Don't rely exclusively on a single secondary source for information or opinion in a research paper. If you do, your paper may be less well-informed and balanced than it should be, and moreover you may be lulled into plagiarizing the source. Using several different sources forces you to step back and evaluate or triangulate them.
4. When you take notes, take pains to distinguish the words and thoughts of the source from your own, so you don't mistake them for your own later. Adopt these habits in particular:
 - Either summarize radically or quote exactly always using quotation marks when you quote. Don't take notes by loosely copying out source material and simply changing a few words.
 - When you take a note or quote from a source, jot the author's name and page number beside each note you take (don't simply jot down ideas anonymously) and record the source's publication data on that same page in your notes, to save yourself having to dig it up as you are rushing to finish your paper. Save even more time by recording this information in the same order and format you will use for listing references on your final draft.
5. Take notes actively, not passively. Don't just copy down the source's words or ideas, but record your own reactions and reflections, questions and hunches. Note where you find yourself resisting or doubting or puzzling over what a source says; jot down possible arguments or observations you might want to make. These will provide starting points when you turn to write your paper; and they will help keep you from feeling overwhelmed by your sources or your notes.
6. Don't try to sound more sophisticated or learned than you are. Your papers aren't expected to sound as erudite as the books and articles of your expert sources, and indeed your intelligence will emerge most clearly in a plain, direct style. Moreover, once you begin to appropriate a voice that isn't yours, it becomes easier accidentally to appropriate words and ideas to plagiarize. Also remember that, when asked to write a research paper using secondary sources, you are expected to learn from those sources but not to have the same level of knowledge and originality, or to resolve issues that experts have been debating for years. Your task is to clarify the issues and bring out their complexity. The way you organize the material to do this, if you take the task seriously, will be original.
7. If you feel stuck, confused, or panicked about time, or if you are having problems in your life and can't concentrate, let your instructor or section leader know. Make contact by e-mail, if it's easier for you, but do make contact even if you feel embarrassed because you haven't attended lectures or section or think you're the only student in the class who is having trouble (you aren't), or if you will have to lose points for a late paper. Losing points will be a much smaller event, in the story of your life, than being required to withdraw for plagiarism.

8. Don't ask to borrow another student's paper if you are stuck or running late with an assignment. Reading it will probably discourage or panic rather than inspire you, and it may tempt you to plagiarize. Instead, ask the student to help you brainstorm some of your own ideas.
9. Don't write a paper from borrowed notes, since you have no way of knowing the source of the words and ideas. They may, for example, come directly from a book or lecture, or from a book discussed in lecture.
10. Don't do the actual writing of a paper with another student, or split the writing between you unless you have explicit permission. Even if you collaborate on a project, you're expected to express the results in your own words.
11. Don't submit to one class a paper or even sections of a paper that you have submitted or will submit to another class, without getting the written permission of both instructors and filing the permission with your Senior Tutor or Assistant Dean.
12. Always back up your work on a CD or a flash drive, and make a hard copy each time you end a long working session or finish a paper. This will reduce your chances of finding yourself in a desperate situation caused by computer failure.

The above excerpt "How to Avoid High-Risk Situations" can also be found online at: <http://www.fas.harvard.edu/~expos/sources>

POLICIES

Each university community has its own set of policies and procedures of which each student should be familiar. Policies are revised frequently, and the most current versions can be found on the websites listed below. The following is a partial list of policies and procedures relevant to graduate students in Arts & Sciences at Washington University.

College of Arts & Sciences Policies

<http://college.artsci.wustl.edu/policies-procedures>

Graduate School Policies

<http://graduateschool.wustl.edu/policies-and-guides>

University Policies

<http://wustl.edu/policies>

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 an 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 & Sciences (undergraduate students) should be addressed to Dean Sean McWilliams at 935-7353.
- In University College, call Dean Mark Rollins at 935-6700.
- In Engineering, call Dean J. Christopher Kroeger at 935-6169.
- In Business, call Dean Steve Malter at 935-7159.
- In the Sam Fox School, call Dean Georgia Binnington at 935-6532.

Questions regarding academic integrity of graduate students in Arts and Sciences should be addressed to Dean Sheri Notaro at 935-6831.

Since most TAs 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).

CONTACT INFORMATION

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 an undergraduate student needs special help, or if you want advice on how to handle a student concern.

College of Arts & Sciences

Jennifer R. Smith, Dean..... 314-935-7747
 Sean McWilliams, Dean for Academic Integrity 314-935-7353

Ombudsperson

Randy Larsen, Professor of Psychology..... 314-935-8560

Business

Steven Malter, Assoc Dean & Director of Undergrad Programs..... 314-935-7159
 Joe Fox, Assoc Dean and Director of Graduate Programs (MBA) 314-935-6322

Engineering

Dean J. Christopher Kroeger, Associate Dean 314-935-6169

Sam Fox/Art & Architecture

Georgia Binington, Associate Dean of Students..... 314-935-6532

Student Services

Dr. Lori S. White, Vice Chancellor for Student Affairs 314-935-4526
 Justin Carroll, Associate Vice Chancellor for Student Affairs/Dean of Students 314-935-5081

Student Health Services..... 314-935-6666

(<http://shs.wustl.edu> includes Medical, Mental Health, & Health Promotion Services)

Located in Nathan Dardick House, South 40

Habif Health and Wellness Center

Dr. Alan Glass, Associate Vice Chancellor & Director of Student Health Counseling Service... 314-935-9626

Sexual Assault & Community Health Services

Kim Webb, Director 314-935-8761

Title IX Office

Jessica Kennedy, Coordinator 314-935-3118

Office for International Students & Scholars

Kathy Steiner-Lang, Assistant Vice Chancellor & Director of OISS 314-935-5910

Judicial Administrator

Tamara King, Associate Dean of Students/Director of Student Conduct 314-935-4329

Academic Learning Resources: Cornerstone..... 314-935-5970

Disability Resources

Libby S. Lessentine, Academic Services Coordinator..... 314-935-4062

Writing Center

Robert Patterson, Director 314-935-9817

CREDITS:

The Teaching Assistant Handbook is produced by the Graduate School.

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Associate Editor: Mary Clemens, The Graduate School

Special thanks to Dr. Beth Fisher, Director of Academic Services, The Teaching Center.

IN CASE OF EMERGENCY:

Danforth Campus—935-5555 (on campus: 5-5555)

Medical Campus—362-4357 (HELP)

EMERGENCY-DISASTER: <http://emergency.wustl.edu>

POLICE: www.police.wustl.edu

Students, faculty and staff all need to know where to go and what to do during an emergency. Before an emergency occurs, take some time to become familiar with the ways to respond to potential emergencies by visiting the above URLs.

