

**Reference Guide
to Support
Teaching Experiences
2017 - 2018**



Washington
University in St. Louis

THE GRADUATE SCHOOL

GRADUATE DEAN'S LETTER

Dear Doctoral Student:

Congratulations on progressing to the teaching experience in your academic journey at Washington University in St. Louis.

In undertaking this new role in your graduate education, you join other dedicated PhD students on the Danforth and Medical Campuses. Your teaching experience represents an important academic milestone and learning opportunity as a scholar. The opportunity to grow and to develop as an excellent teacher and communicator in your respective disciplines and fields represents a core academic goal of doctoral education.

The Graduate School has produced this reference to orient and to assist your academic development. The document provides an overview of University policies and expectations, as well as resources available to support your teaching and professional development.

At Washington University, the academic departments establish the teaching requirements for the doctoral programs. Departments provide the primary source of mentoring for the teaching experience through a discipline-specific approach to pedagogy, professional development plans, and feedback in your coursework. The Graduate School and The Teaching Center provide additional interdepartmental resources to support the teaching experience. The Teaching Center organizes the annual University-wide orientation meeting for doctoral students each fall, conducts professional development sessions 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 for additional information about its programs and services.

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

I wish you the best in your doctoral studies.

A handwritten signature in black ink, appearing to read "William F. Tate". The signature is fluid and cursive, with the first name "William" and last name "Tate" clearly distinguishable.

William F. Tate

Dean of the Graduate School and Vice Provost for Graduate Education

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MISSION STATEMENT FOR WASHINGTON UNIVERSITY

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

Our goals are:

- To welcome students, faculty, and staff from all backgrounds to create an inclusive community that is welcoming, nurturing, and intellectually rigorous;
- To foster excellence in our teaching, research, scholarship, and service;
- To prepare students with attitudes, skills, and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
- To be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.
- To this end we intend:
 - To judge ourselves by the most exacting standards;
 - To attract people of great ability from diverse backgrounds;
 - To encourage faculty and students to be bold, independent, and creative thinkers;
 - To provide an exemplary, respectful, and responsive environment for living, teaching, learning, and working for present and future generations; and
 - To focus on meaningful measurable results for all of our endeavors.
- Approved by the Faculty Senate Council April 10, 2012/ Board of Trustees May 4, 2012

THE ASSISTANT TO INSTRUCTOR PROGRAM

How Does the Assistant to Instructor Program Fit Into the University's Mission?

- Assistant to instructors play an important role at Washington University in St. Louis.
- Washington University in St. Louis believes that an important part of a graduate student's professional development involves learning to teach well. Additionally, colleges and universities ask 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. The Graduate School Teaching Requirement for PhD students prepares 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 assistant to instructor provides students with additional academic support. While some assistants to instructors may teach graduate students, generally assistants to instructors will teach undergraduates. The university considers it crucial that assistants to instructors approach their role with a special dedication to undergraduate learning as well as with an enthusiasm for acquiring instructional techniques.

What Are Washington University Undergraduate Students Like?

- Of the 12,000 full-time students enrolled at Washington University, more than 7,000 comprise undergraduate students who represent all 50 states and more than 100 countries. Their diversity extends across gender, race, ethnicity, geography, socio-economic status, age, politics, faith, disability,

sexual orientation, and gender identity. Most entering undergraduates enroll in the College of Arts & Sciences with the rest matriculating to Engineering, Business, and the Sam Fox School of Design and Visual Arts. Admission to undergraduate programs remains highly selective, and for a great many students, Washington University represented their first choice school. Regardless of their personal and career goals, they believe that what they accomplish in their undergraduate experience will be instrumental to success in their adult lives.

- Its niceness and inclusiveness characterize an essential and distinctive aspect of the Washington University culture. For many students, who could have chosen to attend just about any college or university in the country, chose to come here because that culture appealed to them.
- The vast majority of these bright and ambitious students range in age between 17 and 23. They also expect to rise to the challenge of the material in their academic courses. In those instances where students struggle academically or with personal issues, you may see students appear increasingly withdrawn and on the outside of things. If you see a student struggling in any way, take note of it, discuss it with the instructor, and let the student's advisor know of your concerns. The University has a robust support system in place for students, but it requires your participation in that support system.

What Constitutes the Undergraduate Curriculum?

- When undergraduate students enter Washington University, they enroll in one of the schools that offer an undergraduate program: Arts & Sciences, Art, Architecture, Engineering, and Business. (Law, Medicine, and Social Work offer only graduate and professional degree programs.) Undergraduates can take classes

in any of the undergraduate schools. While each school has its own distinct curriculum, the University expects all undergraduates to complete a number of courses offered through Arts & Sciences.

The average course load is 15 units. Thus, you should not be surprised to find students from a variety of schools in your course, section, or lab.

How Do Assistants to Instructors Fit into the Undergraduate Academic Experience?

- Assistants to instructors play an important role in the undergraduate learning experience as they provide key educational experiences within the university. While faculty mentor assistant to instructor experiences, specific mentored teaching experiences differ widely across Schools, within Schools (for example, Arts & Sciences includes natural sciences, social sciences, and humanities), as well as within the different departments and programs themselves. Assistants to instructors can be found assisting in 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. Assistant to instructors will be involved in learning many of these functions. Course responsibilities vary from department to department.
- Depending upon the department, assistants to instructors may progress to greater responsibilities as they become more experienced. Check with your faculty mentor to determine the progression of departmental mentored teaching experiences.

How Does the Assistant to Instructor Role Fit into the Graduate Experience?

- Assistants to instructors play multiple roles, including that of students mastering a discipline to become future professionals and mastering the skills of teaching through study

and practice. Remember that your department's selecting you as an assistant to instructors shows its confidence in your potential to be an effective communicator of the discipline. 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 sharing disciplinary knowledge with others. You must plan ahead: take note of what needs to be accomplished and when, then prioritize your list accordingly. Be sure also to consider what resources—including people—you will need to complete the task. Experienced assistants to instructors and the faculty member for whom you assist can help you estimate how much time your assistance 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, you will have a better idea of how slowly or quickly you can complete a specific task.
- Remember that faculty mentor assistants to instructors. Under the guidance of the faculty, you will develop teaching expertise and a richer understanding of the discipline. Ultimately, the professor of the course for whom you assist decides issues of academic integrity, student grades, or responsibility for material. You should consult with the course professor when you have questions or need advice. You must determine in advance the protocol regarding your relationship with the professor for whom you assist as well as the relationship with your students.

INFORMATION FOR NEW ASSISTANTS TO INSTRUCTORS BEFORE THE SEMESTER BEGINS

Know Your Roles & Responsibilities:

Because your mentored teaching experiences

are department- and course- specific, you should speak as soon as possible with the professor for whom you plan to assist. Consider asking the following questions at your initial meeting:

- What experiences can I expect as I assist in this course? What kind of time commitment can I expect?
- How many and what types of section/lab meetings will I be expected to hold? Will you prepare issues to discuss or will I be responsible for developing the material to be covered?
- Are the students' participation and/or attendance requirements for the sessions/labs for which I am responsible detailed on the course syllabus or should I prepare a handout for the first meeting detailing these expectations?
- Am I expected to attend course lectures? When and where does the course meet?
- What are the required texts? Am I required to select them? How do I obtain desk copies?
- What will my role be in testing, evaluating, and grading students? What criteria should be used?
- What are the standards for determining a pass or fail grade for this course? How will this standard be communicated to the students? Whose responsibility is it to inform students if they are failing? It is important to understand the particulars of the grading system, especially the department philosophy concerning, for example, incompletes. Be sure to check with your department and/or faculty about grading.
- How many office hours should I schedule? Do I have a specified office? If so, how can I get keys to it and to the building?
- What is the protocol you expect me to follow regarding issues of academic integrity, of grade questions, or of students who seem to be at risk academically?
- What is my affirmative obligation to report

certain situations disclosed to me by one of my students? This could include incidents involving sexual harassment, sexual violence, or a student expressing emotional distress.

- What is the protocol for emergency preparedness?

Check Out Your Classroom Facilities & Media

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

Be Prepared

- Students expect and appreciate good preparation. Careful organization of material for presentation indicates that you take seriously your mentored teaching experience. 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 embarrassment in front of students. Probably your preparedness represents the single most important step in gaining respect. Students will admire and respect you if you take their time seriously and have worthwhile things to do with that time.

Be Fair to Students

- As part of your mentored teaching experience, you will have to demonstrate fairness. This section includes a few examples. See links to all Undergraduate, Graduate, and University policies on page 16.
- Fairness is more complicated than usually imagined. Students observe which of their colleagues seem to receive more attention from an assistant to an instructor. In some cases, students have felt that an assistant to an instructor had given an unfair advantage to selected students.
- Sometimes a fine line exists 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.
- Some students will unscrupulously take advantage of you by trying to ingratiate themselves in an effort to do well in a course; others simply seem more compulsive about taking every legitimate advantage to learn; and those who have serious academic problems turn to assistants to instructors for desperately needed help. No matter what the circumstance, you 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 your aid. The same help and information 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.
- Appearances can be deceiving. You may not be giving special advantage to selected students, but others in the class may believe otherwise. Being open and above-board about available types of help and keeping relationships with students professional go a long way in establishing an atmosphere of fairness. This represents one of the most important reasons

why the university frowns upon an assistant to the instructor becoming pals with students. Students who become your social friends may inadvertently learn more than they should about what will be on a test; and, even if not the case, other students in the course may assume that your student friends have gained more information because of the appearance of a close relationship.

Communicate in Inclusive Language

- As a teaching and research institution dedicated to promoting education in a global forum for a culturally diverse population, Washington University considers the use of socially responsible language especially important.
- We must meet the challenge facing all people in education by communicating with each other in a manner that does not reduce people to an inferior status or ostracize them because of age, color, sex, sexual orientation, gender identity, faith, race, disability or national origin.
- Inclusive best practices suggest that we should avoid the use of the pronouns “he/she” and “him/her.”
- Racial slurs of any sort represent 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 you call on also form a “classroom culture” which may either promote or detract from an inclusive atmosphere.
- We admit the difficulty in determining acceptable and unacceptable terminology. However, although terminology may change over time, consider it always inappropriate to use racial slurs or derogatory comments about ethnicity or to make jokes that center on race, sex, sexual orientation, gender identity, national origin, faith, social status, or disability.
- When serving as an assistant to an instructor, you must 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 represents 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 it offended them, and the incident becomes a learning situation for all. Be willing to listen to students who express concern or offense by a comment and be appreciative of their sensitivity. Furthermore, texts and articles that have important value often contain excluding or questionable words. Be sure to point out to your students any language that you find problematic in resources you use, and use that as a teaching opportunity to discuss the implications of language.
- For an expanded discussion of these basic concepts, see Lilia I. Bartolome, *Ideologies in Education: Unmasking the Trap of Teacher Neutrality*, Studies in the Post- modern Theory of Education, 2008.
- Also see the University Policy on Discrimination and Harassment.

How to Address Requests for Personal Advice

Students, particularly undergraduates, often seek advice from assistants to instructors. While the students may begin with academic concerns, they may end up seeking personal counsel. As you surely know, personal matters and academic issues frequently go hand in hand. If a student does seek personal advice, it is likely to be most constructive to:

1. Follow procedures provided by your department.
2. Listen carefully to understand how the student sees the situation, and tell the student that you will discuss the problem with a faculty member and that one of you will get back in touch with the student.
3. Consult with those people who can help

plan and help the student find the campus resources that would be the most helpful. Remember that your primary responsibility is the student's academic development and that your expertise lies in your discipline.

- Even if students do not come to you directly about a problem, you may notice signs in their written work or in their class behavior that indicate they may be grappling with personal difficulties. If such a case arises, you should bring your observations to the attention of a faculty member or chairperson in your department, the “Dean of the Day” in the College of Arts & Sciences Office, or the Student Health Service 314-935-6695 at <https://shs.wustl.edu/Pages/default.aspx>.
- Because of the authority and responsibilities you have as an assistant to an instructor, you may also have an affirmative obligation to report certain situations disclosed to you by one of your students. Please note that you cannot guarantee confidentiality to a student who comes to you for personal advice. You should be honest with the student regarding your obligations to share information that might reveal, e.g., a threat to the student's safety or well-being or criminal activity, with certain administrators. The University will protect the confidentiality of the information disclosed as best it can while also carrying out its obligations under the law.

Where to Refer Students in Crisis

- If a student appears to be in a psychological or personal crisis, (i.e. you think the student might cause harm to self or someone else), stay with the student and call WU Police 314-935-5555 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 314-935-6695. If after hours, call 314-935-6666 and press option 1. For the Sexual Assault Coordinator, call 314-935-8761. For

more information on what you can do to help students with emotional health concerns, including how to recognize warning signs and make referrals, access SHS online at: shs.wustl.edu/MentalHealth/Pages/What-Can-I-Do.aspx or call 314-935- 6695.

How to Direct Students to Campus Resources

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

Dean's Offices

- If a student has stopped coming to class or has exhibited difficulty completing course requirements, concerned faculty or assistants to instructors may contact the dean's office in the appropriate school: the College of Arts & Sciences 314-935-6800; Olin School of Business, Undergraduate Student Services 314-935-6315; Sam Fox School of Design & Visual Arts, Associate Dean's office 314-935-6532; School of Engineering, Engineering Student Services 314-935-6100. If the student is in one of the graduate or professional schools, you may contact the director of graduate studies in the appropriate department, division, or school.

Cornerstone: The Learning Center

- Located on the first floor of Gregg Hall on the South 40, represents the hub of academic support at Washington University. Services include peer mentors (students recommended by faculty because of their expertise and training) and study skills/time management assistance, and many other useful academic resources. Specific programs, such as Peer Led Team Learning (PLTL), Residential Peer Mentors (RPMs), and Academic Mentors help to improve student understanding of materials in select courses.

- In addition, Cornerstone conducts graduate and professional exam prep courses (including the MCAT and GRE). Cornerstone also administers TRiO, a federally-funded program that offers advising, leadership development, financial assistance, and other support to low income students, the first in their family to go to college, and/or have a documented disability. Call 314-935-5970 or visit cornerstone.wustl.edu.
- Cornerstone also includes [Disability Resources \(DR\)](#), the official resource for students with disabilities and students with suspected disabilities. DR assists students with disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. Students can visit the DR website, disability.wustl.edu, to review the process for using and requesting accommodations.

Engineering Communication Center

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

English Language Programs

- The ELP provide classes, tutorials, appointment-based help, and other forms of support designed to strengthen English language skills for academic and professional communication. ELP staff can consult with instructors about effective ways to support multilingual students and can consult with students to analyze their communication needs and develop a plan for support based on these needs and the individual's academic and professional goals. As part of the Office for International Students and Scholars, the ELP is located in the Stix International House. Contact the ELP or visit

<https://oiss.wustl.edu/english-language-programs/> for more information.

The Writing Center

- A free service for all Washington University students, both graduate and undergraduate, offers one-on-one writing tutorials and a variety of writing seminars designed to help students become better writers.
- The staff of the Writing Center believes that engaging in a dialogue with a real person helps everyone figure out and articulate their ideas more clearly. In the Speaking Studio, students can obtain help with oral presentations, including video-recording a practice speaking session. The staff works with writers and speakers at any stage of the process, from brainstorming to final drafts and presentations. This student-centered, non-directive and collaborative service has no affiliation with any specific class or department but instead respect and value students' ownership of their own work and ideas. The Writing Center focuses on helping students achieve their goals by strengthening and clarifying their own thinking, which helps them to strengthen and clarify their writing and speaking. They also work with instructors to create seminars and presentations specific to their courses, and they gladly meet with faculty and assistants to instructors to discuss what might work well for their students. The Writing Center is located in Olin Library in the northwest corner of Level 1; students can make an appointment online through the website at writingcenter.wustl.edu. For additional information, such as the latest schedule of seminars, please visit the website at writingcenter.wustl.edu.

PEDAGOGICAL OPPORTUNITIES AND TEACHING REQUIREMENTS

- At Washington University, each department serves as the primary source of Mentored Teaching professional development, through course-specific instruction in pedagogy. The Graduate School and The Teaching Center, in addition to departments, provide additional opportunities for graduate students to develop their teaching skills.
- The chart below outlines the three levels of teaching development, starting with the elements required by the departments and the Graduate School.

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

Graduate School Teaching Requirement for PhD Candidates

- The Graduate Council (effective with PhD students entering Fall 2004) approved a Graduate School Teaching Requirement for PhD candidates. 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).

- The communication of knowledge and ideas to others remains central to effective teaching. Our PhD candidates should gain, during their graduate training, that experience by satisfying teaching requirements which emphasize differences in communication skills that come with different levels of responsibility within any field.
- PhD candidates should demonstrate teaching competency at the basic level and at the advanced level. For more information, students should consult the Director of Graduate Studies for their degree program for discipline-specific guidelines on fulfilling the requirement. The full text of the Graduate School Teaching Requirement can be found at:
- http://graduateschool.wustl.edu/current_students/degree-requirements/teaching-requirement

Mentored Teaching Experiences

The mentored teaching experience varies widely across the disciplines. They may include assisting faculty in the preparation, instruction and grading of an undergraduate course; tutorial responsibilities; monitoring the laboratory segment of an undergraduate course; and, in some instances, full course responsibility.

- Teaching Development - Each department serves as the primary source of mentored teaching, through course-specific mentoring, evaluation and through discipline-specific instruction in pedagogy.
- University-wide Teaching Orientation - All students participating in mentored teaching for the first time must attend the annual Teaching Orientation organized by the Teaching Center.
- The Teaching Center also sponsors interdisciplinary seminars on teaching topics specifically designed for graduate students. PhD students may enroll in individual seminars or as part of the Teaching Citation Program.
- Reference Guide to Support Teaching Experiences - The Graduate School has produced the Reference Guide to Support Teaching Experiences in order to provide every graduate student with an overview of University policies and expectations, as well as resources available to support graduate students' teaching and professional development.

For more information on Mentored Teaching Experiences, contact your Graduate Program Director.

RESOURCES

The Teaching Center

- Located in Eads Hall, The Teaching Center provides formalized professional development in pedagogy for graduate students in their current experiences as assistants to instructors and as they prepare for future teaching positions. By participating in Teaching Center symposia, consultations, and professional-development programs, graduate students can learn about effective pedagogy, investigate the Scholarship of Teaching and Learning (SoTL), reflect on and develop their own teaching expertise, and participate in a learning community.
- The PhD staff at The Teaching Center work closely with faculty, the Graduate School, and the Teaching Center's Graduate Student Advisory Group to plan and develop our graduate student programs, including the following:
 - Interactive sessions and seminars on teaching (more information below)
 - Annual, University-Wide Graduate Student Teaching Orientation
 - Professional-development programs, such as The Teaching Citation, the WU-CIRTL Program for Future Faculty in STEM, and the Preparation in Pedagogy Program. (See below for more information on these programs).
 - Individual consultations on topics related to our professional-development programs and on specific teaching topics, such as increasing student participation or delivering a lecture, as well as writing a teaching philosophy statement, and applying for faculty positions.
 - Feedback on teaching (offered via a review of video-recorded classroom teaching).
 - Classroom support, including training on the multimedia in university-managed classrooms.
 - Information about all Teaching Center

programs and services, as well as teaching resources including handouts and videos featuring award-winning WU faculty, may be found by contacting the Teaching Center.

Teaching Seminars

- Teaching Center seminars bring together graduate students from various disciplines to learn about and discuss effective pedagogy in an interactive format. Departments and graduate student groups sometimes co-sponsor these events
- Regular offerings include the following:

Introductory Level

- Foundations in Teaching (satisfy departmental requirements for Mentored Teaching Experiences): These introductory-level seminars introduce assistants to instructors to effective teaching practices prior to, or during, their first semesters of teaching at Washington University. Topics include strategies for managing a classroom, grading, improving presentation skills, and teaching a lab or discussion class. Graduate students enrolled in departments that require their participation in these seminars have priority to register.

Advanced Level

- Professional Development in Teaching: These multi-disciplinary, advanced-level seminars provide instruction in pedagogy and in preparing to apply for academic positions. Topics include, Writing a Teaching Philosophy Statement, Teaching with Technology, Creating a Teaching Portfolio, and Developing a Teaching Talk for Academic Job Interviews.
- Pedagogies in the Humanities, Arts, and Social Sciences: The Teaching Center designed these advanced-level seminars for graduate students and postdocs in the humanities, arts, and social sciences who are teaching their own courses or preparing for future academic positions. Drawing on

research on teaching and learning, topics include incorporating active learning into lecturing, teaching with writing, strategies for inclusive teaching, and structuring and facilitating effective discussions.

- STEM Pedagogies (for graduate students and postdoctoral appointees in Science, Technology, Engineering, and Mathematics): Designed to prepare future faculty in STEM, these advanced-level interactive sessions integrate research, practice, and reflection on teaching and learning. Topics include designing and implementing specific active-learning pedagogies, applying cognitive science to improve teaching, and fostering inclusive teaching in STEM.
- Seminar Series on Writing a Teaching Philosophy Statement: These programs for advanced graduate students combine instruction on writing a Teaching Philosophy Statement with the opportunity to participate in small, multi-disciplinary peer-review writing groups over a four or six-week session. Participants engage in peer discussions of teaching that help develop an engaging, specific, and coherent teaching philosophy for the academic job search.

Professional-Development Programs in Teaching

- To learn more, or to get started on one of these programs, please schedule a consultation with The Teaching Center.

The Teaching Citation

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

methods and to prepare and apply for academic positions.

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

The Preparation in Pedagogy Program

- Open to PhD Students and Postdoctoral Appointees
- This program provides a framework for graduate students and postdoctoral fellows to learn about effective pedagogy through the completion of teaching seminars, one semester of teaching (with observation and feedback), and the writing of a teaching philosophy statement. Although similar in structure and goals to the Teaching Citation, this program differs in the distribution of requirements. The Preparation in Pedagogy program requires participation in more advanced-level seminars and fewer documented teaching experiences than the Teaching Citation program, making it particularly well-suited for graduate students from departments with fewer opportunities to teach.

The Washington University CIRTl (WU-CIRTl) Program

Open to Graduate Students and Postdoctoral Appointees in STEM

- Graduate students and postdocs who participate in the WU-CIRTl program will gain pedagogical knowledge and experience in preparation for future faculty positions

in STEM fields. This program evolved as a product of the university's membership in the NSF-supported CIRTTL network—a network of 46 universities dedicated to improving teaching and learning in STEM. (CIRTTL stands for the Center for Integrating Research, Teaching, and Learning).

- Participation in the WU-CIRTTL program begins with attendance at one or two events and may extend to multi-year participation at one of four levels: Community Member, Associate, Practitioner, or Scholar. All levels include participation in The Teaching Center's STEM Pedagogies Seminars, as well as other professional-development opportunities, offered at Washington University and online.
- Opportunities for extensive training in the Scholarship of Teaching and Learning (SoTL) begin at the Practitioner level and can continue via the completion of a Washington University STEM Teaching as Research (WU-STAR) Internship in the Scholarship of Teaching and Learning (SoTL). WU-STAR interns design and implement a SoTL project in a WUSTL course, with mentoring and training by The Teaching Center and WUSTL faculty. The Practitioner and Scholar levels also include teaching during at least one semester (with observation and feedback). For more information, visit The Teaching Center.

Learning Communities

The Graduate-Student Advisory Group

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

The Graduate Teaching and Learning Community

- The GTLC, an interdisciplinary, collaborative group of graduate students, explores teaching practices and professional development in teaching. With support from The Graduate School, the group meets monthly during the semester to discuss relevant teaching and learning issues in a relaxed and supportive environment. Facilitated by graduate student members of the Teaching Center's Advisory Group, the meetings follow semester-long themes on topics such as applying for academic jobs, creating a new course, or troubleshooting your teaching.
- **Additional Resources for International Assistants to Instructors:** International students serving as assistants to instructors might face challenges such as teaching in an educational system, culture, and/or language to which they continue to adjust. Washington University's English Language Programs (ELP) can help international students perform effectively amid such challenges and adjustments. The ELP administers the ELP Teaching Exam to assess readiness for assistant to instructor duties and offers a broad range of services to strengthen English communication skills. These services include:
- **Courses:** Ten to twelve ELP courses per semester address skills including conversation skills for networking and research writing for the sciences. One course, U15 470 (Language, Culture, and Interaction Strategies for Teaching), focuses on the communication skills required for communicating in instructional settings including the classroom, lab, and office hours. See ELP course listings at <https://courses.wustl.edu/CourseInfo.aspx?sem=-FL2017&sch=U&dept=U15> for details.
- **Tutorials:** Credit-bearing tutorials provide customized, weekly one-on-one instruction in skills such as research writing. Resources include free appointment-based tutorials

for occasional or one-time help with a task such as a presentation or paper.

- **Conversation practice:** For informal practice in conversational English, international students can join English corner, the ELP's free weekly conversation group.
- International students who refine their English communication and intercultural skills can not only work more effectively with undergraduates and engage more actively with academic life in their departments, but also enhance their readiness and competitiveness as they pursue a career.
 - Contact the ELP or see <https://oiss.wustl.edu/english-language-programs/> for more information.

NOTES ABOUT UNIVERSITY POLICIES AND PROCEDURES

Introduction

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

Consensual Faculty-Student Relationships

Washington University adopted a Consensual Faculty-Student Relationship Policy in April 1996. The complete text can be found at <https://wustl.edu/about/compliance-policies/human-resource-policies/consensual-faculty-student-relationships/>

- For purposes of this policy, assistants to instructors 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 assignments, 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 assistants to instructors 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 assistants to instructors to be sensitive to the perceptions of other students that a student who has a consensual relationship with an assistant to an instructor may receive preferential treatment from the assistant even when the assistant has no professional responsibility for the student.

Discrimination and Harassment

Washington University's Policy on Discrimination and Harassment prohibits discrimination and harassment on the basis of race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information.

Discrimination is generally defined as a materially adverse action affecting the terms and conditions of employment or academic status that is taken because of an individual's race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information.

Harassment is a form of discrimination. It is generally defined as unwelcome conduct, on or off campus, that is based on race, color, national origin, age, religion, sex, sexual orientation, gender identity or expression, veteran status, disability or genetic information, that (1) is subjectively and objectively offensive, (2) is

severe or pervasive, and (3) has the purpose or effect of unreasonably interfering with an individual's work or educational performance and creating an abusive, hostile or intimidating environment for work or learning. Whether particular conduct constitutes harassment often depends on the totality of the circumstances.

Sexual harassment is a form of discrimination based on sex. It may include unwelcome sexual advances or other non-consensual conduct of a sexual nature, when: (1) submission to or rejection of such conduct is used as a basis or threatened basis for employment decisions or for academic evaluation, grades, or advancement, or (2) 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.

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

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

Allegations of Sexual Harassment

- A person who believes they have 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 Title IX Office.

- 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 as described in the Policy on Discrimination and Harassment.
- The complete text of the Policy on Discrimination and Harassment can be found at <https://hr.wustl.edu/policies/Pages/Discrimination-AndHarassment.aspx>.
- Discrimination and Harassment Coordinators for the Danforth Campus:

Coordinators:

- Apryle Cotton, Assistant Vice Chancellor for Human Resources: 314-362-6774
- Jessica Kennedy, Director, Title IX Office & Title IX Coordinator: 314-935-3118

Family Educational Rights and Privacy Act (FERPA)

- As assistants to instructors, you are expected to adhere to the University's FERPA policy, which governs the privacy of student education records and information learned from those records. You may review the University's FERPA policy at: <https://registrar.wustl.edu/student-records/ferpa-privacy/washington-university-ferpa-policy/>. Under FERPA, student education records are entitled to protection from disclosure, subject to a few limited exceptions. Education records include those records directly related to a student and maintained by the University. Examples of student records entitled to FERPA protection include student coursework, grade reports,

transcripts and disciplinary records. Student grades or other student work should not be posted publicly or left outside of an office, particularly if they contain any personally identifiable information.

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

Academic Integrity & Undergraduate Students

- Washington University exists to facilitate the pursuit, acquisition, and transmission of knowledge. Academic integrity is essential to our activity as researchers, teachers, and students. As an assistant to an instructor, you should foster academic integrity as well as prevent cheating. You should consult with your faculty about your role and familiarize yourself with the following general guidelines below, academic integrity policies for undergraduate students at <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>; and graduate student policies at <https://graduateschool.wustl.edu/policies-and-guides>.

What Can You Do To Discourage Integrity Violations?

- Student 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. You can do several things to discourage such behavior and foster a positive environment.

- Give clear direction to students about what constitutes acceptable behavior.
- Make clear that plagiarism, cheating, data fabrication, and other forms of academic dishonesty are unacceptable and counterproductive.
- If you do encounter unethical behavior in the class, do not avoid it—engage with it.
- Remember that integrity violations occur in all classrooms, not just yours. More often than not, student panic, pressure to make good grades, fear of failure, or poor habits drive academic misconduct.
- Sometimes students are truly confused about what constitutes cheating. Do not expect that most students will have already learned about acceptable academic conduct from their high school experience, especially concerning the meaning of plagiarism.

How Can You 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: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. Caution students that you will not hesitate to take an integrity question to the Dean’s Office (or to the lead instructor if assisting an instructor) since that process ensures fairness. Make sure that your students understand that you view integrity as an important element in your class and for your own work.

How Can You Best Clarify the Rules for Citation and Collaboration?

- If you expect formal citations, recommend or even require that a particular manual or style sheet be used. If you assign take-home exams, clearly state whether students may consult sources and whether they should be cited.
- If you give homework on a regular basis, you must define whether collaboration is acceptable or not, and if so, what level of collaboration. Rules about group projects require clarity.
- Writing the rules and giving each student a copy represent the best way to make your expectations clearly understood.

What Preventive Measures Can You Take to Reduce Integrity Infractions on Tests and Papers?

Tests

- Testing in a crowded room often invites cheating, with temptation particularly high with students seated close together under exam conditions. Some recommendations for testing include:
 - On multiple-choice or short answer tests, make two or three versions by mixing up the order of the questions.
 - Instruct students to put all books and belongings in the front or back of the room before taking an exam.
 - Issue dated and numbered blue books.
 - Construct a seating chart in advance to discourage collaboration.
 - If room permits, avoid having students sitting right next to one another or right in front or behind one another.
 - If room does not permit and the desks are not fixed to the floor, turn every other row in the opposite direction.
 - Be sure to observe the entire room during the exam by walking around the room and standing in the back.

- If you believe that students may be taking exams for others, consider checking IDs.

Papers

- Certain prudent steps make it more difficult for a student to turn in a plagiarized paper or someone else's work. They include:
 - Make absolutely sure your expectations regarding citation are clearly understood; a short lesson about attribution is always a good idea. Provide guidance in the syllabus.
 - Let students know you are open to discuss citation issues in office hours.
- Constructing a list of acceptable sources also makes checking doubtful passages easier.

What Can You Do If A Student Cheats or Plagiarizes?

Before accusing a student of any integrity infraction, ensure the evidence supports the accusation. You must base your accusation on more than mere suspicion. Taking the matter before an Academic Integrity Committee requires you to convince a majority of the Committee of the likelihood that the student breached the rules of academic integrity.

- For assistants to instructors, suspected integrity issues should be taken to that faculty member.
- In the College of Arts & Sciences (undergraduate students) call Dean Sean McWilliams at 314-935-7353.
- In University College, call Dean Mark Rollins at 314-935- 6700.
- In Engineering, call Dean J. Christopher Kroeger at 314-935-6169.
- In Business, call Dean Steve Malter at 314-935-7159.
- In the Sam Fox School, call Dean Cris Baldwin at 314-935-6532.
- Questions regarding academic integrity of graduate students in Arts & Sciences should be addressed to Dean Sheri Notaro at 314-935-6831.

POLICIES

- Each university community has its own set of policies and procedures of which each student should be familiar.
- They revise their policies frequently, and the most current versions can be found on the websites listed below. The following represents a partial list of policies and procedures relevant to graduate students in Arts & Sciences at Washington University.
- College of Arts & Sciences Policies
<http://college.artsci.wustl.edu/policies-procedures>
- Graduate School Policies
<http://graduateschool.wustl.edu/policies-and-guides>
- University Policies
<http://wustl.edu/policies>

CONTACT INFORMATION

- For assistants to instructors, we recommend that you first talk to that professor about issues that affect your students. First consult with the teaching faculty director in your department and then call the appropriate office on the list below if you feel an undergraduate student needs special help, or if you want advice on how to handle a student concern.

COLLEGE OF ARTS & SCIENCES

Jennifer R. Smith, Dean 314-935-7747
Sean McWilliams, Assistant Dean & Director, Academic Success..... 314-935-7353

OMBUDSPERSON

Jessica Kuchta-Miller 314-379-8110

BUSINESS

Steven Malter
Associate Dean and Director of Undergraduate Programs..... 314-935-6315
TBD
Associate Dean and Director of Graduate Programs (MBA) 314-935-8391

ENGINEERING

Chris Kroeger, Associate Dean..... 314-935-6169

SAM FOX/ART & ARCHITECTURE

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

STUDENT SERVICES

Dr. Lori S. White, Vice Chancellor for Student Affairs 314-935-4526
Rob Wild, Dean of Students 314-935-4329

HABIF HEALTH & WELLNESS CENTER (STUDENT HEALTH SERVICES) 314-935-6666

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

Located in Nathan Dardick House, South 40

Tamara King

Associate Vice Chancellor for Student Support and Wellness..... 314-935-4174

Dr. Alan Glass..... 314-935-9626

Assistant Vice Chancellor for Student Affairs and Director, Habif Health & Wellness Center

RELATIONSHIP & SEXUAL VIOLENCE PREVENTION CENTER

Kim Webb, Director 314-935-8761

TITLE IX OFFICE

Jessica Kennedy, Coordinator..... 314-935-3118

OFFICE FOR INTERNATIONAL STUDENTS & SCHOLARS

Kathy Steiner-Lang

Assistant Vice Chancellor & Director of OISS 314-935-5910

JUDICIAL ADMINISTRATOR

TBD

Associate Dean of Students/Director of Student Conduct..... 314-935-4526

ACADEMIC LEARNING RESOURCES: CORNERSTONE 314-935-5970

DISABILITY RESOURCES

Libby Lessentine, Academic Services Coordinator 314-935-4062

WRITING CENTER

Robert Patterson, Director 314-935-9817

IN CASE OF EMERGENCY:

Danforth Campus—314-935-5555 (on campus: 5-5555)

Medical Campus—314-362-4357 (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.

CREDITS:

The Reference Guide to Support Teaching Experiences is produced by the Graduate School.

Editor: Associate Dean Sheri R. Notaro, The Graduate School.

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