Teaching Assistant Handbook
THE GRADUATE SCHOOL OF ARTS & SCIENCES 2011-2012
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 graduate students in Arts and Sciences departments on the Danforth and Medical Campuses and Ph.D. programs in Business, Engineering, and Social Work. Your new teaching role is important to the mission of our University and your own professional development.

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-Wide Teaching Requirement for Ph.D. students. Departments provide the primary source of TA training through a discipline-specific approach to pedagogy and a plan of 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, The Graduate School each year 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. The Graduate School also sponsors annual Summer Workshops designed to assist graduate students in learning to use new technologies for professional development, with an emphasis on effectively integrating new technology into classroom teaching. Training sessions are peer-conducted by graduate student Fellows and by the Arts & Sciences Computing Center on campus during the summer. There are additional workshop opportunities for students interested in developing advanced multimedia and communication skills.

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

I offer my congratulations as you begin this important new role in your educational training,

\[Signature\]

Richard J. Smith, Graduate Dean
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**Know “where to go”**

IN CASE OF EMERGENCIES:
Danforth Campus—935-5555 (on campus: 5-5555)
Medical Campus—362-4357 (HELP)

EMERGENCY-DISASTER: [http://emergency.wustl.edu](http://emergency.wustl.edu)

POLICE: [www.police.wustl.edu](http://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.
UNIVERSITY MISSION STATEMENT

The mission of Washington University is the promotion of learning—learning by students and by faculty. Teaching, or the transmission of knowledge, is central to our mission, as is research, or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding, and wisdom; and by providing direct services, such as health care.

Our goals are:

- to foster excellence in our teaching, research, scholarship, and service;
- to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and
- to be an exemplary institution 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 demanding standards;
- to attract people of great ability from all types of backgrounds;
- to encourage faculty and students to be bold, independent, and creative thinkers; and
- to provide the infrastructure to support teaching, research, scholarship, and service for the present and for future generations.

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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. In 2004 the Graduate Council instituted the Graduate School-wide Teaching Requirement for Ph.D. 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?

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

Of the 11,400+ full-time students enrolled at Washington University, approximately half are undergraduates. Students represent all 50 states and more than 120 international locations.

The largest number of entering undergraduates enroll in the College of Arts and Sciences with the rest matriculating in Engineering, Business, Art and Architecture.

Students have been recognized for achievements in areas as diverse as genetic engineering and fashion design, and have received such prestigious graduate study awards as Rhodes Scholarships, Fulbright, Marshall, Beinecke,
and Tru-man Scholarships, and Goldwater, Mellon, Putnam, National Science Foundation, National Graduate, and Howard Hughes Fellowships for undergraduate research.

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 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, the majority of undergraduates are expected to complete a number of courses offered through Arts and Sciences. Many will take courses in the biological and physical sciences, the social and behavioral sciences, the humanities, and language arts. 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 and 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. 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.

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 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/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?
3. 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?
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? 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.
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. 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?

Emergency Preparedness:
- Be familiar with the emergency website (www.emergency.wustl.edu)
- Know emergency exits in your building
- Know what to do if emergency siren sounds
- Know your class assembly point
- On Campus: dial 5-5555 (not 911)
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. Know where the nearest phone is in case of an emergency. Check out the multimedia and any other equipment that you might need. 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 935-6810. If you are teaching in a department-managed classroom, contact the department’s administrative assistant for help with these issues. For classroom scheduling questions, contact John Pingree (935-4145) in the Office of Student Records.

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; also read the Policies section carefully.

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 stu-
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.

**How to 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, gender, sexual orientation, religion, race, disability 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. 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, gender, sexual orientation, 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 Postmodern Theory of Education, 2008.

Also see the University Policy on Discriminatory Harassment in the Appendix on pages 27-29.

**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 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 Service (see covers for telephone contacts).

**Where to Refer Students in Crisis**

If a student appears to be in a psychological or personal crisis, (i.e. you think he/she 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 MentalHealthEdu online at: [http://shs.wustl.edu/mentalHealth/mhedu.htm](http://shs.wustl.edu/mentalHealth/mhedu.htm), visit shs.wustl.edu or call 935-6695.

**How to Direct Students to Campus Resources**

**Cornerstone: The Center for Advanced Learning**, located on the first floor of Gregg Hall on the South 40, provides services to help students excel academically. Services include peer mentors – students recommended by faculty because of their expertise and training – computer labs, advising, writing assistance and many other useful academic resources. Cornerstone will help coordinate study groups for anyone who requests them. These study groups, in addition to the Peer Led Team Learning and Help Desks, can improve student understanding of materials in any subject. Call 314-935-5970 or visit cornerstone.wustl.edu. Cornerstone also includes **Disability Resources** for students with disabilities or suspected disabilities. DR helps students determine whether they are eligible or not. DR is the official resource for students with learning, attention, visual, hearing, psychiatric, mobility, or medical disorders. Students can visit the DR website (disability.wustl.edu) to review the requirements for documenting their disability and requesting accommodations.

**The Writing Center** works with students (both graduate and undergraduate) on essays, senior theses, personal statements, oral presentations, and more. Contact The Writing Center at 314-935-4981 or check online.

“Teaching, or the transmission of knowledge, is central to our mission . . .

The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding, and wisdom....”

University Mission Statement
PROFESSIONAL DEVELOPMENT OPPORTUNITIES & TEACHING REQUIREMENTS

Overview
At Washington University, there is a Graduate School-Wide Teaching Requirement for Ph.D. students. Departments provide the primary source of TA training through a discipline-specific approach to pedagogy and a plan of TA training opportunities, supervision, and evaluation. The Graduate School of Arts & Sciences, The Teaching Center, and many 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.

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<th>REQUIREMENTS</th>
<th>ENHANCEMENT (Optional)</th>
<th>ADVANCED FOR-CREDIT (Optional)</th>
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<tr>
<td>Department Teaching Requirement</td>
<td>Teaching Citation (approved 4/20/2006)</td>
<td>Graduate Teaching Certificates</td>
</tr>
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<td>• Discipline-Specific</td>
<td>Graduate School-wide opportunity for graduate students to enhance their teaching knowledge and skills (see detailed description, below)</td>
<td>• Advanced discipline-specific training</td>
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<tr>
<td>• Varies by Department</td>
<td>Requirements:</td>
<td>• For-credit program with course requirements</td>
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<td>• Includes TA Assignment</td>
<td>• Non-credit workshops on teaching</td>
<td>(generally 15 credit units)</td>
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<td>Graduate School-Wide Teaching Requirement for Ph.D. Students</td>
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<tr>
<td>• Effective beginning with doctoral students entering Fall 2004</td>
<td>• Faculty and student evaluations</td>
<td>• Learning Sciences</td>
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<tr>
<td>• Requirement of minimum teaching experiences at a basic level and an advanced level</td>
<td>• Teaching philosophy statement</td>
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</tr>
<tr>
<td>For more information, see: <a href="http://graduateschool.wustl.edu/">http://graduateschool.wustl.edu/</a></td>
<td>For more information, see <a href="http://teachingcenter.wustl.edu">http://teachingcenter.wustl.edu</a>, path:</td>
<td>• New certificates require approval by Graduate Council</td>
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Graduate School-wide Teaching Requirement for Ph.D. Candidates

There is a Graduate School-wide Teaching Requirement for Ph.D. candidates approved by the Graduate Council, effective beginning with Ph.D. 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 Ph.D. 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. Ph.D. candidates should demonstrate teaching competency at the basic level and at the advanced level (see Appendix).

Teaching Citation Program

Graduate students also have the option of enhancing their teaching development by receiving the Teaching Citation sponsored by The Teaching Center and The Graduate School.
RESOURCES FOR TAs

The Teaching Center

The Teaching Center (located in Eads Hall, room 105) provides a wide range of programs and services to help graduate students improve their teaching skills and expertise, including:

- The Teaching Citation Program (administered in coordination with the Graduate School of Arts & Sciences)
- Teaching and professional-development workshops
- Teaching consultations, evaluations, and videotaping
- Assistance with teaching philosophy statements
- The annual university-wide TA Orientation
- TA-training workshops, co-sponsored by departments
- Online Teaching Tips handouts and Teaching Commentaries videos (featuring WU faculty)

Teaching Center workshops for graduate students cover topics such as:

- Developing effective teaching methods
- Improving presentation skills
- Grading and responding to student writing
- Managing classroom dynamics
- Teaching with technology
- Designing a course
- Writing a teaching philosophy statement
- Creating a teaching portfolio

Teaching Center programs and services for graduate students are directed by Beth Fisher, Ph.D., Associate Director, Academic Services. If you have any questions about these programs and services, or if you would like to schedule a workshop or consultation, please contact Dr. Fisher at bfisher@wustl.edu or (314) 935-5921. To schedule a teaching evaluation, please go to http://teachingcenter.wustl.edu/graduate-students/consultations/videorecording.

For additional resources, including a schedule of upcoming graduate-student workshops, Teaching Tips handouts, and a searchable classroom directory, please visit The Teaching Center Web site at http://teachingcenter.wustl.edu.

To schedule a training session to learn how to use the multimedia system in your classroom, or to request classroom support, please contact The Teaching Center at (314) 935-6810.

Teaching with Technology

Goals of integrating technology into classroom courses are focused on the pedagogical enhancement of teaching and learning. If you are planning to integrate technology into your classroom teaching consider:

- Pedagogy: identify course goals and students' learning needs.
- Technology: determine in what ways technology does and does NOT enhance your teaching.
- Support: identify resources and personnel available on campus to help you, e.g. GradLab, computing center, The Teaching Center.
- Student access: identify what type of access your students have.
- Training: identify the training you may need and the time it will require to develop useful resources and manage their use effectively throughout the course.
- Copyright: identify that part of your content which may require notification on or permission from original sources.
TEACHING WITH TECHNOLOGY RESOURCES
http://teachingcenter.wustl.edu/teaching-commentaries/teaching-with-technology

Graduate Student Technology Workshops: includes introductory workshops on using technology for teaching, research and the job search.

GradLab: Graduate Student Lab for Teaching & Technology, Eads 015, for graduate students in Arts & Sciences. See http://computing.artsci.wustl.edu/grad-lab.

Arts & Sciences Computing: http://computing.artsci.wustl.edu/ or send Email to help@artsci.wustl.edu, for basic computing support including email accounts and computer labs, and assistance with Telesis course management system.

Telesis Course Management System: https://telesis.wustl.edu, for making course syllabus, calendar, announcements, files, etc. electronically. Email: Telesis@wustl.edu for assistance.

Additional Resources for International TAs

International TAs (ITAs), depending on their backgrounds, face challenges that may include teaching in an educational system, culture, and/or language to which they are still adjusting. Students in the U.S. may behave less formally, communicate differently, and have different expectations of instructors than students at the ITAs’ previous universities. Given these differences, ITAs may wonder how to convey both authority and approachability, how to handle cross-cultural surprises in their interactions with undergraduates, and how to polish their English proficiency while completing a rigorous graduate program.

Washington University’s English Language Programs (ELP) is committed to helping ITAs perform effectively amid such challenges and adjustments. The ELP administers the ELP TA Exam to assess the readiness of nonnative English speakers to perform TA duties and offers a broad range of courses and other services to address the needs of nonnative English speakers. (See the ELP course listings in University College, U15 English Language Programs.)

One ELP course is specifically designed for ITAs who are nonnative English speakers. U15 ELP 470 (Language, Culture, and Interaction Strategies for Teaching Assistants) builds presentation skills, discussion leading skills, pronunciation, and interaction skills for the classroom, lab, and office. Other ELP courses address more fundamental needs such as listening comprehension, delve into advanced speaking skills such as conversation for networking, or cover discipline-specific competencies such as academic writing for the sciences. Contact the ELP at esl@artsci.wustl.edu or 935-5966, or see http://artsci.wustl.edu/~esl for more information about services for nonnative English speakers at Washington University.

For informal practice in English with volunteers from the St. Louis community, ITAs and other international students can take advantage of the Community Connections programs coordinated by the Office for International Students and Scholars (OISS). For more information, see: http://oisshome.wustl.edu/community/.

ITAs who refine their English proficiency and intercultural skills can not only work more effectively with undergraduate students and more comfortably fulfill their responsibilities within their departments—they also enhance their readiness and competitiveness as they pursue an academic career.
**NOTES ABOUT UNIVERSITY POLICIES AND PROCEDURES**

**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 carefully read the policy summaries below; the full policies are available in the appendix.

**Consensual Faculty-Student Relationship**

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

*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**

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, 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 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 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 is reprinted in the Appendix.

| Sexual Harassment Response Coordinator and Advisors for the Danforth Campus: |
|-----------------------------|-------------------|
| Coordinator: Ann B. Prenatt | 935-7746          |
| Advisors:                  |                    |
| For complaints by Faculty, Staff and others: | |
| Lorraine Goffe-Rush        | 935-8046          |
| Debbie Blanford            | 935-8311          |
| For complaints by students and others: | |
| Kathy Steiner-Lang         | 935-5910          |
| For complaints by faculty and others: | |
| John Drobak                | 935-6487          |

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 and Academic Integrity Policies for Undergraduate Students (see Appendix); and graduate student policies.

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: http://www.artsci.wustl.edu/~college/Policies/ (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 course 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.

How to Avoid High-Risk Situations


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.

*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 that 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.

- Take or transcribe your notes on sources in a separate word-processing file, not in the file in which you are drafting your paper. And keep these files separate throughout the writing of the paper, bringing in source material from your notes only as needed.

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 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 or 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

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 and Sciences (undergraduate students) should be addressed to Dean Dirk Killen. His telephone number is 935-9457. 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. Questions regarding academic integrity of graduate students in Arts and Sciences should be addressed to the appropriate graduate school Dean's Office.

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).

Note: Academic integrity Policy for graduate students in the Graduate School of Arts & Sciences (this includes graduate students in Arts & Sciences and Ph.D. students in DBBS, Business Administration, Engineering, Social Work, Movement Science, RAPS, and Speech & Hearing), is available online at http://graduateschool.wustl.edu/policies, Contact Associate Dean Elaine Berland, Academic Integrity Officer for The Graduate School.

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POLICIES

Graduate School-Wide Teaching Requirement For Ph.D. Candidates
(Effective beginning with Ph.D. students entering Fall 2004)

In April 2004, the Graduate Council approved a Graduate School-wide Teaching Requirement for Ph.D. students, beginning with the students entering in Fall 2004. The Graduate Council affirmed that a crucial component in the training of successful scholars and future faculty and professionals is preparing Ph.D. students to become effective teachers and communicators of their discipline and their intellectual research endeavors. Of course, many of the attributes associated with good teaching are also those of good scholarship: the ability to communicate ideas clearly and even vividly and the careful distinction between what constitutes acceptable and unacceptable evidence within an intellectual community. The scholar who has received effective training in pedagogy as well as structured teaching experiences in front of a class or other audience will also become a colleague who ably represents his or her research in the scholarly symposium, an interdisciplinary setting, or more locally, the departmental coffee room. The Graduate School-wide policy states that Ph.D. students should gain this experience by satisfying two formal teaching requirements that exist at two levels in order to emphasize differences in communication skills that come with different levels of responsibility within any field:

1. At the basic level is communication of fundamental elements of knowledge, or training in basic skills, such as can occur in introductory or lower-level undergraduate courses.

2. At the advanced level, communication concerns the development, evaluation, defense, and formal testing of ideas through argumentation or experimentation. This can occur in upper-level courses, graduate seminars, or formal discussion groups.

In November 2009, the Graduate Council approved the recommendations of the Teaching and Professional Development Committee to 1) reaffirm support for the basic principle that all Ph.D. students should receive teaching training and teaching opportunities that fulfill both core requirements, and 2) to adopt a new implementation plan.

Implementation Plan:
Each graduate department will develop and update its plan to provide pedagogical training and TA/teaching opportunities that will ensure that Ph.D. students in its program meet discipline teaching objectives and fulfill the Graduate School-wide Teaching Requirement. The objective of the TA/teaching experience should be to advance the professional development of the Ph.D. students. Each department plan should provide cumulative TA/teaching opportunities that provide adequate breadth and depth of teaching experiences as well as faculty training, mentoring, and evaluation, while also being structured to not unduly conflict with timely degree completion.

Following administrative approval, a copy of the departmental teaching/training plan should be placed on file in the Department and the Graduate School offices. This plan will serve as the basis for the Director of Graduate Studies to report that an individual Ph.D. student has satisfactorily completed the Graduate School Teaching Requirement for Ph.D. students to the Graduate School Office.

Approved: April 2004, Graduate Council
Implementation Plan amended and approved: November 2009

Ph.D. students should check with their Department for specifics of their departmental training/teaching plan for individual students to complete The Graduate School-wide Teaching Requirement.
Appendix: Policies

Teaching Citation Program

Introduction
In an increasingly competitive academic marketplace, job candidates for many positions who can demonstrate knowledge of teaching and evidence of teaching skill have an advantage. In addition to Department Teaching Requirements and the Graduate School of Arts & Sciences Teaching Requirement for Ph.D. students, the Graduate School and The Teaching Center administers an optional Teaching Citation designed to provide additional opportunities for interested students to enhance their teaching knowledge and skills before they begin applying for academic positions.

Teaching Citation
Award of the Teaching Citation is contingent on satisfactory completion of all departmental teaching requirements, the Graduate School Teaching Requirement for Ph.D. students, and Teaching Citation requirements.

Written approvals by the Director of Graduate Studies from the student’s home department, The Teaching Center, and the Dean of the Graduate School of Arts & Sciences need to be obtained for specific activities required for award of the Citation. Award of the Teaching Citation will be printed on the graduate student’s University transcript; the Citation will be awarded at the time the Ph.D. degree is awarded.

Students interested in earning the Citation should use the Registration Checklist for Teaching Citation (available on the Teaching Center Web site at http://teachingcenter.wustl.edu, under “Graduate Students”, then “Teaching Citation”).

The Teaching and Professional Development Committee of the Graduate Council serves as an advisory board for the Citation.

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

1. Department Teaching Requirements (check with home department)
2. Graduate School Teaching Requirement for Ph.D. Students
   (See http://artsci.wustl.edu/CSAS/Policies/TeachingRequirementPhD.htm)
3. Workshops (5)
   Students should complete five approved workshops that expose them to the major models and methods of teaching.
   These workshops should ordinarily cover such basic elements as the following:
   (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
   Students may complete the workshop requirement through participation in five workshops or seminars that span different elements. Workshops that satisfy the requirement are offered by The Teaching Center (examples listed below) and by Arts & Sciences Computing (Summer Web Workshop). Other workshops may count toward the requirement only with pre-approval by the Department Graduate Studies Director.

Examples, with elements shown:
Workshops Co-Sponsored by The Teaching Center and the Graduate Student Senate
Spring 2005
   Effective Course Design (a, b)
Fall 2005
Designing Teaching Philosophies and Portfolios: What You Need to Know (I)
Assessing Learning: Strategies You Need to Kick Start a Teaching Career (i, j)

Spring 2006
Pursuing a Job in Academia: The Different Types of Positions (c)
Planning a Course/Designing a Syllabus (a, b)

4. Teaching Experiences (3)
Students pursuing the Citation 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. Students should design a series of teaching experiences that meet the following general guidelines:

Students must participate in at least 3 separate teaching experiences. A “teaching experience” can include being a Teaching Assistant for a lecture or laboratory course, having primary responsibility for teaching a significant portion 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 that meet these guidelines and are approved by the department faculty. Students must demonstrate proficiency in at least two different approaches or methods of teaching (e.g., formal course lecturing, leading discussion groups, or organizing laboratory exercises) in fulfilling this requirement. It is recommended that any non-TA experience be approved in advance by the appropriate faculty member or graduate studies director in the home department.

5. Written Evaluation of Teaching
The teaching experiences become an integral part of training when they are evaluated carefully and constructively. Accordingly, each teaching experience listed for the Citation will be formally evaluated. These evaluations must have the following components:

(a) An 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). A basic checklist of teaching evaluation guidelines is available at http://teachingcenter.wustl.edu, under “Graduate Students.”
(b) An evaluation by the students, such as student course evaluations or student checklist guidelines. A sample student evaluation form is available at http://teachingcenter.wustl.edu, under “Graduate Students.”

The faculty evaluator is asked to provide written feedback to the student. It is recommended that the faculty evaluator use or adapt the evaluation guidelines developed by the Teaching and Professional Development Committee and the Teaching Center (see 5(a), above). (When appropriate, teaching experiences may be videotaped so that written feedback can be used most effectively to target specific behaviors or methods; a teaching consultation with the associate director of the Teaching Center or a designated faculty member should also be requested.) It is recommended that students provide their faculty evaluators with the basic checklist guidelines, in advance of the teaching experience to be evaluated.

6. Development of a Teaching Philosophy
Each participant will develop an acceptable teaching philosophy using the guidelines established by the Teaching and Professional Development Committee and the Teaching Center. Students may get guidance in developing a suitable teaching philosophy from the Teaching Center. Both the department graduate studies director and the Teaching Center must approve the philosophy statement. In preparing to write the teaching philosophy, students are encouraged to reflect on the experiences they have had while pursuing the Teaching Citation, and to articulate the ways in which these experiences have shaped their current approach to teaching and their teaching philosophy.

Approved by the Graduate Council April 20, 2006

FORM:
A registration checklist for the Teaching Citation is available online at The Teaching Center website: http://teachingcenter.wustl.edu Click on “Graduate Students, “Teaching Citation”.

Students interested in completing the Teaching Citation program must schedule a preliminary consultation with Beth Fisher, associate director of The Teaching Center (bfisher@wustl.edu or 314-935-5921.) This preliminary meeting will provide an opportunity to discuss the program’s requirements and the student’s broader plans for professional development in teaching. The Teaching Center recommends that this consultation take place during the first semester of the student's second year in a Ph.D. program.
Appendix: Policies

Consensual Faculty — Student Relationships 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 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
Appendix: Policies

- 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

1. 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)
- Discrimination and 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 October 2010)

Danforth Campus
Coordinator: Ann B. Prenatt - 935-7746
Advisors:
Lorraine Goffe-Rush: (complaints by faculty, staff, and others) - 935-8095
Debbie Blanford (complaints by faculty, staff, and others) - 935-8311
Kathy Steiner-Lang: (complaints by students and others) - 935-5910
John Drobak: (complaints by faculty and others) - 935-6487

Medical Campus
Coordinator: Ann B. Prenatt - 935-7746
Advisors:
Legail Chandler: (complaints by faculty, staff, and others) - 362-4900
Apryle Cotton: (complaints by faculty, staff and others) - 362-7198
Dr. Leslie Kahl: (complaints by students and others) - 362-7481
Sandra Sledge: (complaints by staff and others) - 362-4937
Bob Jewell (complaints by staff and others) - 362-8279
Joan Williams (complaints by staff and others) - 362-8278
Lanelle Coleman (complaints by staff and others) - 362-4927
Appendix: Policies

Washington University Policy on Discriminatory Harassment

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, gender identity or expression, national origin, veteran status, disability or genetic information. 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. 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, 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.

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, 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 Danforth Campus. In addition, any member of the University community may contact the Student Counseling Services at 935-5940 for a confidential discussion and, if desired, referral to off-campus resources.

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 Danforth or Medical School Human Resources office.
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 Danforth 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:
      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 offensive. The purpose of such conversations is the cessation of offensive behavior.
      b. 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.
      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 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
Discrimination and 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
Appendix: Policies

Hearing procedures are set out in the University Judicial Code, found in Bearings and Washington University Faculty Information. 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
Approved by the Washington University Faculty Senate Council, November 27, 2007
Approved by the Washington University Faculty Senate, December 12, 2007
Updated September 2009 (compliance with Genetic Information Nondiscrimination Act, H.R. 493)


Discriminatory Harassment Coordinators/Advisors

Danforth Campus:
Professor Jean M. Allman, 935-9599 (complaints by students)
Ann B. Prenatt, 935-7746 (complaints by faculty, staff, and others)
Lorraine Goffe-Rush, 935-8085 (complaints by faculty, staff and others)
Debbie Blanford, 935-8311 (complaints by faculty, staff and others)

Medical Campus:
Dr. Leslie Kahl, 362-7481 (complaints by students)
Ann B. Prenatt, 935-7746 (complaints by faculty, staff, and others)
Legall Chandler, 362-4900 (complaints by faculty, staff, and others)
Apryle Cotton, 362-7198 (complaints by faculty, staff, and others)
Academic Integrity Policy for Undergraduate Students

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

**Scope and Purpose**

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students are governed by policies in each graduate school or division. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

- To clarify the University's expectations with regard to undergraduate students' academic behavior, and
- To provide specific examples of dishonest conduct. The examples are only illustrative, NOT exhaustive.

**Violations of this Policy Include, but are not limited to:**

1. **Plagiarism**

Plagiarism consists of taking someone else's ideas, words, or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks, and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person, and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information, and page reference.
- Acknowledge material obtained from lectures, interviews, or other oral communication by citing the source (name of the speaker, the occasion, the place, and the date).
- Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. **Cheating on an Examination**

A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty.

3. **Copying or Collaborating on Assignments Without Permission**

When a student submits work with his/her name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student’s responsibility to understand the degree of acceptable collaboration for each assignment, and to ask for clarification if necessary.

- To avoid cheating or unauthorized collaboration, a student should never:
- Use, copy or paraphrase the results of another person’s work and represent that work as his/her own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g. old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another’s work, or to permit another student to copy his/her work.
- Submit work as a collaborative effort if he/she did not contribute a fair share of the effort.

4. **Fabrication or Falsification of Data or Records**

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one’s own.
Appendix: Policies

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one’s own findings. This includes copying laboratory data from another student to present as one’s own; modifying data in a write-up; and providing data to another student to submit as his/her own.

5. OTHER FORMS OF DECEIT, DISHONESTY, OR INAPPROPRIATE CONDUCT

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in his/her academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade, or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set, or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else’s name other than his/her own. This includes but is not limited to sitting for another person’s exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

REPORTING MISCONDUCT

FACULTY RESPONSIBILITY

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity officer in their school or college in a timely manner, so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic dishonesty in their courses.

STUDENT RESPONSIBILITY

If a student observes others violating this policy, he/she is strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity officer of the school or college that offers the course in question, or to address the student(s) directly.

EXAM PROCTOR RESPONSIBILITY

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resource Center, if applicable.

PROCEDURE

JURISDICTION

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed, not the school in which the student is enrolled. All violations and sanctions will be reported to the student’s college of enrollment.

ADMINISTRATIVE PROCEDURES

Individual undergraduate colleges and schools may design specific procedures to resolve allegations of academic misconduct by students in courses offered by that school, so long as the procedures are consistent with this policy and with the University Student Judicial Code.

STUDENT RIGHTS AND RESPONSIBILITIES IN A HEARING

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity officer, or student, is entitled to:

- Review the written evidence in support of the charge.
- Ask any questions.
- Offer an explanation as to what occurred.
- Present any material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge without reference to any past record of misconduct.

When responding to a charge of academic misconduct, a student may:

- Deny the charges and request a hearing in front of the appropriate academic integrity officer or committee.
• Admit the charges and request a hearing to determine sanction(s).
• Admit the charges and accept the imposition of sanctions without a hearing.
• Request a leave of absence from the University. The academic integrity matter must be resolved prior to re-enrollment.
• Request to withdraw permanently from the University with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:
• Admit or deny the charge. This will determine the course of action to be pursued.
• Provide truthful information regarding the charges. It is a student judicial code violation to provide false information to the University or anyone acting on its behalf.

SANCTIONS

IF FOUND NOT IN VIOLATION OF THE ACADEMIC INTEGRITY POLICY
If the charges of academic misconduct are not proven, no record of the allegation will appear on the transcript.

IF FOUND IN VIOLATION OF THE ACADEMIC INTEGRITY POLICY
If, after a hearing, a student is found to have acted dishonestly, or if a student has admitted to the charges prior to a hearing, the school’s academic integrity officer or committee may impose sanctions, including but not limited to the following:
• Issue a formal written reprimand.
• Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
• Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
• Recommend to the instructor that the student fail the course.
• Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
• Place the student on Disciplinary Probation for a specified period of time or until defined conditions are met. The probation will be noted on the student’s transcript and internal record while it is in force.
• In cases serious enough to warrant suspension or expulsion from the University, refer the matter to the University Judicial Board for consideration.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

Withdrawing from the course will not prevent the academic integrity officer or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student’s academic file.

APPEALS
If a student believes the academic integrity officer or the committee did not conduct a fair hearing, or if a student believes the sanction imposed for misconduct is excessive, he/she may appeal to the University Judicial Board within fourteen days of the original decision. Appeals are governed by Section VII. C. of the University Student Judicial Code.

RECORDS

ADMINISTRATIVE RECORD-KEEPING RESPONSIBILITIES
It is the responsibility of the academic integrity officer in each school to keep accurate, confidential records concerning academic integrity violations. When a student has been found to have acted dishonestly, a letter summarizing the allegation, the outcome, and the sanction shall be placed in the student’s official file in the office of the school or college in which the student is enrolled.

Additionally, each school’s academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the Director of University Judicial Programs, who shall maintain a record of each incident.

MULTIPLE OFFENSES
When a student is formally accused of academic misconduct and a hearing is to be held by an academic integrity officer, a committee, or the University Judicial Board, the person in charge of administering the hearing shall query the Director of Judicial Programs about the student(s) accused of misconduct. The Director shall provide any information in his/her records concerning that student to the integrity officer. Such information will be used in determining sanctions ONLY if the student is found to have acted dishonestly in the present case. Evidence of past misconduct may not be used to resolve the issue of whether a student has acted dishonestly in a subsequent case.

REPORTS TO FACULTY AND STUDENT BODY
School and college academic integrity officers are encouraged to make periodic (at least annual) reports to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.
TOBACCO-FREE POLICY

Tobacco-Free Policy  http://www.wustl.edu/announcements/tobaccofree/

Washington University in St. Louis (WUSTL) is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. WUSTL strictly prohibits all smoking and other uses of tobacco products within all University buildings and on University property, at all times.

This policy applies to all, including students, faculty, staff, patients, contractors and visitors.

For the purpose of this policy, “tobacco” is defined to include, but not limited to, any lit cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; and smokeless or spit tobacco, also known as dip, chew, snuff or snus in any form.

- The use, distribution, or sale of tobacco, including any smoking device, or carrying of any lit smoking instrument, in University owned, leased or occupied facilities or on University leased, owned, or occupied property, at events on University properties, or in University-owned, rented or leased vehicles, is prohibited. This includes:
  - all campuses;
  - parking facilities and lots (including in personal vehicles);
  - WUSTL buildings located near city/municipality owned sidewalks, within 20 feet of entryways or exits, near air intakes, or near fire/explosion hazards;
  - off-campus housing managed by Residential Life; and
  - fraternity chapter houses managed by Greek Life.

- If individuals within the University community smoke or use tobacco products off University properties, they are expected to be respectful of residents, hospitals and businesses neighboring the University campuses and properties. They should not loiter in front of homes, businesses or hospitals near University campuses or properties, and must discard tobacco products in appropriate receptacles

- The free distribution of tobacco products on University property is prohibited.

- No tobacco-related advertising or sponsorship shall be permitted on University property, at University-sponsored events or in publications produced by the University.

- Violations of this policy may result in disciplinary action.

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1 Facilities fully managed and maintained by Quadrangle Housing, such as the residential portion of the Lewis Center, are not subject to this policy.

Tobacco-Free August 2009
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 a student needs special help, or if you want advice on how to handle a student concern.

Arts and Sciences
- Vice Chancellor and Dean Jim McLeod .......................................................... 935-6800
- Freshman: Dean Delores Kennedy ................................................................. 935-6800
- Academic Integrity: Dean Dirk Killen ............................................................ 935-9457
- Ombudsman: Professor Ahmet Karamustafa ................................................ 935-4446

Business
- Dean Jeffrey Cannon - Undergraduate .......................................................... 935-4991
- Dean Joe Fox - MBA ...................................................................................... 935-6322

Engineering
- Dean J. Christopher Kroeger — Undergraduate ............................................. 935-6169

Sam Fox/Art & Architecture
- Dean Georgia Binnington — Undergraduate ................................................ 935-6532

Student Services
- Associate Vice Chancellor/Dean of Students: Justin Carroll ...................... 935-4329
- Associate Vice Chancellor/Dean of Campus Life: Jill Carnaghi .................... 935-5994

Student Health Services: http://shs.wustl.edu ............................................... 935-6666
(includes Medical, Mental Health, & Health Promotion Services)
Located in Nathan Dardick House, South 40
- Habif Health and Wellness Center: Dr. Alan Glass ....................................... 935-9626
- Sexual Assault & Community Health Services
  Assistant Director: Kim Webb .......................................................................... 935-8761
- International Students: Kathy Steiner-Lang ................................................ 935-5970
- Judicial Administrator: Tamara King ............................................................ 935-4329
- Academic Learning Resources: Cornerstone .............................................. 935-5910
- Disability Resources: Libby Lessentine ....................................................... 935-4062
- Writing Center: Doreen Salli ....................................................................... 935-4981

Know “where to go”

IN CASE OF EMERGENCIES:
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.