

TA Orientation: August 19, 2015

9:00	Welcome and Opening	Dr. Beth Fisher	Lab Sci 300
		Dean William Tate	
9:20	Maintaining a Safe, Fair, Respectful Environment	Dr. Michelle Repice Ms. Jessica Kennedy	
10:10	Break		
10:15	Fostering a Growth Mindset	Professor Regina Frey	
10:55	Maintaining a Safe, Fair, Respectful Environment	Dr. Beth Fisher Mr. Ty Davisson	
11:10	Teaching Workshops	Teaching Center staff	For locations, see agenda
12:25	Lunch and Small-Group Discussions	Experienced TAs	

TA-TRAINING WORKSHOPS

Improving Presentation Skills

Lab Sci 300

Increasing Student Participation

Lab Sci 250

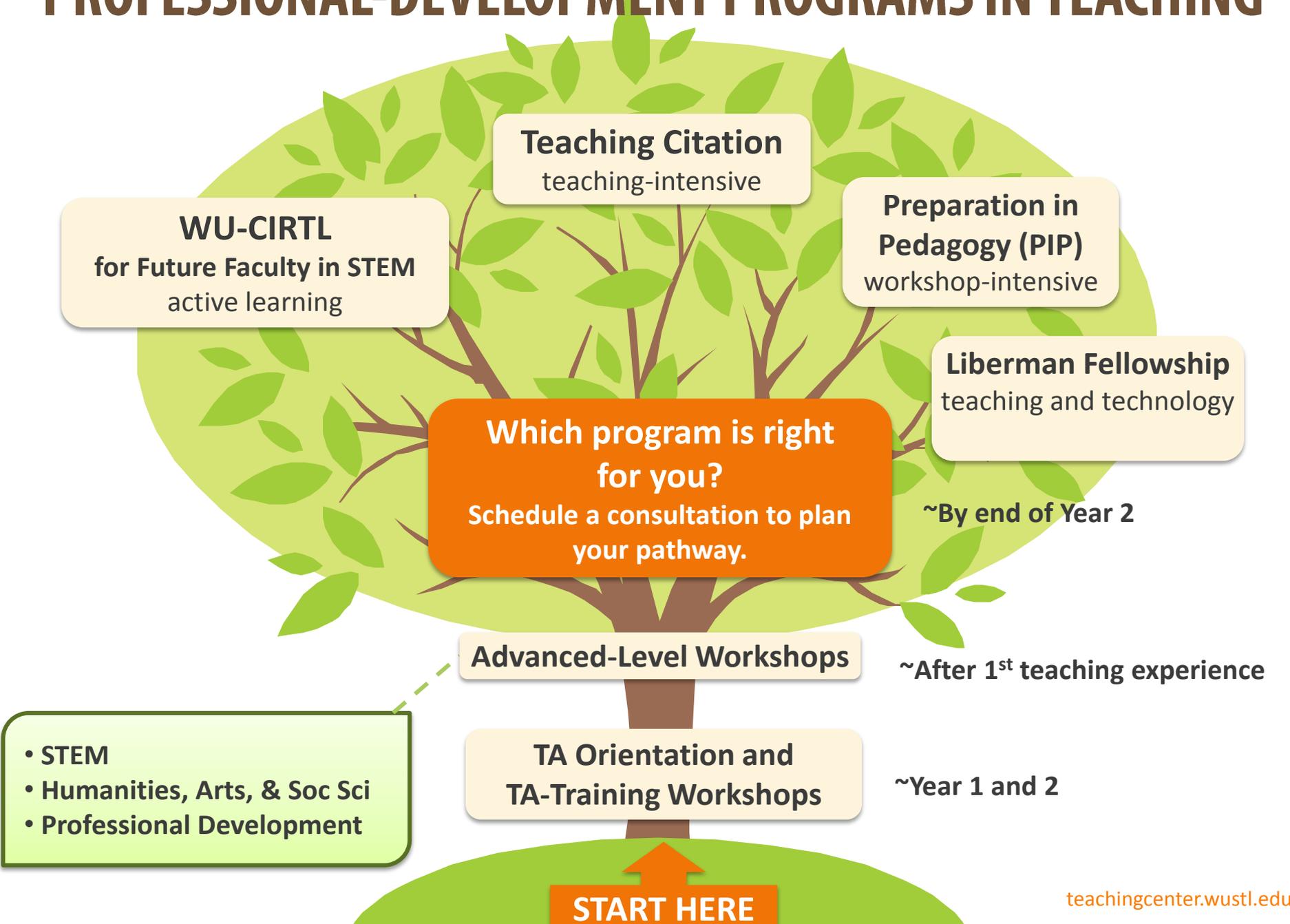
**Fostering an Inclusive Teaching
and Learning Environment**

Lab Sci 201

Teaching a Laboratory Class

Lab Sci 301

PROFESSIONAL-DEVELOPMENT PROGRAMS IN TEACHING



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SITUATION 1

MUSIC FAN 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.

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DEFINITION OF SEXUAL HARASSMENT

Any unwelcome sexual advance, request for sexual favor or other unwelcome verbal or physical conduct of a sexual nature, including sexual violence, whether committed on or off campus, when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
- 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
- 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.

POLICY ON CONSENSUAL FACULTY-STUDENT RELATIONSHIPS

Faculty members and TAs shall not engage in consensual relationships with students whenever a faculty member/TA 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 stops coming to class, then returns but does not participate. Seems upset, maybe depressed.

Discuss for ~3 minutes: What should you do?

- A. Nothing. It is best not to do anything unless the student asks for assistance.
- B. Ask the student to stop by your office hours, then ask what is wrong.
- C. Suggest that the student consult a counselor at Student Health Services.
- D. Pass on what you have observed to the faculty member in charge of the course.

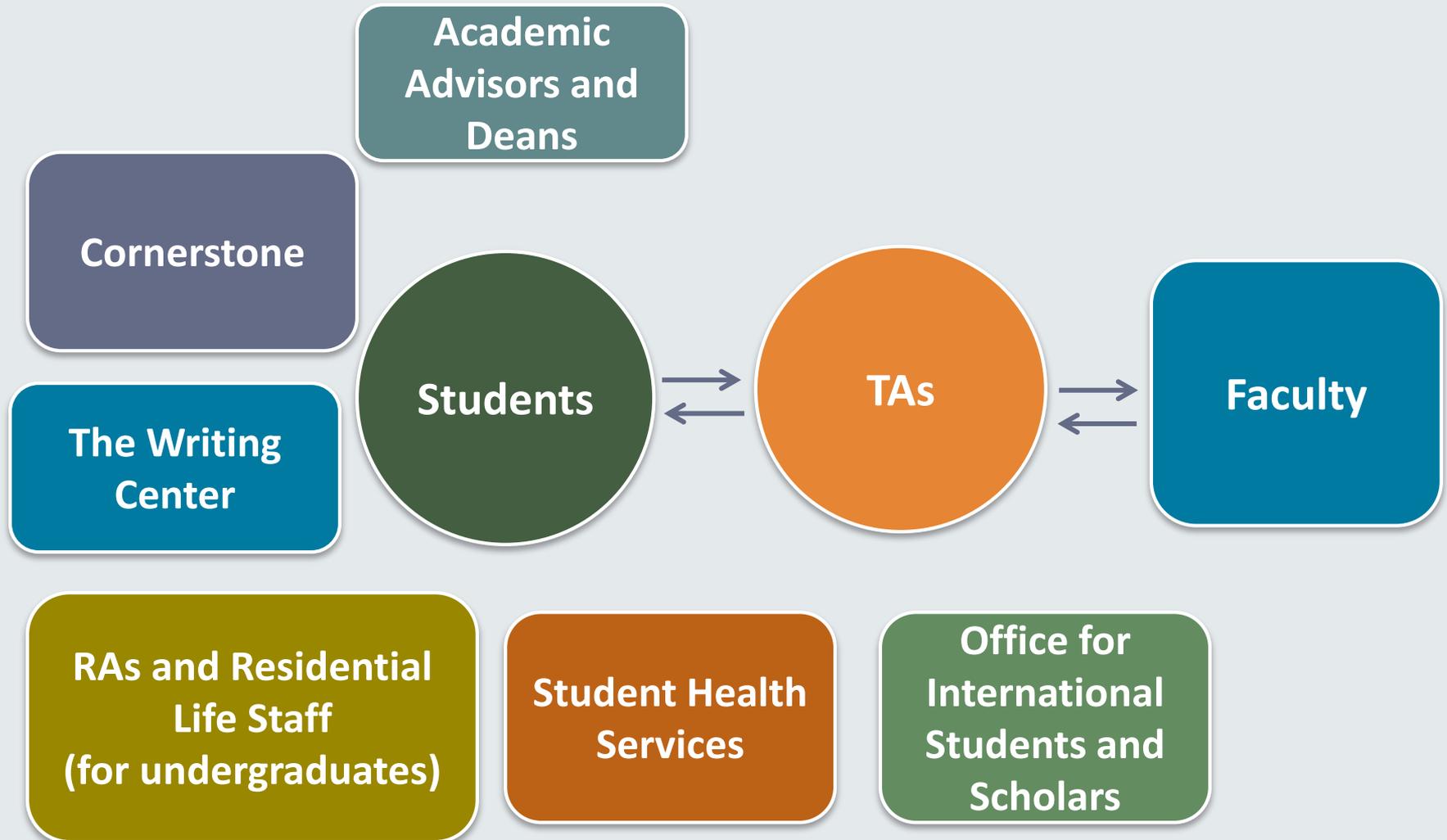
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RESOURCES FOR STUDENTS



SITUATION 2--PLUS

Student stops coming to class, then returns but does not participate. Asks to be switched to another section and reports feeling harassed by another student.

Discuss for ~3 min.: What should you do?

- A. Tell the student to speak with faculty; offer to attend the discussion, if the student wishes.
- B. Tell the student you will talk with faculty about the situation.
- C. Talk with the *other* student to ask the student to stop the behavior.

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REPORTS OF VIOLENCE, STALKING OR HARASSMENT

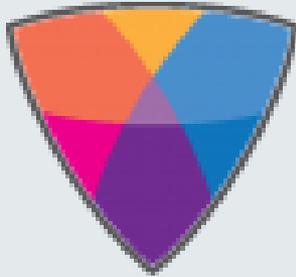
1. Report the information you know in a timely manner to your supervising faculty member, department chair, or the Title IX coordinator.
2. Be empathetic. Offer support.
3. Do not guarantee confidentiality.
4. Do NOT take matters into your own hands and investigate on your own.
5. You may be asked to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



BIAS REPORT AND SUPPORT SYSTEM

brss.wustl.edu

314-935-8118

Center for Inclusion and Diversity

Room 202, Olin Library, Danforth Campus

Director: Dr. LaTanya Buck; latanya.buck@wustl.edu

SITUATION 3

Suspiciously similar homework

Discuss for ~3 min: In addition to reporting what you have observed to your supervising faculty member, what should you do?

- A. Show the work to your peers to get a second opinion and advice on what to do.
- B. Contact the students involved to ask if they collaborated on the assignment.
- C. Continue to grade the students' work and assume that they were unaware that collaboration wasn't allowed.
- D. None of the above

SITUATION 3

Suspiciously similar homework

Discuss for ~3 min: What else should you do?

- A. Show the work to your peers to get a second opinion and advice on what to do.
- B. Contact the students involved to ask if they collaborated on the assignment.
- C. Continue to grade the students' work and assume that they were unaware that collaboration wasn't allowed.
- D. None of the above

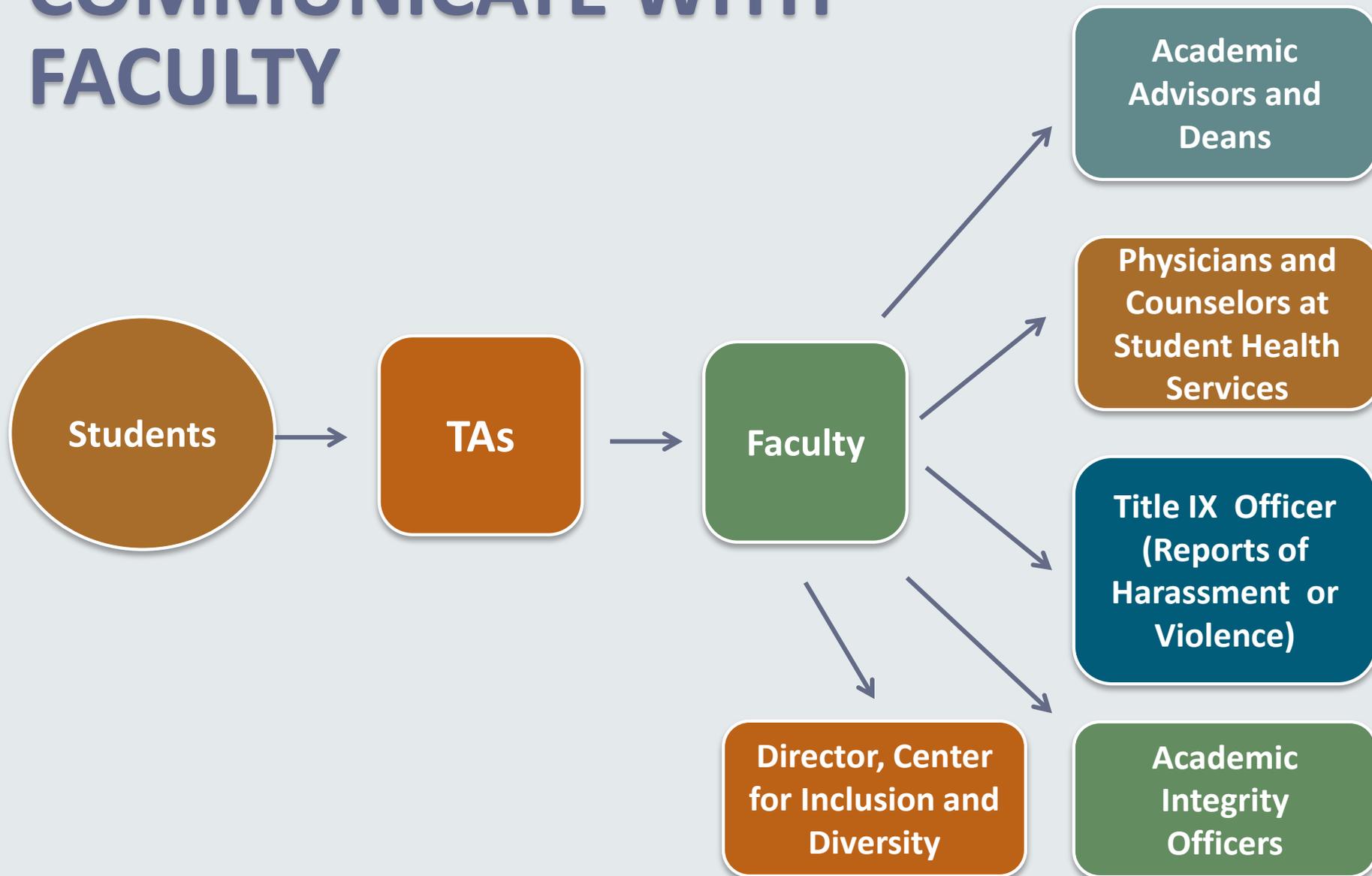
POLICIES AND RESOURCES

Academic Integrity and Privacy of Students' Records

For policies, consult ***TA Handbook*** (online) and

- www.wustl.edu/policies
- graduateschool.wustl.edu/policies-and-guides
- studentconduct.wustl.edu/integrity
 - includes suggestions for TAs and Faculty

COMMUNICATE WITH FACULTY



Break

SITUATION 4

Students report a tornado warning has been issued with ~10 min. of class remaining—just after you distributed a quiz

Before you lead the students to the basement or lowest level of the building, you should . . .

- A. Check emergency.wustl.edu to see if a tornado warning has been issued.
- B. Allow the students to finish the quiz.
- C. Neither of the above. Immediately end class and lead the students to the basement or lowest level of the building.

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Before you lead the students to the basement or lowest level of the building, you should . . .

- A. Check emergency.wustl.edu to see if a tornado warning has been issued.
- B. Allow the students to finish the quiz.
- C. Neither of the above. Immediately end class and lead the students to the basement or lowest level of the building.

TORNADO WARNING

(or warnings of severe weather, in general)

1. Stop class or exam as soon as you are aware of warning.
2. Lead students to lowest level of building, to an interior space; stay there until conclusion of warning. If possible, check local media for updates.
3. Help students find elevator if they cannot use stairs.
4. Use roster to take attendance when you get to the lowest level.

Proctoring Large Exams or Teaching a Lab? Ask instructor for additional procedures.

TORNADO WARNING

(or warnings of severe weather, in general)

Remember: Sirens are tested
first Monday of every month at 11:00 am

FIRE ALARM

1. Stop class or exam as soon as you are aware of alarm.
2. Lead students out of building to Emergency Assembly Point (EAP)
3. Use roster to take attendance when you get to Assembly Point.
4. Stay at Assembly Point until you receive instructions from fire fighters or the instructor

Proctoring Large Exams or Teaching a Lab? Ask instructor for additional procedures.

MEDICAL EMERGENCY

1. Stop class or exam as soon as you are aware of the emergency.
2. Call the emergency number for your location and request Emergency Medical Support (or ask someone else to call).
3. Keep the person as calm as possible and keep other people back.
4. Stay with the person and await first responders.

Proctoring Large Exams or Teaching a Lab? Ask instructor for additional procedures.

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

Before the Semester: Familiarize yourself with the classroom building

Danforth Campus Emergency Preparedness

<http://emergency.wustl.edu>

Fire/Hazardous Material Release

- Activate the nearest fire alarm.
- Close windows and doors, if you can.
- Evacuate the building immediately by following the EXIT signs. Do not use the elevators.
- Walk to the nearest Emergency Assembly Point. Do not return to the building unless told by someone in charge.
- Alert WUJD at (314) 935-5555.

Refer to floor diagram for locations of exits, fire alarms, and fire extinguishers.

Medical Emergency

- Don't move the patient unless in danger at current location.
- Stay with the patient until help arrives.
- Call the emergency number for your location.
- Stay on the phone until given OK.
- Meet emergency personnel and guide them to patient.

Suspicious Person or Activity

Immediately call the WUJD at (314) 935-5555 or from any Blue Light Emergency Telephone to report what you have seen.

Severe Weather/Tornado

- Proceed immediately to the lowest possible level of building.
- Seek cover in interior rooms or halls.
- Remain until "all clear" is issued.

Earthquake

- Do not leave building until shaking has stopped.
- Get under desk or heavy table or brace yourself in hallway or doorway.
- Cover head with arms, books, or other items to protect from falling objects.
- Evacuate building by nearest safe route when shaking stops.
- Report to Emergency Assembly Point and wait for further instruction.

Shooter/Violence

- Leave the building if someone in it is shooting a firearm or committing violence. Notify anyone you may encounter to exit the building.
- If you cannot leave the building, lock or barricade yourself in the nearest room.
- Hide and keep as quiet as possible.
- Call the Campus Emergency number (314) 935-5555 if possible.

Emergency Assembly Point

If you need to evacuate the building, use nearest safe exit. Report to the designated Assembly Point for this building.

Remain at the Emergency Assembly Point until you receive an "all clear" or further instructions.



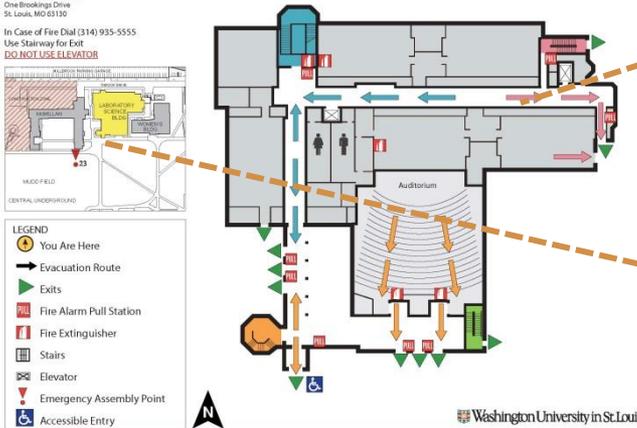
Keep your information current

Washington University can only get emergency information to you if the University knows how to reach you. To keep you informed in an emergency, the University must have your current contact information including your email address, home phone number, and cell phone number. Please go to emergency.wustl.edu and follow the instructions to update your information for the emergency notification system.

THIRD FLOOR

LAB SCIENCE
Building 214 Washington University
School of Arts & Sciences
One Brookings Drive
St. Louis, MO 63130

In Case of Fire Dial (314) 935-5555
Use Stairway for Exit
DO NOT USE ELEVATOR



Emergency Exit Route

LEGEND

- You Are Here
- Evacuation Route
- Exits
- Fire Alarm Pull Station
- Fire Extinguisher
- Stairs
- Elevator
- Emergency Assembly Point
- Accessible Entry

Washington University in St. Louis

What to do in case of emergencies
See also emergency.wustl.edu

Evacuation Route
(e.g. in case of fire alarm)

Assembly Point
(gather here with students)

LEARN MORE

emergency.wustl.edu

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

EMERGENCY PREPAREDNESS: Key Strategies

Before semester

- Review building signage: evacuation route and emergency assembly point
- As faculty about how to respond in emergency during exams, labs, etc.
- Review “what to do” on **emergency.wustl.edu**

During semester

- Remember your role of authority
- Take to each class/exam:
 - Cell phone (note: reliability of coverage varies across campus)
 - Class roster
 - Phone number(s) of supervising faculty

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