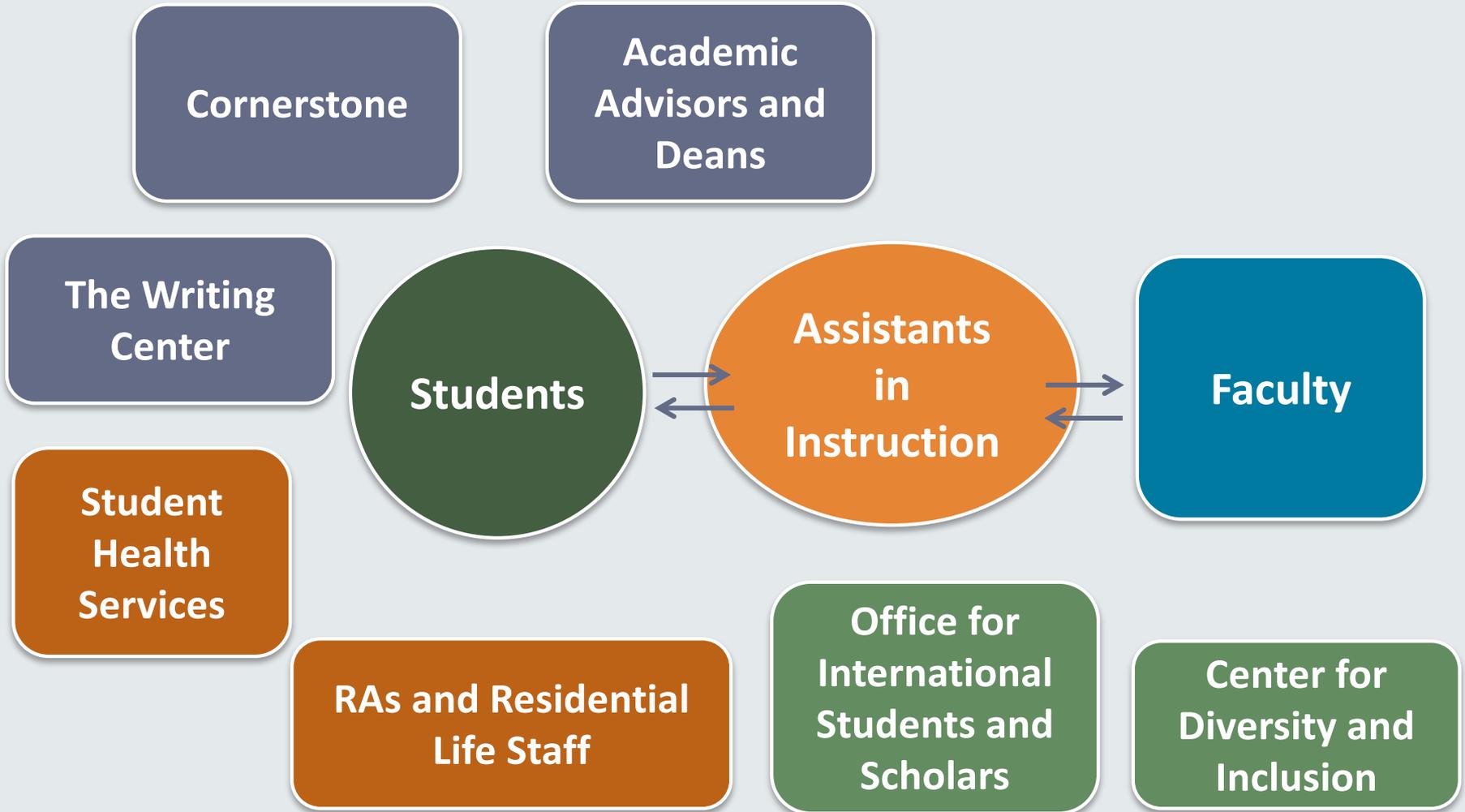


RESOURCES FOR STUDENTS



ACADEMIC INTEGRITY

encourage integrity and prevent cheating

What are the assistant's responsibilities?

- ***Know the policies***
 - Review *Reference Guide to Support Teaching Experiences* (online)
 - Discuss with faculty
- ***Report*** suspected or observed violations to faculty

ACADEMIC INTEGRITY

Violations at Washington University

Common forms of violations:

- Use of improper aids during exams
- Plagiarism
- Inappropriate collaboration
- Copying exam answers
- Changing answers and requesting a re-grade

PRIVACY OF STUDENT RECORDS

1. Do not use students' names or identifying information, unless talking with faculty in charge of the course or another university official with "educational interest."
2. Do not distribute students' emails or other contact info without permission. Use BCC, WEBFAC, or Blackboard.
3. When handing back students' work in class, turn papers over so that grades are not visible.
4. PARENTAL CONTACT: REFER TO FACULTY (even if you are teaching your own section)

SITUATION 1

MUSIC AND FREQUENT TEXTER

Discuss for ~3 minutes: What are the issues? What should you do?

- A. Ask the student to text you only about the course.
- B.** Tell the student that you can no longer go to concerts together or exchange text messages.
- C. Ignore the texts and hope the student stops contacting you.
- D. Ask the student to text you only about the course and make your cell number available to all students, so that everyone has the same opportunity to text you questions about the course.

Definition of sexual harassment



Any unwelcome sexual advances or other nonconsensual conduct of a sexual nature, when:

- submission to or rejection of such conduct is used as the basis or threatened basis for employment decisions or for academic evaluation, grades or advancement; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance and creating an abusive, hostile or intimidating work or academic environment.

POLICY ON CONSENSUAL FACULTY-STUDENT RELATIONSHIPS

Faculty members and assistants to course instructors shall not engage in consensual relationships with students whenever a faculty member/assistant to an instructor has a professional "position of authority" with respect to the student

Should a consensual relationship develop, or appear likely to develop, **the position of authority must be terminated.**

SITUATION 2

Student requests an extension and reports sexual assault to you. Asks you to not share this information.

Discuss for ~3 minutes: What should you do?

- A. Express concern and share with the student a list of health and academic resources that are available on campus.
- B. Let the student know that you are required to report situations involving sexual assault.
- C. Tell the student you will need to pass on their request for an extension to the faculty member.
- D. A, B, and C**

REPORTS OF VIOLENCE, STALKING OR HARASSMENT

1. Report the information you know in a timely manner to your supervising faculty member, department chair, or the Title IX coordinator.
2. Be empathetic. Offer support.
3. Do not guarantee confidentiality.
4. Do NOT take matters into your own hands and investigate on your own.
5. You may be asked to assist in the investigation or any remedial efforts implemented.

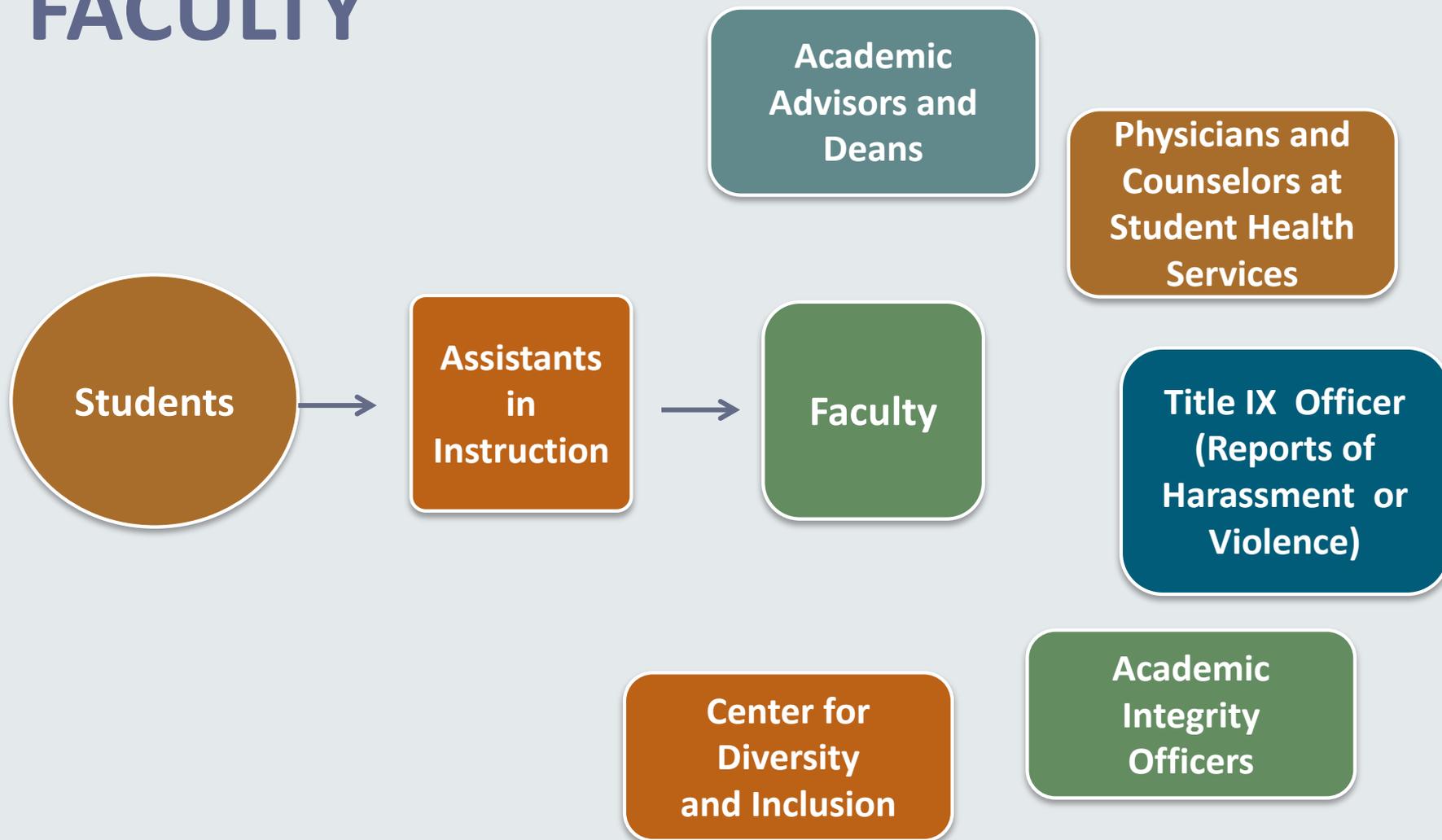
Maintaining a Safe and Respectful Learning, Living, and Working Environment

- 1. Remember: you are in a position of power and authority over the students you are teaching.**
 - Read the policies; do not assume you know them.
 - Ask questions if you are unclear about your role and responsibilities.
- 2. Be aware of what is going on in the learning environment; pay attention to student behaviors—and your own.**

Maintaining a Safe and Respectful Learning, Living, and Working Environment

3. **If a student makes a complaint or reports conduct that may be harassment, violence or stalking, listen without judgment.**
 - Tell the student that there are people who can help. Some resources are confidential, some are not. Know the resources and share them with the student.
 - Do not promise confidentiality. Tell the student that you must pass on this information to the **faculty member in charge of the course, the department chair, or a dean.** This is designed to get them the help they need.

COMMUNICATE WITH FACULTY



Creating an Inclusive Learning Environment



Fairness

Growth
Mindset

Respect

Imagine a class in which there is uneven participation, with a few silent students.

What are some potential reasons why this is occurring?

Concern about judgment of instructor or peers

Discussions are unstructured

A few, talkative students answer every question

Shyness

Expectation that learning occurs when instructor is lecturing, students taking notes

Students need time to think before formulating a response

Lack of preparation

SITUATION 3

UNEVEN PARTICIPATION

Discuss for 3 min: What should you do?

- A. Tell the class that you've noticed that some students are participating a lot, but others are not, and that you are concerned that everyone is not being heard.
- B. Meet with the quiet students. Tell them that they can email comments to you to earn participation points.
- C. Make it a point to call on one of the quiet students at the start of the next class, noting that "we'd like to hear from you."
- D. Other (be prepared to describe).

SITUATION 3

UNEVEN PARTICIPATION

What can you do? Additional Strategies . . .

- Explain that full participation is crucial to learning; tell students you will be trying new methods, for example . . .
 - Ask frequent responders to hold their comments so that others can contribute
 - Integrate short writing assignments that give students a chance to write answers before contributing
 - Divide the class into groups of 3 for part of the class time; make sure that the quiet students are sometimes “spokespersons” who report the group’s responses

What Does Inclusive Teaching Mean?

- Selecting diverse course content and curriculum
- Actively supporting equality of opportunity to learn
- Using varied teaching strategies
- Collaborating with others who have different backgrounds
- Creating an inclusive classroom environment by promoting civility in the classroom

SITUATION 4

HOT MOMENTS IN THE CLASSROOM

Discuss for 3 min: What should you do?

- A. Thank the students for their thoughts and comments and move on to the other topic.
- B. Admonish the students and tell them not to make such extreme and unfair comments.
- C. Acknowledge that this is a hot moment in the classroom and ask the students to engage in an activity to facilitate dialogue about the situation.
- D. Other (be prepared to describe).

Reflective Writing (~5 minutes, then discuss)

Ask students to reflect on a tense interaction and to explore different perspectives

- Reflect on why a topic or comment elicited such strong reactions
- Explain a viewpoint different from their own
- Connect the discussion back to theoretical concepts or facts learned in course



Civility

- “It is complex and encompasses learning how to connect successfully and live well with others, developing thoughtfulness, and fostering effective self-expression and communication.
- Civility includes courtesy, politeness, mutual respect, fairness, good manners, as well as a matter of good health.”



P.M. Forni, *Choosing Civility*)

Statement of Principle Regarding Freedom of Expression



- *Washington University in St. Louis begins its mission statement by asserting that the institution's primary aims are "to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching and learning." A commitment to the open exchange of ideas and information is fundamental to achieving these goals. Consequently, the university affirms its unwavering commitment to freedom of expression and the free exchange of ideas.*
- *Since members of our university community engaged in research, teaching, learning, and community service routinely confront difficult and controversial questions, **the university must vigilantly encourage and facilitate freedom of expression around contentious topics.** Moreover, given the necessity for strong, healthy institutions to engage in critical self-reflection, the university should welcome challenges to its own policies. We affirm that the university should consider First Amendment principles as the baseline of its conduct pertaining to speech and that it should both protect and promote actions that ensure the open expression of a full range of viewpoints.*
- ***To protect the freedom of expression, the university should respect the expression of ideas, even those that are offensive or unpopular, by all members of the university community:** students, staff, faculty, administration, and guests. That respect for expression should apply to all speech and writing by members of the university community, encompassing any forum in which members of that community engage.*
- *The university community should continue to make resources available to its members to promote robust, wide-ranging debate and discussion. Those resources should include physical and virtual forums, academic panels and presentations, as well as funding and sponsorship of such means of public expression. In allocating such resources the university should focus on a principle of inclusivity, fostering as broad a range of ideas as possible from as many different constituencies of the university community as possible.*

Statement of Principle Regarding Freedom of Expression



- *The university should avoid all forms of punitive action in response to the expression of ideas, and it should likewise ensure that no one misuses the authority conferred by the university to restrict such expression.* However, we recognize that the free exchange of ideas requires civility and some measure of orderliness to be effective. Accordingly, the university should encourage civil discussion through positive norms and examples, responding to speech that offends groups and members of the university community not by interdiction but by encouraging further discussion and opportunities for education about contentious issues. Additionally, the university is justified in taking reasonable, unbiased actions to facilitate orderly discussion in certain settings, especially non-public ones. *Unacceptably injurious or dangerous speech (meaning speech that harasses, defames, threatens, or unjustifiably intrudes on the privacy of specific persons) makes no positive contribution to the free exchange of ideas and can in fact discourage free discussion.* When sanctions are needed to protect the rights of community members subjected to injurious or dangerous speech, the university should employ a transparent process of adjudication.
- *As a community, we affirm that these actions for protecting and promoting freedom of expression and the free exchange of ideas make the university a stronger, more inclusive, more dynamic institution. Indeed, we submit that our institution would no longer truly function as a university if it failed to provide the grounds for robust debate and deliberation. In this light, it is incumbent on the entire community of Washington University to remember that free and open discourse requires, in the words of Oliver Wendell Holmes, “not [only] free thought for those who agree with us, but freedom for the thought that we hate.”*
- Faculty Senate Council – September 2016

<https://source.wustl.edu/2016/09/washington-university-affirms-commitment-freedom-expression/>

Set Classroom Ground-Rules or Expectations

- Expected behaviors for classroom conduct during classroom activities
- Sample Ground Rules for Discussions
 - Listen to others and consider your own “airtime”
 - Allow yourself and others to “think out loud” and to revise your thinking.
 - Ask for clarification if you are confused.
 - Do not interrupt one another.
 - Respond to others as individuals, not as representatives of groups
 - Remember that the goal is deeper understanding, not agreement

Actively Facilitate through Hot Moments

- Talk to the faculty member in charge of the course and have a conversation about Freedom of Expression
- Give speakers the opportunity to clarify or revise
 - “I’m not sure I understood. Can you explain further?”
 - “I want to make sure I heard you correctly, did you say ____?”
- Don’t ignore them. Listen carefully and be aware of verbal and nonverbal signals

“I saw a number of raised eyebrows during that response that make me think people might be reacting strongly to something that was said. Lets explore this issue further before we move forward with the discussion. Following our ground rules, I’m hoping someone can share what they are thinking and feeling right now so we can have a productive conversation about this.”

Create an Inclusive Learning Environment

Promote Fairness

Practice Respect

Foster a Growth Mindset



Faculty Guidance

in Emergencies



Washington University in St. Louis

EMERGENCY MANAGEMENT



Objectives



- I. Understand actions you can take before an emergency to better prepare your classroom.
- II. Recognize and interpret a WashUAlert to determine a safe course of action for your classroom.
- III. Discuss actions you would take to safely manage your classroom during an emergency.

Pre-Planning



Know Your Surroundings



- Evaluate your classroom layout.
- Be familiar with multiple exit routes from your classroom and building – reference the map in the elevator lobby.
- Know the Emergency Assembly Point (EAP) for your location.
- Review the Quick Reference Guide for Emergencies at emergency.wustl.edu. It is also posted in some classrooms.

Quick Reference Guide for Emergencies		
<p>TO REPORT AN EMERGENCY: On the Danforth Campus: WUPD: (314) 935-5555</p> <p>On the Medical Campus: WUSM Protective Services: (314) 362-4357</p> <p>North/West/South and Off Campus: 911 then (314) 935-5555</p>	<p>Active Shooter / Person with a Weapon</p> <ul style="list-style-type: none"> • RUN - Get out of the area, if possible. Notify those you pass along the way. • HIDE - If you cannot escape, lock or barricade yourself in a room. Turn off the lights, silence any devices and remain quiet. • FIGHT - As a last resort, take down the shooter. Act aggressively and use anything that could be used as a weapon. • REPORT - Call the emergency number for your location. 	<p>Medical Emergency</p> <ul style="list-style-type: none"> • Do not move the injured/ill person unless there is a danger in the current location. Stay with them. • Call the emergency number for your location. • Perform first aid if you are trained and feel comfortable doing so. • If possible, send someone to meet emergency responders and guide them to your location.
<p>Fire</p> <ul style="list-style-type: none"> • Pull the nearest fire alarm, if it has not already been activated. • Immediately evacuate the building, following the exit signs or your evacuation route. Do not use the elevators. • Proceed to your designated Emergency Assembly Point (EAP). • Remain at your EAP until given the "All Clear" by emergency responders. 	<p>Tornado</p> <ul style="list-style-type: none"> • Proceed to the lowest, most interior space that is accessible within the building. • Stay away from exterior walls and windows. • Put as many walls between you and the outside as possible. • Monitor the weather through WashUAlerts or a weather radio. 	<p>Flood</p> <ul style="list-style-type: none"> • Call the emergency number for your location. • Protect sensitive documents and/or equipment. • If safe and possible, stop the source of the water leak or flood. • Be aware of any electrical equipment or outlets.
<p>Hazardous Material Spill</p> <ul style="list-style-type: none"> • Notify affected personnel and evacuate the spill area. • Do not attempt to clean up the spill unless you have been trained to do so. • Close the door behind you to contain the spill. • Call the emergency number for your location. 	<p>Earthquake</p> <ul style="list-style-type: none"> • Drop - Get down on the floor. • Cover - Get under a desk, table or other sturdy object. • Hold on until the shaking stops. • Remain in the building unless it is unsafe. • If you must evacuate, go to your Emergency Assembly Point (EAP). 	<p>For additional information, including EAP locations and updates in the event of an emergency, visit emergency.wustl.edu or follow Washington University in St. Louis on Facebook and Twitter.</p> <p>  Washington University in St. Louis EMERGENCY MANAGEMENT </p>



Talk with Your Class

- Discuss emergency procedures during your first class meeting.
- Identify legitimate sources of information.
- Consider including resources like emergency.wustl.edu in your syllabus.
 - Suggested language

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WUSTL app and enable notifications.

To report an emergency:

Danforth Campus – (314) 935-5555

School of Medicine Campus – (314) 362-4357

North/West/South and Off Campus – 911 then (314) 935-5555



Bring What You Need

- Cell phone
- Class roster
- Emergency phone numbers
 - Medical Campus- Protective Services: 314-362-4357
 - Danforth Campus- WUPD: 314-935-5555
 - Other WashU buildings or facilities: 911, and then 314-935-5555



Notifications

- Multiple modes
 - WUSTL app, text message, phone call, desktop notification, Alertus beacon, etc.
- When you receive an alert, you should be prepared to take action based on the information provided.
- Detailed information and/ or instructions may not be available immediately.
- Be sure your information is coming from reliable and credible sources.
 - University social media accounts
 - Emergency Management website emergency.wustl.edu

Scenario I



You are in a classroom, lab, or other area in which you are teaching and/ or supervising students. What would you do if you received the following WashU Alert?

A person WITH A WEAPON has been reported on the Danforth Campus. GO TO a place that you feel safe and remain there until further notice. For additional updates go to emergency.wustl.edu

Managing the Classroom



- Remain calm and help students to remain calm and quiet.
- Take action.
 - Remember, your students will look to you for guidance during an emergency.
- Manage social media usage.

Take Action



RUN: Exit the building immediately.
Notify anyone you see to exit immediately.

HIDE: If it is not possible to exit, find a safe and secure place such as locking or barricading yourself in an office or room.

FIGHT: If your life is threatened by the shooter, fight for your life.

REPORT: Call the emergency number for your area and give the dispatcher as many details as possible.



Scenario II



The fire alarm is activated in your building. You just handed out an exam. What should you do?

Take Action



EVACUATE: Immediately exit the building using your evacuation routes.

ACTIVATE: Activate the fire alarm using manual pull station.

CONGREGATE: Meet at the Emergency Assembly Point and take accountability.

COMMUNICATE: Notify responders of anyone unable to evacuate.



Scenario III



Students report a tornado warning has been issued just as you are about to hand out a quiz. What should you do?

Take Action



SHELTER: Go to the refuge area; the lowest, most interior space available.

LISTEN: Use any means available for most accurate information.

PROTECT: Protect your head and neck.

EVACUATE: If damage to building, get out and go to the Emergency Assembly Point.



Takeaways



- Be Prepared
- Be Informed
- Take Action
- Safety is the first priority

- Upcoming Training Opportunities

- Handout
 - Quick Reference Guide

TO REPORT AN EMERGENCY

Medical Campus

Protective Services: (314) 362-4357 (362-HELP)

Danforth Campus

WU Police Department: (314) 935-5555

Other (off campus) WU Building or Facilities

911, then (314) 935-5555

LEARN MORE

emergency.wustl.edu

Know Where to Go in an Emergency
(brochure in envelope, in your folders)

REMEMBER

**Safety is the
FIRST priority.**