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For locations, see agenda.
Teaching Citation for PhD students
Teaching-intensive program in evidence-based teaching across the disciplines

Which program is right for you?
Schedule a consultation to plan your pathway!

WU-CIRTL* Program for future faculty in STEM
Experiential learning of pedagogies that improve learning and retention of diverse students
*Center for the Integration of Research, Teaching and Learning

Preparation in Pedagogy (PIP) for graduate students and postdocs
Workshop-intensive program in evidence-based teaching across the disciplines

Advanced-Level Workshops
STEM Pedagogies
Pedagogies in the Humanities, Arts, and Social Sciences
Professional Development in Teaching
Strategies in critical reading / Collaborative learning / Writing a teaching philosophy statement / Creating a teaching portfolio

Preparation for Mentored Teaching
Graduate-Student Teaching Orientation
Foundations in Teaching Workshops
Managing a classroom / Fostering inclusion / Effective strategies for lecturing, facilitating discussions, and group work

START HERE

teachingcenter.wustl.edu
RESOURCES FOR STUDENTS

- Cornerstone
- Academic Advisors and Deans
- The Writing Center
- Students
- Assistants to Course Instructors
- Faculty
- Student Health Services
- RAs and Residential Life Staff
- Office for International Students and Scholars
- Center for Diversity and Inclusion
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
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.
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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
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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.
Break
“Universities create knowledge and ideas, and better ideas and decisions come from groups of people with different backgrounds and experiences.”
Provost Holden Thorp
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
- Shyness
- Expectation that learning occurs when instructor is lecturing, students taking notes
- Lack of preparation
- Discussions are unstructured
- A few, talkative students answer every question
- Students need time to think before formulating a response
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
Create an Inclusive Learning Environment

- Promote Fairness
- Practice Respect
- Foster a Growth Mindset
Promote Fairness

- Strive for equal access to learning
  - Explain expectations and requirements
  - Vary your methods; combine lecture, discussion, and group work with time for reflection
  - Avoid slang and acronyms; explain cultural references
  - Remember that students’ access to resources may differ (e.g. SMART phones and laptops, free time, materials, transportation, credit cards)

- Apply evaluation criteria consistently
Practice Respect

- Interact with students as individuals who have multi-faceted identities
  - Avoid making assumptions
  - Learn and use students’ names and tell students how to address you
  - Ask students to introduce themselves by preferred names and pronouns; Repeat names to learn pronunciation
- Establish and maintain expectations for respectful interaction at start of the semester
Foster a Growth Mindset

- Understand missteps and mistakes as opportunities to learn
- Express confidence that all students can learn
- Prompt students to explain answers and deepen thinking
- Encourage and model exploration of different perspectives and ways to solve problems
Learn More, Do More

Center for Diversity and Inclusion

STUDENT AFFAIRS AT WASHINGTON UNIVERSITY
Danforth University Center
diversityinclusion.wustl.edu

BIAS REPORT AND SUPPORT SYSTEM

THE TEACHING CENTER
Faculty Guidance in Emergencies
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.

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

emergency.wustl.edu
Notification:
WashUAlerts
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
Scenarios:

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

emergency.wustl.edu
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.
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FOUNDATIONS IN TEACHING WORKSHOPS

- Improving Presentation Skills
  Lab Sci 300

- Grading and Responding to Students’ Concerns About Grades
  Lab Sci 201

- Who’s in Charge Here?
  Lab Sci 301

- Teaching with Discussion
  Lab Sci 250