<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Welcome and Opening Remarks</td>
<td>WashU Deans and Administrators</td>
</tr>
<tr>
<td>4:20</td>
<td>Academic Integrity, Privacy of Records, and Title IX</td>
<td>Dr. Meg Gregory &amp; Ms. Cynthia Copeland</td>
</tr>
<tr>
<td>4:50</td>
<td>Creating an Inclusive Classroom Environment</td>
<td>Dr. Denise Leonard</td>
</tr>
<tr>
<td>5:10</td>
<td>Emergency Preparedness</td>
<td>Dr. Denise Leonard</td>
</tr>
</tbody>
</table>
Undergraduate Teaching Assistant Orientation

WELCOME!
Resources for Assistants in Instruction

Assistance for Students at Washington University: Selected Resources

The mission of The Teaching Center is to improve teaching and learning by integrating pedagogy and scholarship with classroom design, in order to foster innovation in the classroom. Our website, programs, and services focus on three interconnected areas: creating a collaborative teaching culture; advancing the scholarship of teaching and learning; and designing flexible, intuitive classrooms. The Teaching Center staff collaborate with one another, campus partners, faculty, graduate students, and postdocs to ensure that all aspects of our work are informed by knowledge about best practices in teaching, instructional technology and other tools, and a shared commitment to Washington University’s mission of excellence in teaching, learning, and research.

WashU Cares: Support for Students of Concern
WashU Cares assists the university in handling situations involving the safety and well-being of Danforth Campus students. Faculty, staff, parents and other students are often the first to notice concerning behavior. If you are concerned about the physical or mental well-being of a student, please review the resources provided on the WashU Cares website and consider filing a WashU Cares report.

Center for Diversity and Inclusion
The Center for Diversity and Inclusion enhances and strengthens Washington University in St. Louis’ commitment to fostering a diverse and inclusive community. The Center’s staff supports and advocates for students from traditionally underrepresented or marginalized populations and creates collaborative partnerships with campus and community members to promote dialogue and social change.

Digital Resources for Assistants in Instruction

Orientation Schedule and Introductory Slides from Graduate Student Mentored Teaching Orientation (August 2018)
- Medical Campus Orientation Schedule
- Danforth Campus Orientation Schedule
- Introductory Slides (including information on university policies, creating inclusive classroom environments, emergency preparedness, and Teaching Center programs)

Teaching Strategies Handouts
- Responding to Common Concerns
- Getting Ready for your Role as an Assistant in Instruction
- Using Class Time Effectively on Day One
- Asking Questions to Improve Learning
- Strategies for Inclusive Teaching
- Resources and Referrals

Information about Teaching Center Programs for Graduate Students
- Graduate Student and Postdoc Program Flyer Fall 2018
- Teaching Center Fall 2018 Graduate Student and Postdoc Events Calendar

Other Campus Resources
- Know Where to Go in an Emergency
- Relationship and Sexual Violence Prevention Center Brochure
- Office of the Ombuds Graduate Student Brochure
- Bias Report and Support System
- Library Resources and Services for Graduate Students
- Bernard Becker Medical Library Information
- Health and Wellness Resources for Graduate/Professional Students on Danforth Campus

For consultations with Teaching Center Academic Services staff, or questions about Graduate Student and Undergraduate Mentored Teaching Orientation, please contact us.
Resources to Direct Students To:

- The Writing Center
- Course Faculty
- Cornerstone: The Learning Center
- Office for International Students and Scholars
- Student Health Services
- RAs and Residential Life Staff
- Academic Advisors & Deans
- Center for Diversity and Inclusion
- Title IX, RSVP Center
Academic Integrity
You are a TA for a class you took last year and are really enjoying the ability to teach other students about a subject you love. One day, after a really productive review session, you return home to find your roommate Joe really stressed and working on an assignment for the class you are TAing. Joe starts talking about all of the homework he has and how overwhelmed he feels keeping up with his classes and staying active in your fraternity. Then he says, “I really need a good grade on this one. If only I knew one of the TAs who could help me out.” You laugh it off in the moment, but Joe has been a buddy since first year and you want him to do well in the class. What should you do?

What makes this challenging?
Scenario 1: A Friend in Need

What should you do?

A) Be generous in your grading and give him partial credit, but tell him this is the only time that you can do this.

B) Explain the situation to the professor and ask if someone else could grade Joe’s assignment to be fair.

C) Hide the names on all the assignments so you don’t know which one belongs to Joe.

D) Help Joe finish his assignment, that way you know that he has the right answers.

E) Something else. (Be ready to explain)
As an assistant in a course it is your job to be a model of and to encourage academic integrity at WashU.

- Be sure that grading and communications with students is fair and consistent.

It is your duty to report to faculty when your students violate the University Academic Integrity Code.

- Plagiarism (unacknowledged use of someone else’s work)
- Cheating on exams
- Copying assignments
- Unauthorized accessing of old assignments or tests
FERPA Protections

FERPA: Family Educational Rights and Privacy Act
- Grants students rights to educational privacy

1. Do not give out students’ names or identifying information (like email), unless talking with faculty in charge of the course or another university official with “educational interest.”

2. When handing back students’ work in class, turn papers over so that grades are not visible. Similarly, don’t leave graded work in the hallway or other public place.

3. Do not talk with parents about your students or their grades, immediately refer them to the faculty member in charge of the course.
Title IX
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.
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.
Scenario 2: Troubling Information

A student in your course, who also happens to be a friend, comes up to you after lecture and wants to speak privately. The student asks for an extension and shares with you that they were unable to complete their assignment on time because they had been sexually assaulted the previous weekend and hadn’t been able to focus. This is not what you were expecting and you are unsure of what to say to your friend. You remember from training that you are supposed to report this sort of thing to the lead faculty member, but this is your friend and you don’t want to break their confidence. Further, you don’t know how to help, as you’ve never dealt with something like this before. What do you do?
Scenario 2: Troubling Information

- What do you do?
  A) Express concern and share a list of resources with the student.
  B) Stop the student in the middle of the story and tell them not to continue because you are a university designated “responsible employee” and will be required to pass along incidents related to sexual assault.
  C) Tell the student that you’ll pass on the request to the faculty member, but keep the reason to yourself.
  D) Something else (be ready to explain).
Reports of Violence, Stalking, and Harassment

- You must report the information you know in a timely manner to your supervising faculty member, department chair, or the Title IX coordinator.
- Be empathetic. Offer support.
- Do not guarantee confidentiality.
- Do NOT take matters into your own hands and investigate on your own.
- You may be asked to assist in the investigation or any remedial efforts implemented.
What Happens When a Report is Made?

- **It does not mean:**
  - a police report is filed.
  - that the student involved is forced to do anything they’re uncomfortable doing.

- **It does mean:**
  - That Title IX will reach out to the student to offer support and help them get in touch with campus resources that can help, including those who do not have to report further details.
  - That the university can do everything it is legally obligated to do to support and protect victims of sexual violence and harassment.
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?

A few, talkative students answer every question
Discussions are unstructured
Shyness
Concern about judgement from instructor or peers

Expectation that learning occurs when instructor is speaking and students are listening
Students need time to think before responding
Lack of preparation
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).
UNEVEN PARTICIPATION

• 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
Set Ground Rules: Expected behaviors for classroom conduct during classroom activities

Sample Ground Rules:

- 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.
INCLUSIVE TEACHING STRATEGIES

• When talking with students during class, communicate clearly—starting on the first day of the semester—about what you expect to happen in the classroom, including your expectations for respectful and inclusive interactions.

• To the extent that is possible (depending on the size of your class), get to know your students and the individual perspectives, skills, experiences, and ideas that they bring into your course.

• Communicate high standards for student learning and achievement in your course and express confidence that every student can achieve these standards.
Create an Inclusive Learning Environment

Promote Fairness

Practice Respect

Foster a Growth Mindset

Washington University
Guidance in Emergencies

Washington University in St. Louis
Emergency Management
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.

emergency.wustl.edu
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
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.
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

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.
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
REMEMBER

Safety is the FIRST priority.