Teaching Assistant Handbook

Fall 2012

http://grad.uark.edu/dean/ta-support.php

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University of Arkansas Teaching Assistant Handbook
Produced by the Teaching Assistant Effectiveness Advisory Committee (TAEAC)

Foreword from the Deans of the Graduate School

Welcome to the University of Arkansas and to the teaching profession! As a teaching assistant (TA) you are highly valued here, both as an instructor and as a graduate student. The Graduate School and International Education and the Teaching Assistant Effectiveness Advisory Committee are here to support you and assist you.

Whether you are a brand new teaching assistant or have been teaching for some time, we hope you will find this handbook useful—not once or twice, but often. There are so many topics and issues to be aware of as you teach your course or lab. We hope you will use this handbook as a guide and also as a reference for locating further information on a variety of topics of interest to teaching assistants and instructors.

As a teaching assistant, you are the face of the University and of your department to the students whom you teach. We want to help you be fully prepared—confident in your subject and knowledgeable of the resources available to you, and of your rights and responsibilities in your teaching role. And, we want you to know that we support you in this endeavor.

We want to congratulate you on choosing teaching as a profession because it is one of the most enjoyable and honorable professions on which one can embark. Please feel free to call upon us if we can be of assistance to you. We're here to help.

We'd like to extend our sincere thanks to the Teaching Assistant Effectiveness Advisory Committee for developing and writing this TA handbook, and particularly to Karen Sebold, Ph.D. student, Public Policy; Dawna Shin, Ph.D. student, Philosophy; and Matthew Smith, Ph.D. candidate, Biological Sciences; and to Diane Cook, Director of Graduate Student Activities, for the many hours of work they contributed to its completion.

Sincerely,

Kim Needy, Ph.D.
Dean
Graduate School and
International Education

Patricia R. Koski, Ph.D.
Associate Dean
Graduate School and
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The University of Arkansas Teaching Assistant Handbook

Learning more about teaching is an option at every juncture in an academic career. However, what faculty believe about learning to teach will influence their attempts to learn. If they think teaching excellence is mostly a function of natural ability or the mastery of a few techniques, or if they believe development is best approached by emulating others, those beliefs stymie the kind of growth that sustains teachers and makes their teaching inspired. For career-long growth, teachers need to see learning to teach as an ongoing process with more challenging than easy answers and with authenticity better growth from within than from emulation.

From: Tomorrow's Professor Msg. #1070 *Mistaken Beliefs About Learning to Teach*
retrieved at Stanford Center for Teaching and Learning (http://ctl.stanford.edu)

Where to Find the Handbook:
The University of Arkansas *Teaching Assistant Handbook* is maintained online. The handbook contains information about the University from many sources including the Board of Trustees policy statements, University Academic Policies, the Graduate School, among others. The comprehensive manual is maintained online and is available at http://grad.uark.edu/dean/ta-handbook.php . Additionally, the Teaching Assistant Resources link found on the Graduate School webpage is a valuable resource to TAs, as it is continuously updated with new material that will aid in your preparation and development in the classroom.

How To Use the Handbook:
This handbook is designed to assist teaching assistants at the University of Arkansas with their duties and responsibilities as well as provide information regarding the teaching assistant appointment. Your department will also be a rich source of information regarding your duties and responsibilities, so please seek out your TA supervisor as soon as possible to attain more department specific information. It may be impossible to read through every section of the entire handbook in one day so the authors of this handbook advise reading through the sections that will familiarize you with what you need to know/ do before you enter the classroom. Use the bookmarks to quickly move to a specific topic. Refer to the handbook as needed. Additionally, it will be impossible to incorporate all of the tips/advice from this handbook in the first semester. In order to manage your time effectively, utilize the information that is appropriate with your class size and schedule.

Updates to the Handbook:
The University of Arkansas reserves the right to revise, modify, or repeal any of its policies or procedures at any time.

Acknowledgements:
  The University of Arkansas Teaching Assistant Handbook was created with the generous support of the Graduate School and Dean Kim Needy and Associate Dean Patricia Koski. Members of the Teaching Assistant Effectiveness Advisory Committee oversaw the process of drafting this handbook and teaching assistants Karen Sebold from the Public Policy program, Dawna Shin from the Philosophy Department, and Matthew Smith from the Biological Sciences Department organized and drafted this handbook. Lastly, the handbook and many other endeavors for teaching assistants would not be possible if it were not for the continuous support of Diane Cook, Director of Graduate Student Activities.

Questions or Comments:
Questions or comments about the UA Teaching Assistant Handbook may be sent to the Graduate School through Diane Cook, DLCOOK@uark.edu or 479-575-2350.

What Is a Teaching Assistant?

Job Description

A teaching assistant (TA) at the University of Arkansas is a registered graduate student chosen to meet the needs of the department and the University of Arkansas based on the student's scholarship and promise as a teacher. A TA serves a wide range of functions, all of which are important for the growth and integrity of the University. As a TA you will significantly contribute to the educational experience of the students and the quality of education that is offered at the University of Arkansas. You will play a vital role in scholarship and instruction, allowing you to develop professionally while providing the undergraduate student body with the highest quality educational experience.

The duties of a TA will vary from department to department, but the overall purpose of a TA is as follows:

- To provide a clear career development pathway for graduate students.
- To contribute to the teaching of undergraduate students and provide them with an exceptional educational experience.
- To foster the further development of the research and teaching culture at the University of Arkansas.
- To strengthen the links between teaching and research.

Rights:

As a TA, you have the same rights as all other graduate and undergraduate students. You are also subject to those rights as a TA (your students have those same rights). Those rights include, but are not limited to:

- The right to competent instruction.
- The right to have access to the instructor at hours other than class times (office hours or by appointment).
- The right to know the grading system by which you will be judged.
- The right to evaluate each course and instructor.
- The right to be treated with respect and dignity.

As a TA, if you feel your rights are being violated, if you have questions about the duties you have been asked to perform, or if you have any concerns or issues with your job, there are several levels of administration that can offer you support.

1. Your Department's TA supervisor
   Some Departments have faculty or staff in charge of overseeing all of their TAs. Find out if your Department has a TA Supervisor and get to know him/her; he/she can be helpful in many situations.
2. Your Department Chair/Head or program Director.
3. Associate Dean of the Graduate School

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For further information please consult the Catalog of Studies or the Graduate School Catalog, as well as this Graduate Student Handbook:

- http://catalogofstudies.uark.edu/
- http://grad.uark.edu/dean/GRADUATE_STUDENT_HANDBOOK.pdf

Responsibilities:

As a TA, your typical responsibilities may include, but are not limited to, the following:

a. Utilizing organizational skills to communicate expectations/ideas to students clearly.
b. Stimulating class discussions and student participation.
c. Stimulating student's critical thinking and creative abilities.
d. Showing concern for your students.
e. Using appropriate learning examples.
f. Evidencing enthusiasm for teaching.
g. Providing clear and concise syllabi and project sheets.
h. Following supervisor's instruction.
i. Adhering to accepted standards of professional behavior.
j. Teaching students required learning objectives.
k. Grading fairly and accurately.

l. Being aware of the University of Arkansas grade posting policy.
m. Knowing how to report students' final grades online and on time.
n. Maintaining a clean and efficient classroom and office/lab.
o. Providing appropriate health and safety information to students regarding materials, practices, and environments.
p. Utilizing the least toxic materials that will accomplish the class's purpose.
q. Holding office hours.
r. Attending weekly TA meetings (department specific).
s. Assisting faculty in class preparation.
t. Preparing lectures.
u. Conducting laboratory exercises.
v. Preparing assignments and/or exams.
w. Proctoring course examinations.
x. Keeping accurate class records.
y. Leading classroom discussions.
z. Prepping, cleaning, organizing, and maintaining laboratories and classrooms.

This list may vary depending on the department you are appointed to. These responsibilities can be performed as a laboratory instructor, a lecturer, laboratory supervisor, classroom assistant, prep personnel, or other dedicated position. This means you, as a TA, could be aiding a faculty member in a lecture or laboratory course, being a member of a group of TAs responsible for teaching sections of a laboratory course under the direct supervision of a faculty or staff member, teaching a laboratory course by yourself and being responsible for all that entails, teaching a lecture course without direct supervision, or being in charge of course preparations.

Teaching assistants serve many functions and play multiple roles at the University of Arkansas, each with its own list of rights, responsibilities, and expectations. Be sure to obtain more information from your department on your specific TA appointment. Also, your appointment may not be the same semester from semester, so be prepared to perform different roles each semester if asked. No matter what your role, remember it is important to perform to the best of your abilities and that each appointment plays a crucial role in the educational experience here at the University of Arkansas.

TA Appointments, Job Dates, and Criteria

TA Appointments:
Assistantships are appointments for graduate students which offer a financial payment for part-time work in teaching, administration, or research. While the University does not have an official designation of Teaching Assistant, this Handbook is relevant for those who have been assigned to responsibilities involving teaching or mentoring. Graduate assistant appointments, in general, are usually either 25% or 50% (full-time), where students are expected (and paid) to work 10 or 20 hours a week respectively. Graduate assistant annual stipends are normally paid over a 9 month period, but can also be paid over a 12 month period or 4.5 month period depending on the

appointment. Be sure to know what basis you are employed as (25% or 50%) so that you put in the appropriate number of hours each week. Check with your Department to determine when and to whom you will initially report.

Below is an example of the weekly time budget for a 50% (full-time) TA teaching an Introductory Biology lab for the Department of Biological Sciences:

- Class Contact Hours   9 hours/week
- Teaching Prep Time (including TA meeting)   3 hours/week
- Office Hours (can include grading)   3 hours/week
- Additional Grading   3 hours/week
- Relearning/reviewing course material   2 hours/week

TA Job Dates:

TA appointments typically begin the week before undergraduate classes officially begin and run through the end of finals week each semester (check your assistantship contract). It is crucial that you be on campus to begin your TA duties as assigned. Teaching duties and class preparation are as vital as your interactions with the students throughout the semester. Most TAs are expected to report to their department TA supervisor Monday morning the week before classes begin; however, this depends on the department, so be sure to find out. TAs must remain on campus (in town) throughout the semester and any trips away from town should be cleared with your supervisor ahead of time. By strictly adhering to the job appointment dates, your teaching experience through the semester will go more smoothly and be more enjoyable.

TA Criteria:

The criteria for being appointed to a TA and/or having that position renewed will vary from department to department. Departments may have 0-1 TA positions per semester or they may have over 50 TA positions regularly available. To ensure that you are available for the renewal of a TA position should your department be granted those positions, graduate students must make sure they are in good standing with not only the University of Arkansas, but also their department. This means that at the very least you are registered for the correct number of credit hours, have maintained an acceptable GPA, and have had acceptable student evaluations from your previous TA positions. Failure to meet any one of these standards could result in the failure of your TA to be renewed.

Each department has its own criteria and needs, so it is important that during the beginning of your TA career, you find out what you need to do to stay in good standing with your department. Some of the selection and/or renewal criteria may be out of your hands (i.e. other TAs with more experience in the courses needed), but it is incumbent upon you to perform to the best of your abilities and maintain those standards for the criteria which you can directly affect.

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Preparing for the Semester

Online Resources and Information

Academic Calendar:
Before you begin your preparation for your course(s), you should check the semester's Academic Calendar (available online via the Registrar's Office http://www.uark.edu/registrar/classes/). The Academic Calendar will alert you to important dates during the semester including: the day classes begin, University holidays, when Early Progress Grades are due, the last day students can drop a class, last day of class, Dead Day, and the Final Examination period.

ISIS:
ISIS is your source for basic class information, student rosters, classroom assignments, student emails, and student photographs. You will also be expected to post student grades via ISIS twice during the semester: Early Progress Grades (required for 1000 and 2000 courses only; posted roughly 6 weeks into the semester) and Final Grades (must be posted 48 hours after the final examination).

Once you login to ISIS, you can access your course information by clicking first on "Faculty Center" and then "My Schedule." Be sure that you are accessing the current term.

Basic Course Information:
For each class you will find a course catalog number and section (e.g.: "PHIL 2003-012") followed by an ISIS number (e.g.: "(2143)"). The last 3 digits in the example above ("012") identify the particular section of this course. You will also see the times of each of your classes listed (Ex: TuTh 11:00AM – 12:20PM). Take note of this information as it will be needed when you request Blackboard access.

Classroom Assignment:
Also located on the "My Schedule" main page is the building and room assignment for each class you are teaching. (Ex: Ozark Hall Classroom 0107). You can locate the building via the campus maps (http://campusmaps.uark.edu/).

Class Rosters:
The name, major, and classification of each student are available here. Also, the number of students currently enrolled in your class is visible from both the "My Schedule" main page and

on the "Class Roster" page. If students drop your class and space becomes available for other students you will see the changes here.

Student Emails:
Each student email address can be accessed by selecting the student's name via the "Class Roster." A complete list of the email address for all students enrolled in a particular class can be accessed by clicking the "Notify All Students" button at the bottom of the page.

Photo Rosters:
A Photo Roster can be especially helpful at the beginning of the semester before you have had a chance to learn the names of all of your students. It can also be used to verify student identity at test time. To access the photo roster, go to the "Class Roster" and select "Include Photos in List" then "View All." A complete list of the students, including their photos, should now be available for printing. Simply click "Control+P".

Grade Rosters:
When entering student grades, be sure to select either "Early Progress" or "Final Grades" from the "Grade Roster Type" drop-down menu. Then select the grade for each student from the "Roster Grade" drop-down menu. When all grades have been entered, click the "Save" button. (Note: For larger classes you may want to save more frequently.) After double-checking your grades, select "Submitted" from the "Approval Status" drop-down menu. Finally, click the "Save" button once again to finalize the grade submission.

Tutorials:
More information, including step-by-step tutorials, can be found at the ISIS Faculty support page http://www.uark.edu/admin/isisdir/pages/faculty.htm. You can also contact the Registrar's office.

Blackboard:
The Blackboard Learn Platform at http://learn.uark.edu is a web-based course management system. Using Blackboard, students and instructors can participate in classes delivered online or access online materials and activities to complement face-to-face classroom experiences. (The following information regarding Blackboard was obtained from the IT Services page: http://its.uark.edu/)

Blackboard features include:

- E-mail, discussion boards, and chat communication tools
- Grade book and assessment tools
- Assignment submission and plagiarism detection
- Other tools for incorporating and linking content, providing information, and

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exchanging files and other sources

Blackboard can be used in lieu of a class website, as all class information including syllabus, schedule, and assignment information can be placed there. If you choose to use Blackboard in your classes the first step you must take is to fill out a "Faculty Course Request form" available via the IT Services main page (http://its.uark.edu/40.html). On this page you will also find links to step-by-step tutorials for using Blackboard, as well as information regarding training seminars available each semester.

Class Web-site:
You may choose to design a personal web-site that can be connected with your department's main site and can be used to post information for students such as course syllabus, course schedule, course assignments, and course announcements.

(The following information regarding university web-sites was obtained from the IT Services page: http://its.uark.edu/32.html)

Faculty, staff, and students can publish personal websites on Comp, the research and personal web server. IT Services supports only Dreamweaver and KompoZer web development software. UARK users have a Comp quota of 300 MB (which is not the same as your e-mail quota).

All home pages on Comp must include text of the following disclaimer (a link is not sufficient), as stated in the Code of Computing Practices, Section III, H, 2:

> "These materials are not endorsed, approved, sponsored, or provided by or on behalf of the University ofArkansas, Fayetteville."

Web pages are published by uploading the files to your Comp account using your UARK username and password. IT Services supports SSH and mapping a drive for uploading files, and provides instructions for publishing in Dreamweaver and KompoZer. Save all files (web pages, images, files for download) to be published on your site to the public_html directory of your Comp account.

By naming your homepage "index.html," the URL for your home page on Comp will be similar to http://comp.uark.edu/~username. Otherwise, your URL will be similar to http://comp.uark.edu/~username/filename.html. Comp is a Unix server, making filenames and subdirectories case-sensitive. To view your web page, you must use the same capitalization in the URL as the saved and published file. Contact the Help Desk at 575-2905 or helpdesk@uark.edu, or submit an AskIT case for assistance with your personal website, Comp account, or for information on programming languages available on Comp.

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The Classroom

Locating Your Classroom:
Be sure to locate each of your classrooms before the first day of class to prevent embarrassing yourself by being tardy. Also, if you are teaching back-to-back classes, be sure that you will have sufficient time to get from one class to the next in the ten minutes provided. Take into account that students may need to ask questions before/after each class. If your classes are very far apart (Ex: from Memorial Hall to Kimpel Hall), you may request that one of the classes be moved to a closer location. Check with your department secretary for further information regarding the processing of room change requests. As noted in the ISIS section (above) the location of each class can be found by selecting "My Schedule" from the "Faculty Center" main page. A map of the campus can be found at: http://campusmaps.uark.edu/

SmartRooms:
Many of the classrooms on campus are equipped with SmartRoom Technology such as computerized podiums and digital projectors. If your classroom is equipped with this technology, you may need an access code to enter the classroom. Your department administrative assistant should be able to provide you with that code as well as contact information for available training.

Seating Requirements:
When locating your classroom for the first time, keep in mind the number of students who are enrolled in the class and the seating requirements. If you find that the classroom size is not sufficient, contact your department administrative assistant about a change of location before the semester begins.

Equipment/Supplies:
After locating your classroom, be sure to note whether the classroom is equipped with the necessary materials/supplies. If you are teaching a lecture course, check to see whether you will need erasers, chalk and/or markers. If you plan to use PowerPoint presentations or transparencies, make sure that the classroom is equipped with the necessary computer, screen and projector. If you use a lectern, make sure one has been provided. If the necessary supplies are not provided, check with your department administrative assistant in order to obtain those supplies before the semester begins. If you are responsible for a lab, additional supplies may be needed; check with your department coordinator.

Departmental Expectations:
Meet with your supervising faculty member well in advance of the semester to determine department requirements and expectations. Some departments will have the course information

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and lesson plans standardized across all sections, while others may require that you develop those things on your own. Have a list of questions/concerns prepared to ensure that the meeting goes smoothly. Reading this Handbook will help you determine the questions you may need to ask your department coordinator.

Maintaining a good working relationship with your supervising faculty member is important, so be sure to schedule follow-up meetings to discuss how the semester is going and how you can improve. If you are not sure who your supervising faculty member is, check with your department administrative assistant or department chair.

Textbook Selection/Reservation:
If the course you are teaching does not have a standardized textbook for all sections, you may need to do some research before the semester begins in order to determine the appropriate textbook for your course. Keep in mind that the Bookstore will need your selections far enough in advance of the semester to have the books stocked for student purchases. (Typically there is a deadline several weeks before the semester begins. Check with your department administrative assistant.)

To begin, check with your supervising faculty member for suggestions. Next, contact the publisher to request a Review Copy of each text you are considering. (Often, these copies are offered free or at a reduced cost to the instructor.) Then, review each text keeping in mind the course **objectives** as well as the **cost** to the students. Finally, when you have chosen a textbook, you should notify your department administrative assistant and/or the Campus Bookstore.

Copy Center Requests:
You may find that supplemental materials (course notes, additional reading materials, worksheets, etc.) are necessary in addition to your textbook(s). Once you have gathered and/or developed those materials you can have them copied and bound by the University Copy Center to be purchased by students in the Campus Bookstore along with their books. Request forms, copyright policies and contact information can be found here: http://pmcs.uark.edu/

Keys: Authorization, Issue, Return, Replacement:
Keys for university buildings and rooms, except student housing and food service, are issued by the Key Office located within Facilities Management, with customer access through the Service Center entrance and parking located on Mitchell Street. Key Authorization: In order for an individual to be issued keys, the person must present to the Key Office staff a completed Key Authorization card manually signed by the appropriate official authorized to approve the issuance of keys for that particular area and a University of Arkansas identification card. Key Issuance: The individual to be issued the key must present to the Key Office staff a completed Key Authorization Card manually signed by the appropriate official authorized to approve the issuance of keys for that particular area and a University of Arkansas identification card.

The individual receiving the key(s) must:
- Personally pick up the key(s);
- Present their valid University of Arkansas identification card;
- Sign the card acknowledging receipt and responsibility for the use of the key(s);
- Key(s) must be picked up within 30 days of card issuance or card becomes invalid.

Multiple keys may be issued to individuals only, not departments, with proper authorization.

- Key Return: Upon the employee's termination or transfer, or the student's graduation, keys must be promptly returned to the Key Office, (2010-2011 Faculty Handbook 73) not the employee's department or the student's college. Keys are issued to the person (not the function, department, or college). The key holder of record must return the keys to ensure there is no question as to what keys were originally issued and which keys are being returned. The key holder will receive a receipt acknowledging what keys were returned.
NOTE: keys are not transferable. Upon termination, faculty and staff final paychecks may have deductions made if all keys are not returned. A student's transcript may be held until all keys are returned.

- Lost or Stolen Keys - If a key is lost or stolen, the appropriate dean, director or department head should be notified immediately, as well as the University Police Department. The individual losing the key and/or the department who authorized the issuance of the key will be assessed a fee in accordance with the following schedule:
  - $10 per individual key
  - $20 per sub-master key
  - $50 per master key
As in the past, the key holder or the employees' department may be held responsible for additional expenses due to lost keys, such as theft of university property, damage to facilities, and costs to re-key facilities.

   ANY DUPLICATION OF A UNIVERSITY KEY IS STRICTLY
- PROHIBITED.

   If you have questions or need further information, please contact us via email keyoffice@uafphpl.uark.edu or call 575-2255.
   (2010-2011 UA Faculty Handbook)

Lesson Planning

Getting Started With a Semester Schedule:
An important first step in planning your lessons for the semester is to simply evaluate how much class **time** you will have and how much **information** can be taught in the allotted time. The Fall and Spring semesters are divided into 15 weeks, with roughly 150 minutes of class time each week. The M/W/F classes are typically 50 minutes each whereas the TU/TH and M/W classes are typically 80 minutes each. The Summer semesters will vary. Typically a Summer semester lasts 6 weeks and meets every day (Monday thru Friday) for at least an hour, although this differs by College. Check your schedule on ISIS for exact dates and times for each of your courses, and don't forget to consult the Academic Calendar for University Holidays and Final Exam schedules.

Remember when planning for the semester ahead that you will need to set aside class time for quizzes, review sessions, exams, and other activities. Consider the teaching format(s) you will use and be sure to include time for lecture, questions, activities, and discussions. It is likely that you will not be able to discuss every page or reading in a standardized textbook. Create your daily lesson plans accordingly to ensure that you cover enough general and specific information so that your students will get the most out of the course. Your faculty advisor should be able to assist you in deciding what material is appropriate and/or required for the course(s) you are teaching.

Lesson planning also includes planning forms of student evaluation to gauge the effectiveness of your teaching and the aptitude of your students. Assignments such as exegeses, research papers, outside homework, group work, in-class debates, quizzes, experiments, and exams will give you an idea of how well you are explaining difficult material. Spread these exercises throughout the semester in order to have a constant gauge of how the course is going. You may find that you need to slow the pace of the course to allow students to catch up, or even that the students are learning more quickly than you had anticipated.

When planning your lessons for a new course, consider the following: goals, content, and student level.

Ask yourself the following questions:
What information will the students need to learn to get the most out of this course?

What basic information must be presented such that this course will serve as a useful foundation for higher level courses the student may take in the future? What is the most effective way of presenting that information?

What problems/questions will the course help the students to solve? What abilities/techniques should the course help the students develop?

What information/training is required for the development of those abilities?

How will you evaluate the students' development and what methods of evaluation/feedback will be most helpful for the students?

How can you keep the course interesting for the advanced students yet keep the struggling students from feeling overwhelmed?

Effective Daily Lesson Planning:
(Some of the following information regarding lesson planning was adapted from the Teaching Faculty Support Center (TFSC) website at: http://tfsc.uark.edu/151.php)

An effective teacher will make the most of the available class time without running over or running out of material before the class ends. If you appear unprepared, it will be difficult to gain the confidence and respect of your students. If you are teaching a course for the first time, it may be helpful to type up in detail the information you plan to cover in each class period. Over time you will likely alter the information and/or cut it down to a simple outline to help keep you on track. The more organized your notes are, the more organized and effective your presentation will be. However, precise preparation must allow for flexible delivery as the classroom is a dynamic environment.

When developing your lesson plan for any given class period, ask yourself first what you want to accomplish during this particular class session. Students will walk in at a specific time and when they leave – what should they be able to do? What new knowledge should they have gained and be able to use and retain? What new skills will they have acquired and had a chance to practice and integrate?

Once you know clearly where you want to go with the class, then you can plan your lesson. Lay out a sequence of activities which will lead you to your goals. Put a timeline on each component of your plan and determine whether the time you have is sufficient to do or cover what you intend. Be **realistic** here. Allow for things not going like clockwork and do not try to cram too much information into any given class period.

Incorporate your teaching philosophy into your plan. If you believe in active learning, do not plan a full period nonstop lecture. If you believe in students being accountable for their learning, plan opportunities for them to demonstrate that they understand and can apply what you have attempted to teach them. Keep in mind the interests and abilities of your students.

Reflect upon the organization of your plan. Does it make sense? Are there clear transitions from one component to the next? Have you built in time for questions, misunderstandings, additional examples, demonstrations and illustrations to make your points clear? If you have planned a small group activity, have you given it enough time to produce positive outcomes?

Think about beginnings and endings. Does your lesson plan have a good hook? How can you effectively bring your students' attention to today's topic? Also think about how you will end the

class. Plan to end a few minutes before dismissal and summarize what has been covered and learned. Begin the next class with a review of this.

During actual classroom interaction, you may find that you need to make adaptations to either your lesson plan or your presentation style. Be sure to consider the various learning styles of your students and diversify your presentations accordingly. When planning your classes, consider that the student's attention will likely wane during a longer lecture. Depending on the information being presented, you may consider breaking up longer summaries with examples, questions and/or discussion topics that can help keep the students alert and engaged with the material. Be aware that there are a number of factors that can interfere with even the best laid plans and develop strategies for keeping up with where you are in the lesson and getting the lecture back on track.

Syllabus Construction:
Developing a course syllabus can be challenging. The syllabus acts as a sort of contract between you and your students, letting them know what they can expect to learn from you and what you will expect of them. It is typically your first communication with your students and, therefore, sets the tone for the semester. In the syllabus, you can inspire enthusiasm and/or dread in your students. Be careful what you say and how you say it and, as always, carefully proof-read the syllabus before distribution. Also, remember that a copy of your course syllabus from each semester should be included in your teaching portfolio.

The following information should be included on the syllabus:

1. **Course Name/Number/Semester** – This will be helpful not only for the student, but also when you are organizing your teaching portfolio.

2. **Instructor Name** – If you are not the principal instructor, be sure to include their name as well.

3. **Contact Information** – Instructor(s) Email, department location, department phone, website

4. **Office Hours/Location** – Be sure to check with your department regarding the number of office hours you are required to hold. Also, try and be flexible by allowing students to make appointments when they are unable to meet during your regular office hours

5. **Course Text(s)** – Required & Recommended. It can be helpful to include the text/author name, ISBN, and edition.

6. **Additional Required Materials** – Will your students need notebooks, scantrons or bluebooks? Are there materials on reserve in the library? Are there workbooks or

handouts required?

7. **Catalog Description & Prerequisites** – Make sure your students are aware of any presumed skills/knowledge, as well as the purpose and content of the course.

8. **Course Objectives** – What can the students expect to learn? Why is it important? How can they best succeed in the course?

9. **Attendance Policy** – Will you be taking daily attendance? How will missing classes affect student grades?

10. **Assignments** – How will you assess student grades? Be sure to include information about testing, homework, in-class work, late assignments, and other requirements.

11. **Important Dates** – State the university policy regarding holidays, dates of exams, assignment due dates, etc. Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The link to the university policy: http://catalogofstudies.uark.edu/2882.php

12. **Grading Scale** – How many points are possible for the course? How many points will students need to earn in order to achieve their desired grade?

13. **Make-up Policy** – It is important to state your policy clearly at the beginning of the semester. Let your students know what types of absences/excuses you will accept and any documentation your will require.

14. **Academic Honesty Policy –** This policy is currently under revision, please consult the University of Arkansas website for an updated policy.

15. **Student Accommodations** – Let your students know about the Center for Educational Access and how they can arrange for any necessary accommodations due to learning or physical disabilities. Remember that you cannot provide special accommodations for students without necessary documentation from the CEA.

16. **Inclement Weather Policy** – State the University Policy- http://vcfa.uark.edu/Documents/2100.pdf -Is your policy different from the standard University policy (e.g.: will you need to cancel class when Fayetteville schools are closed even if the UofA is open)? How will students be notified of cancelations (email, website, blackboard, etc.)?

17. **Special Policies** – Be sure to include any policies you have for students involved in extracurricular activities (e.g.: student athletes, band/choir members, fraternities, and other organizations).

As of June 2011, the University is in the process of formalizing its new academic honesty policy. The Provost has provided this statement which the administration hopes faculty will include in their syllabi for the fall 2011 semester: **Academic Honesty Syllabus Statement:**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <*web address*>.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

18. You may also choose to include a **tentative schedule** to help familiarize the students with the types of material and activities used in the course as well as to give them idea of the pace and workload. Topics and activities may be tentative, but exam dates and required reading should be reasonably fixed. Students are attempting to manage their workloads for the term at the beginning and major last-minute changes in the syllabus can be very upsetting.

During the Semester

The First Day
(Some of the following information regarding the first day of class was adapted from the TFSC website at: http://tfsc.uark.edu/172.php)

First Impressions, Expectations, and Setting the Classroom Climate:
Have you ever noticed that many students will choose where they sit for the whole term on the first day? Whatever seat they happen to sit in, they will gravitate toward again and again. The same kind of patterning happens with every classroom behavior. On the first day students decide

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how and to what extent they will participate, so use this time to establish an interactive, productive environment. Everything you will expect of your students over the course of the term — writing, analyzing text, speaking, group work, etc. — you should have them do (at least in part) during your first meeting.

If this is your very first day teaching, you are likely to feel nervous. **Relax!** If you have followed the advice above, you are likely well-organized and ready to begin teaching. Even instructors who have several years of teaching experience can feel jittery on the first day. There are some things you can do to give you time to calm your nerves, such as: have an introduction prepared and rehearse it before a mirror or a peer before class; prepare a class activity such as a name game, critical thinking exercise, or questionnaire that will allow the attention to be directed back towards the students rather than on yourself.

Be sure to "Dress for Success": Your physical appearance is important and can be used to set the tone for the semester. By dressing professionally you distinguish yourself as an instructor and authority figure and this can go a long way in gaining the respect of your students. It is important to adopt the demeanor of a teacher and to resist undue familiarity.

Tips for a successful first day of class:
Don't begin by reading the syllabus. Spend some time talking about your interest in the class and theirs. Begin by introducing yourself and asking the students about themselves. Why have they chosen to take this class? Do they have prior knowledge or experience that relates to the course? If you have a smaller class you may go around the room, allowing each student to participate. If you have a larger class, you may ask the questions and call on students who raise their hand or even pass out note cards on which each student can record his/her responses.

Foster community: Make students feel comfortable and welcome by arriving early and greeting students as they enter. Have your name and the name of the class on the board. Learn their names as early as possible. Student Photo Rosters are available on ISIS and can be a great asset in helping you to learn the names of students, especially in larger classes.

Patterning begins on the first day, so make the expectations and roles clear: If you expect them to speak in class, to write in class, to engage in small group discussion, ask them to do these things on the first day.

Pull the curtains on the wizard. Explain why you chose this content and structure for the course: Why are the readings important? How do they connect? Why did you choose this format for testing? Encourage student questions regarding the Syllabus, Schedule or Class Expectations.

Be sure to check attendance and note any discrepancies between those present and the Class Roster

Overrides:
Typically, TA's are not permitted to grant overrides into full courses. Be familiar with your department's policy.

Instructional Techniques

Before Each Class:
- Review student names.
- Gather graded papers/assignments to be returned in class.
- Review lesson-related material, even if you have already mastered content.
- Plan by writing out the class outline and discussion questions.

During Each Class:
- Begin by reviewing the key points from the previous class.
- Give your students a chance to ask questions or motivate discussion by asking questions of your own.
- Be sure to wait after each question you ask – at least 10 seconds – before calling on someone to answer.
- Ask questions that encourage responses from several people. (Ex: "What do the rest of you think about that?"; "Do we have any differences of opinion?")
- Avoid yes/no questions. Open-ended questions are more likely to engage students.
- When possible, refer to your students by name.
- Keep the discussion focused by stating the topic at the beginning of the lecture, and periodically summarizing the main points. It is often helpful to write these main points on the board, in a class handout, or in a PowerPoint presentation.
- Offer illustrations or examples that will help the students grasp difficult ideas/techniques.

Ending Class Smoothly:
- Always be aware of how much time remains in class so that your students do not get up in the middle of your presentation.
- Near the end of class, review the main points or ask questions that will elicit those main points from your students.
- Give the students an opportunity to ask for clarification.
- Remind students of the material/assignments due the next class and point out how today's discussion will tie into that new material.

Examinations

Types of Examinations and Tips for Exam Design:
(The following information on how to design exams was taken from the UNC Center for Teaching and Learning website. The original document can be accessed here.

Descriptions of the various types of examinations follow with uses, advantages, disadvantages, and tips for writing test questions in the following formats. Your exam design many include any combination of the following types of questions:

True/False Questions
Good for:
- Knowledge level content
- Evaluating student understanding of popular misconceptions
- Concepts with two logical responses

Advantages:
- Can test large amounts of content
- Students can answer 3-4 questions per minute

Disadvantages:
- They are easy
- It is difficult to discriminate between students who know the material and those who don't
- Students have a 50-50 chance of getting the right answer by guessing
- Need a large number of items for high reliability

Tips for Writing Good True/False items:
- Avoid double negatives.
- Avoid long/complex sentences.
- Use specific determinants with caution: never, only, all, none, always, could, might, can, may, sometimes, generally, some, few. Use only one central idea in each item.
- Don't emphasize the trivial.
- Use exact quantitative language
- Don't lift items straight from the book.
- Make more false than true (60/40). (Students are more likely to answer true.)

Matching Questions
Good for:
- Knowledge level
- Some comprehension level, if appropriately constructed

Types:
- Terms with definitions
- Phrases with other phrases
- Causes with effects
- Parts with larger units
- Problems with solutions

Advantages:
- Maximum coverage at knowledge level in a minimum amount of space/prep time
- Valuable in content areas that have a lot of facts

Disadvantages:
- Time consuming for students

- Not good for higher levels of learning

Tips for Writing Good Matching items:

- Need 15 items or less.
- Give good directions as basis for matching.
- Use items in response column more than once (reduces the effects of guessing).
- Use homogenous material in each exercise.
- Make all responses plausible.
- Put all items on a single page.
- Put response in some logical order (chronological, alphabetical, etc.).
- Responses should be short.

Multiple Choice Questions

Good for:

- Application, synthesis, analysis, and evaluation levels

Types:

- Question/Right answer
- Incomplete statement
- Best answer

Advantages:

- Very effective
- Versatile at all levels
- Minimum writing for student
- Guessing reduced
- Can cover broad range of content

Disadvantages:

- Difficult to construct good test items.
- Difficult to come up with plausible distracters/alternative responses.

Tips for Writing Good Multiple Choice items:

- Stem should present single, clearly formulated problem.
- Stem should be in simple, understood language; delete extraneous words.
- Avoid "all of the above"--can answer based on partial knowledge (if one is incorrect or two are correct, but unsure of the third...).
- Avoid "none of the above."
- Make all distracters plausible/homogenous.
- Don't overlap response alternatives (decreases discrimination between students who know the material and those who don't).
- Don't use double negatives.
- Present alternatives in logical or numerical order.
- Place correct answer at random.
- Make each item independent of others on test.
- Way to judge a good stem: students who know the content should be able to answer before reading the alternatives
- List alternatives on separate lines, indent, separate by blank line, and use letters vs. numbers for alternative answers.

- Need more than 3 alternatives, 4 or five is best.

Short Answer Questions
Good for:

- Application, synthesis, analysis, and evaluation levels

Advantages:

- Easy to construct
- Good for "who," what," where," "when" content
- Minimizes guessing
- Encourages more intensive study - student must know the answer vs. recognizing the answer.

Disadvantages:

- May overemphasize memorization of facts
- Take care - questions may have more than one correct answer
- Scoring is laborious

Tips for Writing Good Short Answer Items:

- When using with definitions: supply term, not the definition-for a better judge of student knowledge.
- For numbers, indicate the degree of precision/units expected.
- Use direct questions, not an incomplete statement.
- If you do use incomplete statements, don't use more than 2 blanks within an item.
- Arrange blanks to make scoring easy.
- Try to phrase question so there is only one answer possible.

Essay Questions
Good for:

- Application, synthesis and evaluation levels

Types:

- Extended response: synthesis and evaluation levels; a lot of freedom in answers
- Restricted response: more consistent scoring, outlines parameters of responses

Advantages:

- Students less likely to guess
- Easy to construct
- Stimulates more study
- Allows students to demonstrate ability to organize knowledge, express opinions, show originality.

Disadvantages:

- Can limit amount of material tested, therefore has decreased validity.
- Subjective, potentially unreliable scoring.
- Time consuming to score.

Tips for Writing Good Essay Items:

- Provide reasonable time limits for thinking and writing.
- Avoid letting them answer a choice of questions (You won't get a good idea of the broadness of student achievement when they only answer a set of questions.)

- Give definitive task to student-compare, analyze, evaluate, etc.
- Use checklist point system to score with a model answer: write outline, determine how many points to assign to each part
- Score one question at a time-all at the same time.

Oral Examinations
Good for:
- Knowledge, synthesis, evaluation levels

Advantages:
- Useful as an instructional tool-allows students to learn at the same time as testing.
- Allows teacher to give clues to facilitate learning.
- Useful to test speech and foreign language competencies.

Disadvantages:
- Time consuming to give and take.
- Could have poor student performance because they haven't had much practice with it.
- Provides no written record without checklists.

Student Portfolios
Good for:
- Knowledge, application, synthesis, evaluation levels

Advantages:
- Can assess compatible skills: writing, documentation, critical thinking, problem solving
- Can allow student to present totality of learning.
- Students become active participants in the evaluation process.

Disadvantages:
- Can be difficult and time consuming to grade.

Performance Evaluations
Good for:
- Application of knowledge, skills, abilities

Advantages:
- Measures some skills and abilities not possible to measure in other ways

Disadvantages:
- Cannot be used in some fields of study
- Difficult to construct
- Difficult to grade
- Time-consuming to give and take

*Some of the following information regarding exams and grading was adapted from the TFSC website at: http://tfsc.uark.edu/109.php http://tfsc.uark.edu/132.php and http://tfsc.uark.edu/201.php.

Tips for Improving Your Students' Exam Readiness:
Anxiety can interfere with students' performance on tests. You can reduce students' anxiety and enhance their performance by taking care in how you prepare students for an exam, how you administer and return the test, and how you handle makeup tests. All students, but especially freshmen and sophomores, can benefit from knowing what they will be asked to do on an exam and under what conditions. Students will also feel more relaxed and less intimidated if you provide reassurance and encouragement rather than dire warnings about a test's difficulty. The suggestions below are designed to help you prepare your students to do their best on tests.

Strategies For Helping Students Succeed on Exams:
Carefully choose the difficulty of the first exam
Research on motivation indicates that early success in a course increases students' motivation and confidence. In particular, students who do well on the first test generally improve their grades on subsequent tests. However, some students may also assume that success on the first examination is an indication that they will not need to study very hard for subsequent exams. Be sure to let your students know if the subsequent exams will increase in difficulty.

Give more than one examination
The length of the school term, the difficulty level of the course, and the amount of course material all determine the number of exams an instructor gives. Periodic testing during the term has been shown to improve students' performance on the final exam. Giving two or more midterm exams also spreads out the pressure, allows students to concentrate on one chunk of material at a time, and allows students and instructors to monitor progress.

Before an exam, explain the format to students
Let students know the number of questions, whether the test will be multiple-choice or essay and open or closed book, and whether they can bring in notes, calculators, or other aids.

Give students advice on how to prepare for an exam
For example, remind them to allocate their study time in proportion to the relative importance of various topics. To lessen students' tension before a test, give the following recommendations:

- Avoid cramming by spreading studying over several weeks.
- Eat sensibly the night before a test and get a good night's sleep.
- Arrive early for the test.
- Take deep relaxing breaths as the test starts.

Give students advice on how to study
Help students develop appropriate study strategies to organize and understand information from the assigned readings and class notes. Consult with your student learning center for information.

Encourage students to study in groups

According to researchers, students who study in groups recall more information than students working alone and are able to overcome their feelings of academic inadequacy and isolation.

Schedule extra office hours before a test
Some instructors schedule extra office hours for the week or so before an exam to give students a chance to ask questions and go over difficult aspects of the material. Let the students know if you would rather they come to your office individually or in groups.

Schedule review sessions before major exams and/or offer a comprehensive study guide. Check with the ELC to see if there are discipline specific tutors.

Tips forAdministering Exams:
Duplicate extra copies of the exam
Have extra copies on hand to replace copies that have blank pages or are collated incorrectly.

Administer the test yourself
You will want to be present to announce any corrections (of typographical errors, for example) or changes in the exam. Your presence can also motivate and reassure students and signal to them the importance of the test.Arrive early on the day of the test to answer questions and plan to stay late to talk with students.

Read the instructions aloud at the beginning of class
Even if you write the clearest of instructions, it is helpful to read them aloud to the class.Ask students whether they have any questions about what they are supposed to do. Be brief, however, since students want to use their time to show you what they know.

Plan for "what ifs."
Decide how you will respond to questions such as "What if we don't finish?" or "What if we think two answers are correct?"

If there is no clock in the room, keep students apprised of the time
At the start of the exam write on the board the beginning time, the finishing time, and the time remaining. Once or twice update the time remaining and announce the last segment ("You have five minutes left."). Some faculty give students prompts during the test ("If you are not yet on question 5, you need to work a little more quickly"). Keep to the finishing time – it is unfair to allow some students to go on working when others must leave to go to another class.

Handling Make-Up Exams/Exam Conflicts:
Establish course policies that will accommodate students with legitimate conflicts or emergencies and provide strong disincentives to those who simply want to delay taking an exam. For example, you may want to include a statement in your syllabus. "Make-up exams will be

given [or "will be given without penalty"] only when documentation of hospitalization, death in the family, or other emergency is provided." (Most instructors accept an obituary or a funeral/memorial service program as documentation of a death in the family. When students know this policy from the start, they do not mind providing such documentation when needed. The key is clear communication with students before an emergency situation arises.)

One can give either a different exam after the regular exam or the same exam prior to the regular exam (same day, but earlier in the day).

Some instructors give no make-up exams but weight the final more heavily to make up the difference for those who have missed a big test. Alternatively, you may permit students to drop one of their exams.

In some departments, only one day in the semester is scheduled for all make-ups. Generally, instructors are less tolerant of students who miss make-ups, and very few offer students a third opportunity to take an exam.

How To Minimize Cheating:
Always be alert to new ways of cheating. This can be especially problematic due to the increased use of technology (e.g.: cell phones, computers, calculators, etc.)

- Require that book bags/books/materials be left at the sides, back, or front of the room.
- Do not allow students to wear hats or sunglasses.
- Do not allow students to listen to portable music players, or keep headphones in.
- Do not allow cell phones to be outATALL during exams (this includes using a cell phone as a clock or calculator)
- Prepare two to three versions of your exam (same questions/material, just re-order the questions).
- Ask your department for exam proctors to help you (especially for large classes).
- Walk around the room during the exam.

How To Ensure That Students Taking ExamsAre The Ones Enrolled:
Some instructors report that they do not consider a check of any kind necessary, however, this **can be a problem in larger lecture exams** where it is impossible to memorize the faces of all students. Here are some possible ideas:

- You may find a signature and ID # check to be sufficient.
- The instructors who routinely do a photo ID check enjoy the one-on-one contact with students (however limited) that a check affords.
- Many instructors like to check over scantron forms to make sure they have been correctly filled out, and they do not find checking IDs at the same time to be burdensome.

- Some instructors have students sign a class roll or the exam itself in addition to doing an ID check.
- You may also choose to assign seats for your students based on the photo roster.

Assessments:
General Strategies For Helping Students Succeed On Exams:
Normative vs. criteria-based grading

Some purposes of grading
1. Make distinctions among individuals.
2. Motivate learners/non-learners.
3. Inform learners about their performance.
4. Help instructors evaluate teaching effectiveness.
5. Meet administrative needs.
6. Assist other institutions make admissions decisions.
7. Help employers select people.

Some forms of evaluation:
Norm-Referenced (normative grading):
How well does a student's performance compare to that of other students in the class? "Look at everyone else...in comparison, I'm in great shape."

Criterion-Referenced (criteria-based grading):
To what extent has the student met an established standard?

Here are 20 learning objectives and standards:
Those who master 18+ get A's; those who master 15-17 get B's, etc. (criteria-based)
The middle 40% of the scores will get C's. (normative)
The best students get A's. (normative)
Anyone who masters these five skills is assured a "C". (criteria-based)

Your view of yourself as norm-referenced or criterion-referenced influences you in two ways:
1. Your approach to designing a test. Do you want to:
    A. Measure achievement?
    B. Cause a distribution of scores?
2. Your interpretation of the results.

Tips for Grading:
Grade inflation, and the accompanying expectations, make assessment a difficult situation for both teachers and students. There are no hard-and-fast rules about the best ways to grade. In fact,

how you grade depends a great deal on your values, assumptions, and educational philosophy: if you view introductory courses as "weeder" classes–to separate out students who lack potential for future success in the field–you are likely to take a different grading approach than someone who views introductory courses as teaching important skills that all students need to master.

Scantrons

The first step to grading your scantron exams is to locate the nearest scantron machine. Your department administrative assistant should be able to help you. Before running the scantrons through the machine, you will need to fill out an answer key. Obtain a blank scantron form and fill out a correct answer key and blacken the blank next to the word "key" on the scantron. First feed this keyed scantron into the machine and then feed in the scantrons for your class, one at a time. The machine will grade each scantron, indicate which questions are wrong and will allow you to determine a mean and item analysis for the test. Finally, remember to record your students' grades before handing back their scantrons. Check with your department to determine if they go through the IT Department to grade scantrons. You can learn more about scantron processing at: http://its.uark.edu/scantron.html

Essay/Short Answer Exams

- Grading student papers for a course in any discipline presents a series of challenges different from grading other kinds of assignments. Typically, a wide range of responses will be acceptable, and every paper (unless it is plagiarized) will have some merit. Consequently, grading essays demands a teacher's close attention to insure that each paper is judged by the same standards.

- Amethod for evaluating essays that breaks the grading process into parts can help an instructor work more consistently and efficiently. By assessing papers based upon the three general categories of ideas, argument, and mechanics and style, categories easily adapted for each discipline and assignment, an instructor can more easily recognize and comment on an essay's strengths and weaknesses and so face that daunting pile of twenty, forty, or even one hundred essays with less trepidation. Furthermore, if teachers make clear to students how this method works, fewer students will be confused about their grades or apt to charge that papers are graded in an arbitrary or purely subjective way.

- Before applying the three categories for evaluation, think through what it is you want an assignment to accomplish. Grades should reflect the most significant strengths and weaknesses of an essay, so a teacher should carefully consider ahead of time what expectations he or she has for a paper and especially what he or she most wants students to do for a particular assignment. For example,
  - Do the instructions to students require specific tasks, such as agreeing or disagreeing with an author, outlining a book's argument for review, or analyzing a particular section of a work?
  - What is it that students should show they understood?
  - More generally, a teacher may also consider the following:
  - Has the student presented ideas in a logical order?

- Is the essay written in clear, grammatically correct prose?
- Has the student offered explanation or examples to support generalizations?

- For any given assignment, your criteria for success may vary in the details; whatever they are, make a list of them. Ideally, students would receive a copy of this list before they begin writing their essays.

- The problem with such a list of criteria, however, is that it can quickly grow unwieldy. While we need some specific questions as a checklist for student writing success, we can benefit from a streamlined evaluation system. The ideas/argument/mechanics and style format is a simple way to group criteria, both for yourself and your students. Once you have a set of criteria for an essay to succeed, you can decide how these questions fit under the three headings. A general breakdown of these questions might look like this:

Ideas:

- Does the student understand the accompanying reading or the principles behind the experiment, etc.?
- Does the student offer original interpretations?
- Do the student's explanations of terms, ideas, and examples demonstrate an ability to grasp the main points, paraphrase them, and apply them?
- Does the student answer the question(s) assigned?
- Does the essay demonstrate an understanding of a subject, or does it wander from one subject to the next without offering more than superficial remarks?

Argument:

- Can we easily determine what the author's main point is?
- Does the essay provide a series of points that add up to an argument supporting the main point (thesis)?
- Does the essay proceed logically from point to point?
- Does the student provide examples and explanations to support his or her generalizations?
- Does the essay contain contradictions? Is the paragraph structure logical?

Mechanics and Style:

- Is it clear what the student's point of view is?
- Does the student control tone? Is the essay free of grammatical errors?
- Is the essay punctuated appropriately?
- Do citations and bibliography follow the correct format?
- Is the prose clear or do you puzzle over individual sentences?
- Are words spelled correctly?

How To Handle The Logistics Of Returning Graded Work In Larger Classes:
- Correct answers can be posted to a course Web page or on Blackboard. Web options for providing feedback are numerous.
- Post an exam with correct answers behind glass or at a proctor's table outside the exam room or in some other secured location.
- The day following the exam, go over questions that were most frequently missed. Make yourself available during office hours to address individual student questions.

On a course Web page, you can post a report on exam results that students can download and use as a study guide for future exams.

- Another way to encourage student expression is to require that all grade challenges be in written form and be submitted within one week of taking the exam; this has the added benefit of reducing the number of grade disputes.
- To streamline communication about exams and other course matters, let students

know your preferences for a first contact. For example, you might prefer that students drop by during office hours, use your office voice mail, or use e-mail — in that order.

Teaching a Lecture Course
(Some of the following information regarding effective lectures and teaching techniques was adapted from the TFSC website at: http://tfsc.uark.edu/177.php , http://tfsc.uark.edu/182.php , and http://tfsc.uark.edu/184.php)

Effective Lecture Organization and Holding Student Interest:
When preparing your lecture, keep in mind the overall goals of the course which you set for yourself in your lesson plans, and how the individual class period fits into those goals. For each lecture, keep in mind the fundamental concepts/knowledge that the students are expected to understand by the end of the lecture. Be sure to begin with the big points and then highlight those points throughout the lecture.

Using those main points as a guide, you should break up longer lectures into 10-15 minute intervals. At the end of each interval have a discussion question or activity prepared to keep the students engaged and to help you assess how well they are learning the information.

Monitor the pace of your lecture. If students are writing hurriedly they are probably struggling to keep up and would benefit by your slowing down and repeating main points. Encourage your students to take notes by writing key points on the board, but also be sure to give them time to assimilate the information.

Encouraging Participation Via An "Interactive Lecture"
Interactive lectures are an easy way for an instructor to involve students as active participants in a lecture-based class of any size. Making lectures interactive draws students into the lecture by engaging them in working with the material. In an interactive lecture, the lecture is interspersed with short individual, pair, or small-group activities. These activities also provide feedback to the instructor on student understanding. For example, rather than asking a question and calling on the first student who raises a hand, asking all students to reflect on the question and then discuss with a neighbor before calling for student responses gives everyone a chance to participate. Interactive lectures can be used in classes of any size, including large classes.

Interactive lectures are an important way to enhance student learning, particularly in large classes. They help keep students' attention focused on the class, give students repeated opportunities to practice, and increase student retention of lecture material. They also provide an easy way to experiment with different teaching techniques.

The Think—Pair—Share Technique

Ask your students to get together in pairs. If need be, have some of the students move. If you have an odd number of students, allow one group of three. It's important to have small groups so that each student can talk. Open-ended questions are more likely to generate more discussion.

1. Ask a question.
2. Give students a minute to two (longer for more complicated questions) to discuss the   question and work out an answer.
3. Ask for responses from some or all of the pairs.

Examples of think-pair-share questions include:
- Describe and interpret the image.
- Before we start talking about global warming, have there previously been periods warmer than the present? If so, when did such periods occur and what is the evidence? *After responses are collected, and possibly a short lecture on climate history:* How do we know what the climate was like before people started keeping track?
- From the data provided, what was the rate of the chemical reaction?
- What kinds of jobs do you think require people with knowledge of Calculus?

You can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what your students know or are thinking.

Write-pair-share, a variation of think-pair-share, gives students a chance to write down their answer before discussing it with their neighbor. You may wish to collect written responses from each student or each pair before or after discussing the answer.

Advantages of the think-pair-share technique are that:
- It's quick.
- It doesn't take much preparation time.
- The personal interaction motivates many students with little intrinsic interest in science.
- You can ask different kinds and levels of questions.
- It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.
- You can do think-pair-share activities once or several times during a given class period.

The Question of the Day Technique

The Question of the Day is an in-class project that Bill Prothero developed to use at the beginning of class and takes 5-15 minutes. It requires the students to start class as active

participants and involves them in the material.
- The students are encouraged to discuss the questions and then write down their own answers to be turned in.
- Often the Question of the Day can be used to initiate a class discussion.
- The Question of the Day should be about the most important points of the class, which will help students study for exams.

Students can be asked to do one of several things:
- Answer a series of short essay questions about the lecture material
- Label or annotate a diagram, timeline, or map
- Graph data
- Analyze an abstract or brief passage
- Make predictions based on a description

The students turn in their answers to be graded.
- The recommended grading policy is generosity; 100% for a good-faith effort. Students cannot turn them in if they miss class or are late.
- Collectively across the term, the question-of-the-day responses are worth about 10% of their grade.

Leading a Drill
(The following information was adapted from Suzanne Le-May Sheffield's "Leading Discussion Groups" found here: http://learningandteaching.dal.ca/dghout.html)

- When leading a drill or discussion group, it is important that you attend the class and are familiar with the material. Before each drill, prepare the focus or theme for the group (or understand what the focus/theme is as directed by the professor for the course)
- Create a range of questions to ask students based on the reading - know the answers
- Ask questions at different levels, but start at a low cognitive level and move up as class proceeds. Don't ask yes or no questions. Be sure to give students plenty of time to respond.

Question types include:

- factual questions that are important and are stated clearly in the text
- questions that ask the student to figure out the author's main point
- "what if" and other imaginative questions (if you were in this situation...)
- Questions that help students contextualize the material within the larger framework of the course
- Questions that relate today's material to material read on previous days.
- Some discussion leaders like to point out a particular individual and ask them for a response - this can work well because if students know you are going to point out someone to respond, they may prepare more thoroughly for your

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class. On the other hand they may be so terrified by the prospect of being pointed out that they cannot concentrate in the class for fear of being called on, or they just might not show up at all.

- Listen carefully to what students have to say, clarify your own understanding of what they have to say if necessary, then reiterate for the rest of the class if necessary - i.e. "so what you are saying is ....."
- Respond positively to students who provide answers that are clearly break-throughs (either for them as individuals or for the class as a whole.)
- Acknowledge when an answer is not correct (do not leave a wrong answer

  hanging in the air to avoid hurting the student's feelings). But, see if you can devise a question for that student on the spot that might help them see the correct answer, or get them back on track.Ask other students to help this student by contributing other thoughts and ideas.After a brief discussion come back to this student and ask them if they now understand the concept/answer etc.

Ideas to get Started with Interactive Learning

- Small group work varieties include: pairs work – think/pair/share, group work - various sizes, debate

- Have the students make up questions - before class, during class.
- Come to class with discussion questions and break the class into groups and have them address the question(s) - have them report back to the class.
- Make up case studies, or problems to solve, or scenarios. Have students work through these exercises in groups.
- Brainstorm on a particular issue - in small groups or in the larger group with the tutorial leader writing on the board.
- Silent preparation work.At the beginning of class have the students spend five

  minutes thinking about a particular question, or trying to solve a particular problem by themselves. This will allow students to reflect on what they read for the class and to direct their attention towards it. Then move on to class discussion or group work.

Managing a Large Lecture Class:
(Some of the following information regarding large lecture courses was adapted from the TFSC website at: http://tfsc.uark.edu/119.php http://tfsc.uark.edu/119.php)

It doesn't take a rocket scientist to know that teaching a large class is a very different set of challenges than we typically face in our other classes. If we were to pull together ten faculty members who teach large classes in very different disciplines, or a hundred across the country, they are likely to list many of the same types of challenges, which are likely to fall into the following categories:

- Management of the paperwork: handing out, collecting, and recording tests and other assignments, make-up work;

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- Management of distractions: talking, late arrivals, early departures;
- Perceived anonymity of the students: difficulty of learning names, of taking attendance, of getting students to come to class, of getting students to participate in class, of getting students to do assignments in a timely manner
- Lack of flexibility in class activities: difficulty in varying activities, in doing group work, in enhancing critical thinking and writing skills.
- Diverse background and preparation of the students.

Simultaneously, students in large classes are also experiencing significant challenges to their learning, especially if they are new to the college experience. These include:

- Not knowing what is relevant or important information
- Hesitation in asking questions or in other ways indicating a lack of knowledge
- Hesitation in appearing "smart" to their peers (the nerd curse).
- Lack of experience with time management, studying, or other skills necessary for success in college.
- Perceived anonymity which allows them to challenge authority and to push boundaries.

So what can we, as instructors, do to meet these formidable challenges and still keep our sanity? The following information is a collection of strategies and procedures that have been developed and or adopted by faculty in meeting many of these challenges. You are the best person to decide which ones are likely to work for you.

How Can I Encourage Attendance In My Large Classes?
- Make the class informative, interesting, and relevant to students' lives. Add variety/entertainment to lectures (animations, slide shows, demos, video clips, music, guest speakers, etc.).

- Put outlines up on your course Web page, so that students know what to expect and can use them as a guide for taking notes and not as a substitute for attending class.
- Use lots of supplemental illustrations/examples that students cannot get any other place other than in class.
- Give lots of exam-directed problems in class.
- Count class participation toward the final grade.
- Give students a topic to think about for the next class discussion or a puzzle to solve for fun or for credit.
- Give regular pop or announced quizzes that count towards the final grade. They can be given at the beginning of class and to get feedback on assigned reading or at the end to test comprehension of material just covered.
- Give more scheduled exams covering less material.
- Give weekly in-class assignments that can be done in 20-30 minutes and that give students the chance to apply what they have learned. Students can work

individually or in pairs. Give students credit for completing assignments, but don't grade them.

- Collect homework assignments, and give students credit for handing it in. You do not have to do this every day to encourage attendance and you can reduce your workload by collecting a subset from different students each day.
- Convince students that exam success depends on attendance. (One faculty member gathered data from previous classes to prove it and presented these data to his students.)
- Establish a policy that grades will be lowered according to the number of sessions missed.

How Can I Take Attendance In My Large Classes?
- Have students sign in at the door.
- Students are assigned numbered seats and sign a seating chart.

- Some instructors take attendance at the end of the session rather than at the beginning, so as to discourage students from signing in or being signed in and then leaving.
- Taking attendance at irregular intervals may suffice, especially if there is a clear policy for lowering grades when absences are excessive.
- Pass out coded Scantron sheets on which students answer feedback questions that the instructor writes on the board. Students' responses to feedback questions give the instructor a good sense of their progress.
- Collect written "exercises" periodically (and make them the basis of discussion).
- Give a practice exam problem on Scantron sheets at end of the lecture. This is both a way to take attendance and to test students' ability to apply key concepts.
- Collect homework one week and return another; students must be present both times to get credit.

How Can I Reduce The Feeling Of Student Anonymity?
1. Know the names of at least some of your students.

- Use the Photo Rosters on ISIS to familiarize yourself with student names/faces.
- Create a seating chart to enable rapid taking of attendance and identification of students
- Return exams personally to associate names with faces and encourage students who are struggling.
- Before class, learn the names of people sitting along the aisles and call on them during the class
- When handing back exams, go to the labs or drill sections with the papers and hand each back individually with an appointment book to invite

students with scores of D or less to make an appointment, and any others who look disappointed or concerned

2. Create a more personal environment by letting students "know" you in appropriate ways.
   - Share your interests.
   - Share how you first encountered a concept.
   - Share how you used course-related materials in problem-solving.

3. Try to find ways to be accessible to students on a personal level.
   - Arrive early and chat with students who are already there.
   - Greet students as they come in.
   - Stay a few minutes after class to answer individual questions.
   - Give students your e-mail address and encourage them to send questions or comments in this way.
   - Announce that you'll meet any students who are free for coffee after class (you won't be swamped).
   - Consider lecturing or leading discussion from different points of the classroom to give students the feeling of being in the midst of the action rather than simply being an observer. Standing behind a podium emphasizes the distance between you and the class. Moving into the aisles and around the room may make the class seem smaller and encourages student involvement.
   - When asking questions, you might start on a personal level, asking students to share their own experiences with a concept, then move to the more abstract

4. Provide many avenues for feedback from students to check for understanding.
   - Ask students at intervals to write down the "muddiest" part of your lecture, and then use some of the next class or handouts to clarify the material.
   - Pass out observation forms to 10 students at the beginning of class and ask them to meet with you and discuss their observations about what works and what doesn't. This is especially helpful when you want feedback before student evaluations at the end of the course.

Technology in the Classroom
(Some of the following information regarding classroom technology was adapted from the TFSC website at: http://tfsc.uark.edu/119.php and http://tfsc.uark.edu/113.php)

How and When to Use Technology:
Considerable resources are poured into "wiring" our classrooms and our courses, but how would using a laptop, PowerPoint, and computer projection be necessarily more effective than an

overhead? Or what are the benefits of Blackboard? It is important to consider how new instructional technologies can improve our ability to teach well and significantly improve student learning.

- Start simply: Effective use of some technology is better than haphazard use of impressive gadgets. Weigh the pros and cons with the time to be spent <u>integrating technology</u> in the classroom (Such as:Are the returns worth the production time?).
- Be prepared with your technology use. Have a back-up plan in place if the technology doesn't work, and don't let the technology planning overshadow the content development.
- Use <u>EduCause</u> to learn something new every year about the intersection of technology and teaching/learning: www.educause.edu
- Use <u>PowerPoint</u> responsibly: Don't read the slides!

Blackboard:

Blackboard can be used in lieu of a class website, as all class information including syllabus, schedule, and assignment information can be placed there. If you choose to use Blackboard in your classes the first step you must take is to fill out a "Faculty Course Request form" available via the IT Services main page (<u>http://its.uark.edu/40.html</u>). On this page you will also find links to step-by-step tutorials for using Blackboard, as well as information regarding training seminars available each semester.

The Blackboard Learn Platform at learn.uark.edu is a web-based course management system. Using Blackboard, students and instructors can participate in classes delivered online or access online materials and activities to complement face-to-face classroom experiences.

Blackboard features include:

- E-mail, discussion boards, and chat communication tools
- Grade book and assessment tools
- Assignment submission and plagiarism detection
- Other tools for incorporating and linking content, providing information, and

  exchanging files and other sources

Tips For PowerPoint Presentations:

Serif vs. Sans Serif

Serif fonts are the font styles like Times New Roman or Georgia that have serifs or "tails" at the ends of the lines. These tails help the letters fit together into words. Serif fonts tend to have a personal, humanistic character. Use serif fonts to "involve" readers with the body of your text. Fonts such asArial and Verdana that have no tails are called Sans Serif. "Sans" is French for "without." Sans Serif fonts tend to have a technical, impersonal character. Use Sans-Serif to lend authority to your text. Use Serif fonts for large amounts of text (such as

body copy) and San Serif fonts for headlines and labels. If you mix typefaces, choose two that visually contrast.An excellent combo isArial Bold for headlines and Times New Roman bold for body text.

Color
Make your font colors bold and contrast them very sharply with your background colors.

Match the Tone of your Content
Choose a more serious font like Times New Roman for conservative audiences or serious messages. If your presentation is about technology or looks to the future, choose a clean, "modern" style such as Verdana or Tahoma.

Specialized Fonts
If your presentation will be viewed on other computers, you will want to stay with basic fonts found on most computers such asArial, Times New Roman, Tahoma, Verdana and Georgia. If the host computer doesn't have the font you used, it will replace it with its default font and your slides will format differently. Words may run off the screen, run over each other, or simply be difficult to read. If specialized fonts are necessary, you can save your fonts with your presentation. This can increase the size of your presentation, however.

Consistency is Key
For a professional-looking presentation, limit your font selection. Use only 2 or 3 fonts. Most slide templates cover this for you. If you want to edit the slide template: click and hold on your *View* menu and pull down to *Slide,* select *Slide Master* from the submenu that appears, choose a font for your headline and a different font for your body text. Now, each new slide you create will have the font styles you selected in your template, ensuring a polished, consistent look. Use that third font for labels or call-outs.Alittle variety is good, too.

Text Effects
Italics can be hard to read. So can underlines and drop shadows. Use these very sparingly and test them out if possible. Use an ordinary typeface to convey simple information and save the bold/italic typeface for emphasis.

Text Size
Increase font size 4 points larger than you're comfortable with. This way, the folks in the back row will see it. Try not to make any fonts smaller than 28 points in your presentation. Typically, stick with 36 point minimum for your body text. However, leave some blank space. Very large type with no space is between that fills the entire space is very oppressive and more difficult to read. If you can't fit all your points on a slide without moving to a smaller font, break the points up onto separate slides.

Mixed Case
Normal upper and lower case is always easier to read than all capitals.

PowerPoint Color Schemes
 PowerPoint comes with pre-installed color schemes. These schemes contain eight complementary colors. Specific colors are assigned to headline, body, background, etc. Consider varying the color scheme to make "old" backgrounds seem "new" to students.

Limited Color Vision
Avoid the situation where important information is conveyed only in the form of color. - Being friendly to colorblind people does not necessarily mean that one should not use colors. Even for colorblind individuals, colors are very useful cues to distinguish different objects easily and quickly. By carefully selecting colors that are easily recognizable to people with all kinds of color vision, one can maximize the effect of her/his presentations.
Avoid the situation where texts and objects are obscured with the background. - For example, there should be enough contrasts in brightness and saturation between texts/objects and backgrounds.Avoid the combination of colors that have the same brightness but differ only in hue. For example, red characters on green backgrounds is unreadable for colorblind individuals. Use either bright texts/objects over dark backgrounds, or vice versa.

Make texts and objects as thick or big as possible. – When the size of color-coded objects is small, only a few cone cells can be used for recognition. Colorblind people find it especially difficult to distinguish the colors of thin lines and small symbols. For color-coded text, use bold fonts such asArial or Helvetica , rather than thin Times or New York .

Caution when using red. - For non-colorblind people, red is a bright and vivid color. But for colorblind individuals, it is as dull as blue or dark green. Thus, avoid using red characters on black backgrounds, including blackboards.

How Much Text?
Use the 7 and 7 rule for legibility: 7 words per line, 7 lines per slide with a 25 word-per-slide maximum. To do this, be sure you use text to highlight, not to narrate. Keep text to the essential.Also, highly detailed charts or graphics will not be readable from a distance. Keep them simple. This may mean anywhere from 3 to 6 bullet points and a single, simple graphic that illustrates the slide title. If you can't fit all your points on a slide without moving to a smaller font, break the points up onto separate slides. Bring points onto the slide one at a time with no special effects and "gray out" points after finishing with them. This approach gives better control and pace.

Background Color
In general, it is best to use a dark background with light text for projection. However, lighting options available in the room, the size of the class, etc. can create a need to veer away from that. Consider using light objects on a dark background or dark objects on a light background. The key is contrast. Even with strongly contrasting colors, low contrast between the shades can make it difficult to read. Use font and background colors with a strong contrast, as colors often look paler when viewed on a projector and pale text can "fade" into

the background. In general, cool colors make better backgrounds. These colors include shades of blue and green.Additionally, purple may work well as a background. Conversely, the worst backgrounds are usually the "hot" colors. These include red and orange. However, both of these colors make excellent choices for graphics such as charts and diagrams. Yellow also does not work well as a background.

Remember, there are exceptions to every rule. The key is learning when to break them. If the room remains dark for your whole lecture, you may lose touch with your audience, so lighten things up. Insert a light background slide from time to time and/or pause occasionally and turn the lights on.

Design Templates

Consistency is key. Design templates contain color schemes, slides with custom formatting, and styled fonts, all designed to create a particular look.After you apply a design template, each slide you add has the same custom look. PowerPoint comes with a wide variety of design templates. In addition, you can create your own design templates. If you create a special look for one of your presentations, you can save it as a design template.

Hold the Extras

Use graphic devices such as borders, boxes, lines, or arrows only when needed.Avoid too many different types of transition in one presentation. When in doubt, select a subtle transition or none at all. Use transitions to add emphasis to create a flow. Limit animation and sound effect use to providing highlights or emphasis.

Keep it Simple

Don't overuse effects or overcrowd slides. Don't let people focus on the effects in your program. You want them to focus on the *content* of your presentation and on you as the deliverer of that content. Use your slides to illustrate your speech, not to replace your handouts. Don't cram them with information that belongs in a handout.Avoid sub-headings. Instead, break major points into separate slides. Stick with the same backgrounds, styles and transition effects throughout your presentation. Think carefully before using animations, sound and video. It's best to use those effects sparingly— they'll have more impact.

Using Images

Use images when appropriate to the message: to capture attention and clarify points, to explain, to describe, to show relationships. Keep it simple. In most cases, use one image per slide and vary the location. Be aware of your audience and how they will respond to the images you choose. (*From the TFSC website: http://tfsc.uark.edu/113.php)

The End of the Semester

Evaluations, Exams, and Grades

Course Evaluations By Students:
(The following information on course evaluations was adapted from the UA Department of World Languages 2010-2011 Handbook)

Near the final week of classes each semester all teaching assistants must administer the teacher and course evaluation form provided by their department. Each student is entitled to evaluate each course in which he or she is enrolled. The evaluations will be computer scored and feedback will be available the following semester. Teachers may not be near the room while students are filling out evaluation form. Make arrangements with a reliable student and your department's administrative assistant for the student to pick up an evaluation packet and #2 pencils and to return them to the designated office. Follow the instructions set by your department on administering evaluations. Note: Beginning in fall 2011 course evaluations will be done online, so the procedure will change.

Final Exams:
The Final Exam Schedule, set by the Registrar's Office, can be located here:
http://www.uark.edu/registrar/classes/Examcover.html

See the section on "Examination Tips and Techniques" for helpful hints on Developing and Administering Exams as well as hints for handling Make-Up Examinations/Exam Conflicts.

Final Grades:
(Some of the following information on final grades was adapted from the UA Department of World Languages 2010-2011 Handbook)

Within 48 hours after giving a final exam, you should correct the exams, calculate final grades, discuss them with your supervisor and record them on ISIS (See instructions for entering student grades, above.) The following grades are used in most departments: A, B, C, D, F and I. However, in the College of Agricultural, Food and Life Sciences, plus and minus grades are also used. (Check with your supervising faculty member to be sure that your department does not use another grading rubric.)

A mark of an "I" may be assigned when a legitimate good cause has prevented the student from completing all course requirements, and the work completed is of passing quality. It is the discretion of the instructor that determines what qualifies as a legitimate good cause. It is recommended that the instructor, prior to the assignment of an "I" mark, document the legitimate

good cause and conditions for completing course requirements. An "I" so assigned may be changed to a grade provided all course requirements have been completed within 12 weeks from the beginning of the next semester (excluding summer semesters) of the student's enrollment after receiving the "I". If the instructor does not report the grade within the 12-week period, the "I" shall be changed to an "F". **Before assigning an "I" grade, you should consult with your supervising faculty member.**

Final grades are due 48 hours after the final exams without exception. Please do not make plans to leave the area until your grades have been turned in and posted. Please keep hard copies of your grade book or printout for 2 years. Check with your supervising faculty member for department-specific policies regarding student assessment and grade-records. When you leave the University, give your grade books to your supervisor.

Teaching Portfolios and Statements

Teaching Portfolios:
(Some of the following information on teaching portfolios was adapted from the TFSC website: http://tfsc.uark.edu/169.php)

A teaching portfolio is a collection of documents and reflective essays that represents a teacher's professional development and accomplishments. At the end of each semester, you should compile the relevant original course information and teaching evaluations for your portfolio.

Your teaching portfolio should include:

- Statement of teaching philosophy
- Record of teaching responsibilities
- Teaching evaluations
- Copies of professional contributions
- Statement of future goals
- Examples of assessments and graded student work
- Copies of course syllabi and schedules

Tips for developing a teaching philosophy:
When asked to write a statement on their philosophy of teaching, many college teachers react in the same way as professionals, athletes, or artists might if asked to articulate their goals and how to achieve them: "Why should I spend time writing this down? Why can't I just do it?" For action-oriented individuals, the request to write down one's philosophy is not only mildly irritating, but causes some anxiety about where to begin. Just what is meant by a philosophy of teaching statement anyway?

In the current academic climate it is likely that most faculty will be asked for such a statement at some point during their careers. The emphasis on portfolios for personnel decision making, new commitments by institutions to the teaching mission, and the tight academic job market have

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stimulated more requests of college teachers to articulate their philosophies.At many colleges and universities the philosophy of teaching statement is becoming a regular part of the dossier for promotion and tenure and the faculty candidate application package. Such statements are often requested of nominees for teaching awards or applicants for funds for innovative educational projects.

Besides fulfilling requirements, statements of teaching philosophy can be used to stimulate reflection on teaching. The act of taking time to consider one's goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers reflect on their growth and renew their dedication to the goals and values that they hold.

The Format of the Statement
One of the hallmarks of a philosophy of teaching statement is its individuality. However, some general format guidelines can be suggested:

- Most philosophy of teaching statements are brief, one or two pages long at most. For some purposes, an extended description is appropriate, but length should suit the context.
- Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. If the statement is for specialists, a more technical approach can be used.Ageneral rule is that the statement should be written with the audience in mind.
- Narrative, first-person approaches are generally appropriate. In some fields, a more creative approach, such as a poem, might be appropriate and valued; but in most, a straightforward, well-organized statement is preferred.
- The statement should be reflective and personal. What brings a teaching

  philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to career.

Components of the Statement
The main components of philosophy of teaching statements are descriptions of how the teachers think learning occurs, how they think they can intervene in this process, what chief goals they have for students, and what actions they take to implement their intentions.

Conceptualization of learning:
Interestingly, most college teachers agree that one of their main functions is to facilitate student learning; yet most draw a blank when asked how learning occurs. This is likely due to the fact that their ideas about this are intuitive and based on experiential learning, rather than on a consciously articulated theory. Most have not studied the literature on college student learning and development nor learned a vocabulary to describe their thinking. The task of articulating a conceptualization of learning is therefore difficult.

Many college teachers have approached the work of describing how they think student learning occurs through the use of metaphor. Drawing comparisons with known entities can

stimulate thinking, whether the metaphor is actually used in the statement. For example, when asked to provide a metaphor, one teacher described student learning in terms of an amoeba. He detailed how the organism relates to its environment in terms of permeable membranes, movement, and the richness of the environment, translating these into the teaching-learning context by drawing comparisons with how students reach out and acquire knowledge and how teachers can provide a rich environment.

Amore direct approach is for teachers to describe what they think occurs during a learning episode, based on their observation and experience or based on current literature on teaching and learning.

Teachers can also summarize what they have observed in their own practice about the different learning styles that students display, the different tempos they exhibit, the way they react to failure, and the like. Such descriptions can display the richness of experience and the teacher's sensitivity to student learning.

Conceptualization of teaching:
Ideas on how teachers can facilitate the learning process follow from the model of student learning that has been described. If metaphors have been used, the teacher role can be an extension of the metaphor. For example, if student learning has been described as the information processing done by a computer, is the teacher the computer technician, the software, or the database? If more direct descriptions of student learning have been articulated, what is the role of the teacher with respect to motivation? To content? To feedback and assessment? To challenge and support? How can the teacher respond to different learning styles, help students who are frustrated, accommodate different abilities?

Goals for students:
Describing the teacher role entails detailing how the teacher can help students learn, not only a given body of content, but also process skills, such as critical thinking, writing, and problem solving. It also includes one's thoughts on lifelong learning - how teachers can help students value and nurture the intellectual curiosity, live ethical lives, and have productive careers. For most teachers, it is easier to begin with content goals, such as wanting students to understand certain aerodynamic design principles or the treatment of hypertension. The related process goals, such as engineering problem solving or medical diagnostic skills, might be described next. Finally, career and lifelong goals, such as team work, ethics, and social commitment, can be detailed.

Implementation of the philosophy
An extremely important part of a philosophy of teaching statement is the description of how one's concepts about teaching and learning and goals for students are translated into action. For most readers, this part of the statement is the most revealing and the most memorable. It is also generally more pleasurable and less challenging to write. Here, college teachers describe how they conduct classes, mentor students, develop instructional resources, or grade performance. They provide details on what instructional strategies they use on a day-to-day

basis. It is in this section that teachers can display their creativity, enthusiasm, and wisdom. They can describe how their No Fault Test System or videotaping technique for promoting group leadership skills implements their notions of how teachers can facilitate learning. They can portray what they want a student to experience in the classes they teach, the labs they oversee, the independent projects they supervise. They can describe their own energy level, the qualities they try to exhibit as a model and coach, the climate they try to establish in the settings in which they teach.

Personal growth plan:
For some purposes, including a section on one's personal growth as a teacher is also important in a statement of teaching philosophy. This reflective component can illustrate how one has grown in teaching over the years, what challenges exist at the present, and what long-term goals are projected. In writing this section, it helps to think about how one's concepts as well as actions have changed over time. It might be stimulating to look at old syllabi or instructional resources one has created, asking about implicit assumptions behind these products. Dialogue with colleagues, comparison of practices with goals, and examination of student or peer feedback on teaching might help with the task of enumerating present questions, puzzles, and challenges. From these, a vision of the teacher one wants to become will emerge. Describing that teacher can be a very effective way to conclude a philosophy of teaching statement.

Examples of Statements:
By far, the best philosophy of teaching statement examples for most college teachers are those of peers who teach in similar settings or disciplines. Since statements tend to be tailored to specific contexts, peer examples are thus highly appropriate models. Dialogue with colleagues on these statements can help to stimulate ideas for one's own statement as well.

Other examples are contained in several recent books on teaching portfolios, such as Seldin (1993) and O'Neil & Wright (1993). Reflective books on effective college teaching often contain extensive descriptions of teaching philosophies, such as the chapter on "Developing a Personal Vision of Teaching" in Brookfield's *The Skillful Teacher* (1990) and "Three Teaching Principles" in Louis Schmier's *Random Thoughts* (1995).

The Classroom Environment

After all of the preparation for the first day of class has been accomplished, it is time to turn your attention to communicating your objectives to your students. Instructors must be sure to communicate to the students what is expected of them during the course. If students are not made aware of what you as the instructor expect from them, the classroom environment will suffer and the experience of both student and instructor will be diminished. Proper communication will prevent many negative classroom experiences from occurring, and minimize the amount of effort needed to solve those issues that do arise.

There are a number of ways that instructors can convey the type of classroom environment that they expect and/or desire. First, instructors must always be aware that the degree of professionalism they display in the classroom provides the students with a guide for their own behavior. Professionalism includes everything from the language you use and your attitude towards students to your conduct both inside and outside the classroom. Small actions such as arriving to class late or carelessly expressing your opinion on a matter such as politics can influence the behavior of your students. (Teaching at the University, Ideas and Suggestions for Teaching http://tfsc.uark.edu/Teaching_at_the_University.pdf)

No matter how much you prepare, work, and communicate, you may still encounter unwanted problems and issues within the classroom. It is important to be prepared for such problems and that you learn not only how best to avoid them, but also how to handle them if they do arise. This section of the TA handbook will first go over some tips on creating a classroom environment that reduces problems, and then cover the best procedures and practices for when problems do arise.

Creating the Optimal Classroom Environment:
A comfortable classroom environment will be more conducive to student learning and enhance their classroom experience. The key to a comfortable classroom environment is building a rapport with your students. Once a rapport is built, the classroom environment becomes more open and warmer, instructors appear to be interested in the students as individuals and care about their classroom experience. (Graduate Teaching Assistant Handbook, Center for Teaching Development, University of California, San Diego)

Suggestions for Establishing a Rapport with Students:
- Arrive to class early, chat with students, and talk with them about the class and other appropriate topics (campus events, etc.).

- Stay after class to answer questions.
- Keep office hours and make yourself available to meet with students outside of class.
- Encourage students to ask questions during class.
- Make the best of the physical environment. No classroom is ideal, but don't let the space dictate the atmosphere. Rearrange seats, move around the classroom while lecturing, ask students to sit towards the front instead of the back of the room, maintain eye contact during the class, be animated and expressive, and most importantly control your nervous mannerisms.
- Find out student interests in the course. Ask them early in the semester what topics interest them most about the course. Involve your students in the class, ask them for input, ask them questions, and get their opinions.
- Learn the students' names as quickly as possible, as well as getting to know something about each student. The practice of having students fill out

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Introduction Cards on the first day of class will give you insights into each student as an individual.

- Relate to your students on a personal level. Share things about yourself so that they feel comfortable enough to share things with you.
- Make your expectations clear. Not only for course objectives and student conduct, but also what kind and range of answers you are looking for on tests, assignments, etc.
- Do not judge students! Even by exhibiting judgmental behaviors in class, instructors can influence negative behaviors from other students.
- Treat your students as adults. College students are all adults, and sometimes, even unwittingly, a teacher's actions or behavior treats students as children. Even the slight gesture such as giving preference to a colleague over a student will give the impression that students come second and are not as important as other faculty.
- Be supportive of your students and show concern. Your course is only a small part of students' lives, realize that and be understanding of the other aspects of their life.
- NEVER humiliate a student. Humiliation is often unintentional, but making a student feel uncomfortable often discourages that student.
- Only use appropriate humor. Humor, when properly used, can create a very enjoyable environment. When humor is inappropriate or forced, it can detract from the ideal classroom environment. Be mindful of how you use humor in the classroom setting.
- Be as positive as possible. Be energetic, be willing to smile and laugh, be willing to engage students in small talk; or if you are not able to do these things, be open enough to communicate with your students that you are having a bad day and why.
- Be aware of inattentive behaviors. Shuffling or shifting in their chairs, persistent coughing, stacking books and papers, looking at their watches, etc. All of these actions indicate that you have lost the students' attention and that a change is needed.
- Obtain feedback from your students and make adjustments when needed.

For more suggestions:

- Graduate Teaching Assistant Handbook, Center for Teaching Development, University of California, San Diego: http://ogs-ctd.ucsd.edu/resources/TAhandbook.pdf
- Teaching at the University, Ideas and Suggestions for Teaching, Walton College of Business Administration: http://tfsc.uark.edu/Teaching_at_the_University.pdf

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Disruptive Behavior

Defining Disruptive Behavior:
Once a student has decided to attend the University of Arkansas, that student becomes a part of our academic community. As a student at the University of Arkansas, the student agrees to live and abide by the **Code of Student Life** (http://www.uark.edu/ua/uaprod/handbook/).

Occasionally students will not abide by this code and may be disruptive in the classroom environment. Your actions and decisions when encountered with disruptive behavior should follow the outline provided by the Code of Student Life and the Student Handbook. When encountered with a disruptive student, it is important to know your rights and responsibilities as an instructor.

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards in the classroom.
- To outline expectations, verbally as well as in your syllabi.
- To address inappropriate behavior when it occurs in the classroom.
- To involve other offices when the circumstances arise:
    - Vice Provost for Student Affairs (VPSA) - (479) 575-5459
    - Dean of Students (DOS) - 1-479-575-4401
    - Office of Community Standards and Student Ethics (OCSSE) - (479) 575-5170
    - University of Arkansas Police Department (UAPD) - (479) 575-2222
    - Counseling and Psychological Services (CAPS) - (479) 575-5276
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class.

(Taken from: A Faculty and Staff Guide to: Dealing with Disruptive Behavior, University of Arkansas VPSA/DOS, http://ethics.uark.edu/DisruptiveBehavior07use.pdf)

Campus Contacts for Disruptive Behavior:
- Vice Provost for Student Affairs/Dean of Students (VPSA/DOS)
    - (479) 575-5004; http://dos.uark.edu
- Office of Community Standards and Student Ethics (OCSSE)
    - (479) 575-1570; http://www.uark.edu/ua/ethics
- University Counseling and Psychological Services (CAPS)
    - (479) 575-5276; http://health.uark.edu/CAPS/
- University of Arkansas Police Department
    - (479) 575-2222 or 911; http://uapd.uark.edu

Disruptive behavior can be difficult to define, but can be best summarized by:

- Any behavior that inhibits a faculty member's ability to conduct class or limits other student's ability to benefit from instruction.
- Conduct, speech, or activity that interferes with the learning activities of other students.

This broad definition of disruptive behavior encompasses an infinite number of specific behaviors. It is important to remember that each individual has a different view of what interferes with the ability of someone to learn. Use your best judgment to assess whether a behavior impedes not only your ability to teach, but also the ability of each individual student to have the appropriate classroom environment in which to learn.

Some examples of disruptive behavior are: (http://ethics.uark.edu/DisruptiveBehavior07use.pdf)

- Physical violence
- Intoxication
- Verbal abuse or harassment
- Sexual harassment
- Use of profanity
- Failing to respect others when they are expressing their viewpoints
- Talking while an instructor or other students are talking
- Constant questions or interruptions that interfere with classroom presentations by instructors or students
- Creating excessive noise
- Chatting or whispering during class
- Use of electronic equipment
- Reading the newspaper

Preventing Disruptive Behavior:
The best way to prevent mildly disruptive behaviors is to establish a supportive and open classroom environment. Other sections of this TA Handbook have provided suggestions on establishing communication with your students and promoting a classroom environment that is conducive to student learning and reduces problems. The addition of a statement about behavioral boundaries to your syllabus and the discussion of this section on the first day of class will also help prevent any escalating misconduct.

Dealing with Disruptive Students:
It is best to avoid singling out a disruptive student at first. Instead, it is better to direct a general word of caution or warning to the entire class. This general warning may alert a student that what they are doing is disruptive. Students can unwittingly display disruptive behavior, and this initial general warning allows students to recognize their error without humiliating them. The general warning also alerts the entire class that a certain behavior is inappropriate and will not be

tolerated within the classroom. (A Faculty and Staff Guide to: Dealing with Disruptive Behavior, University of Arkansas VPSA/DOS) http://ethics.uark.edu/DisruptiveBehavior07use.pdf

Protocol for Instructors:
- If a student poses an immediate threat to the safety of themselves or others contact the University of Arkansas Police Department immediately at 479-575-2222 or 911.

- Deal with behavior immediately, it is likely to progress and/or escalate if it is ignored.
- If you observe disruptive behavior occurring during class, make a general statement first.
- Do not take the behavior personally. The behavior, in most cases, has nothing to do with you.
- If the behavior is more irritating (passing notes, use of cell phones, etc.) than disruptive, it may be best to speak to the student after class.
- If you speak with a student after class, explain why the behavior was inappropriate and inform him/her of all expected behaviors for continued participation in the course.
- If you feel uncomfortable or unsafe with a student, request that a colleague, department chair, and/or member of the VPSA/DOS staff be present at the time of the meeting.
- When speaking to a student regarding disruptive and/or inappropriate behavior, be sure to do so in a private setting.
- If it is absolutely necessary to deal with a student's behavior during class, use discretion to calmly inform the student that the behavior is disruptive and it must not continue.
- If the disruptive behavior continues after you have addressed it, use discretion and ask the student to leave the classroom immediately. Following class, the instructor should immediately contact the OCSSE. The instructor should document and forward all pertinent information regarding any incidents to the OCSSE
- If a student refuses to leave the classroom, you can choose to end class for the day.
- Be sure to keep a log of all incidents. This log should include the date, time, location, and nature of all incidents
- Keep the Department Chair informed as the situation develops.
- Save any and all inappropriate emails and document the dates of all inappropriate
- occurrences in the classroom.

What To Do If a Student Appears Dangerous:
If you believe that a student is dangerous, or that a situation has the potential to escalate into a physical threat to you or others at the University, call the University Police (UAPD) at 911 to

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report the behavior. If you are confronted with a situation where you cannot contact the police department you should:

- Maintain a safe distance and do NOT turn your back on the student.
- Unless you are being physically assaulted, do NOT touch the student or his/her belongings. This may be interpreted as a threat.
- Use a calm, non-confrontational approach and manner to defuse the situation.
- If a threat of harm is present, immediately dismiss the class. Do not mention disciplinary action or police intervention. If you have already mentioned these, direct the student's attention away from the consequences of his/her behavior. Once the student has calmed down and/or left the area, the UAPD and the OCSSE should be contacted immediately.

Possible Sanctions:

- University Reprimand – Students are put on warning through the end of the next semester.
- University Censure – Similar to reprimand, only for an extended period of time.
- Conduct Probation – For more serious infractions, student is not held in good standing with the University for the duration of this probation period.
- Suspension – Withdrawal of enrollment privileges for a specific time period, and a determined set of conditions that must be met before the student can return. Student may not come onto campus during suspension.
- Interim Suspension – The student must immediately leave the campus and University, and all of their participation in classes or University activities is suspended.
- Expulsion – Permanent dismissal from the University.
- Mandatory Psychological Evaluation – If the authoritative body believes there are underlying severe emotional problems, a psychological evaluation is ordered.
- Psychological Withdrawal – Withdrawal of a student based on the recommendation of the Director of Counseling and Psychological Services.
- Educational Sanctions - Sanctions may range from counseling to community service.

For more information about possible sanctions and other aspects of dealing with Disruptive Students, please review http://ethics.uark.edu/DisruptiveBehavior07use.pdf and the University of Arkansas Policy on Workplace Violence http://vcfa.uark.edu/Documents/FayPol_FacStaff_4160.pdf

Academic Integrity at the University of Arkansas:

As a Teaching Assistant, you play a vital role in upholding the integrity of the academics of the University of Arkansas. In order to preserve the value of the University, its degrees, and the

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intellectual process; the entire community of the University of Arkansas must work to support academic integrity.

> *"As a community of scholars, we uphold academic integrity and our Honor Statement as foundational to appropriate conduct within the university setting. The fundamental trust that work presented as one's own truly represents one's own intellect and effort underlies our mission as an educational, research and service institution; moreover, this trust is central to our peers' recognition of the value of a University of Arkansas degree. Thus, this document represents a deeply- and commonly-held set of values. Because this trust is so essential to the enterprise of the University of Arkansas, this policy has been established to set forth the University's commitment to academic integrity and to create procedures to address allegations of academic misconduct in a fair and unified manner."* (Academic Integrity Policy, University of Arkansas)

This section of the TA Handbook will cover the prevention, detection, and administrative process associated with academic dishonesty.

The Office of Academic Integrity and Student Conduct (OAISC) is tasked with processing academic misconduct cases that are sent forward from the colleges. They are housed in the Office of the Provost/Vice Chancellor for Academic Affairs. Each college/school has one or more **Academic Integrity Monitors** who is the School or College's liaison to the All-University Academic Integrity Board (AUAIB). The UA Academic Integrity Policy is found at http://provost.uark.edu/245.php

Please note that the Policy states that faculty are encouraged to include the **Academic Honesty Syllabus Statement** in their syllabus**:**
> *"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."*

> *"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."* (Academic Integrity Policy, University of Arkansas)

In addition, the **Catalog of Studies and the Student Handbook** outline the **Academic Regulations** and **the Code of Student Life**:

- http://www.cveg.uark.edu/2011-2012_Handbook.pdf
- http://catalogofstudies.uark.edu/

- http://catalogofstudies.uark.edu/2882.php

The policy outlining research and scholarly conduct at the University of Arkansas:
- http://vpred.uark.edu/Research_Scholarly_Misconduct.pdf

Some Specifics Regarding Academic Integrity:

*"**Academic Dishonesty**: Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another's work or by interfering with the independent completion, submission, or evaluation of academic work."* (Academic Integrity Policy, University of Arkansas)

Violation Levels (from UA's Academic Integrity Sanction Rubric)

The following violation levels are assigned to specific types of violations of the University's Academic Integrity Policy; if a violation of academic integrity principles occurs which is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists in the rubric. A violation will be considered as a single violation up until the point that a student receives notice of that violation; additional infractions occurring after that point will be considered separately for purposes of this rubric. If assignment of a sanction requires the Board to interpret the sanction rubric, the Board shall provide a rationale for its determination and application of the particular sanction(s). General guidance on substantial issues of interpretation of the sanction rubric shall be provided by the Provost/Vice Chancellor.

A student receives the assigned number of sanction points for each violation for which he/she is found responsible. Sanction points are cumulative over the length of the student's tenure at the University of Arkansas.

Level One Violation -- 0.5 sanction point for each violation
* Copying from or viewing another student's work during an examination.
* Using any materials or resources that are not authorized by the instructor for use during an examination.
* Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
*Facilitating or aiding in any act of academic dishonesty.
* Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
*Submitting, without specific permission of the instructor, work that has been previously offered by the same student for credit in another course.
*Falsification of attendance and/or participation.

* Plagiarizing, that is, the offering as one's own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another (in print, electronic, or any other medium) are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is not sufficient to provide a citation if the words of another have been reproduced – this also requires quotation marks. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted (undergraduate level).

Level Two Violation -- 1.0 sanction point for each violation
* Buying, selling or otherwise obtaining or providing information about an examination not yet administered.
* Substituting for another person or permitting any other person to substitute for oneself to take an examination.
* Submitting as one's own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another.
* Submitting altered or falsified data (undergraduate level).
* Plagiarizing (graduate level).
* *Also applies to the third or any subsequent Level One violation (would apply 1.0 sanction point instead of .5 sanction point).*

Level Three Violation -- 3.0 sanction points for each violation
* Altering grades or official records.
* Falsifying or signing another person's name on any academically-related University form or document.
* Sabotaging another student's work.
* Submitting altered or falsified data (graduate level)
* *Also applies to the third or any subsequent Level Two violation (would apply 3.0 sanction point instead of 2.0 sanction points).*

II. **Sanctions**:

If the preponderance of the evidence for any Level One violation suggests that the student's actions were a violation but the student intended to comply with the academic integrity policy, the Board shall issue a 'Letter of Reprimand' to the student and can assign 0.0 or 0.5 point for the violation (as appropriate).

Sanction points = 0.5: For work for a course, the instructor shall give the test or an assignment an immediate zero (0) which shall then be averaged into the course grade. If the violation occurred on work outside of a course, the faculty member will require that the work be redone. If that involves missing a stated deadline, the stated late penalty will apply.

Sanction points = 1.0: The student will receive a course grade of XF for work done for a course; for work outside a course, the student will receive a failure on the project (e.g., on the candidacy exam).

For infractions involving point levels of 1.5 and above, the course grade/project failure sanction will apply in addition to suspension or expulsion.

Sanction points = 1.5: The student will be suspended for the following semester (the student will be allowed to complete the current semester).

Sanction points = 2.0: The student will be suspended for two full semesters (the student will be allowed to complete the current semester).

Sanction points = 2.5: The student will be suspended for three full semesters (the student will be allowed to complete the current semester).

Sanction points = 3.0 or more. The student will be immediately and permanently expelled."

Preventing and Managing Instances of Academic Dishonesty:

Prevention of Academic Dishonesty Tips:

- Discuss academic integrity with your students in detail. The better you communicate your standards to your students, the easier it will be to deal with any possible cases of Academic Dishonesty in the future.
- Do NOT expect your students to know your policies regarding exams, assignments, etc. without specific input from you.
- Be sure to include the Academic Honesty Syllabus Statement (previously presented above). It may be important to include in your syllabus what constitutes academic dishonesty, plagiarism, and when collaborations are or are not appropriate.
- Also in your syllabus, you should refer students to the university's policy regarding sanctions and may include a section about the consequences and possible sanctions for academic dishonesty so that students are well aware of the possible outcomes of their actions.
- Encourage your students to consult faculty or staff when there is a question about the legitimacy of a procedure or process.
- Be clear on tests and assignments as to when collaboration is permitted and when it is not; and, what is allowed on their person during an exam. Also be clear on what other possible aspects of the assignment or test you would prohibit or allow.
- Check students' photo IDs during exams.
- For writing assignments, have students focus on a narrow topic and have them turn in multiple drafts well in advance of the final due date.

- Carefully explain plagiarism and what constitutes plagiarism in your course.
- Individualize assignments.
- Assess a grade on both the process and the final written assignment.
- Separate students with vacant seats or assign random seating for exams.
- Try to make up your own exams and steer clear of test banks – many are readily accessible to anyone.
- Make alternate forms of the exam to discourage copying.
- Prohibit students from having anything at their desks/seats during the exam.
- Do not allow students to leave the room during the exam. (Be sure to announce this in your syllabus ahead of time).
- Photocopy Scantron sheets or portions of the exam before you hand them back to students.

Take several minutes to think about all the possible ways/methods in which you or a student could "cheat" or perform an act of academic dishonesty…….

Now, realize that your students can think of an exponential number of more ways to perform academic dishonesty and that they may not even realize that what they are doing is wrong. With that in mind:
- Follow the University's Policy…
- You will NEVER be able to list ALL possible acts that qualify as Academic Dishonesty
- Do NOT set the precedent that only those violations/methods that you have listed are prohibited.
- DO set the standard with your students that you will outline what IS acceptable, and that anything not on that list is NOT.
- It is not advisable to expend effort to find EVERY way a student may subvert or

  compromise the Academic Integrity of the U of A. It is much more practical to establish that only a certain set of actions/methods are acceptable and anything outside of those should be considered inappropriate.

What if I suspect cheating or have witnessed cheating? How to Properly Handle Breaches of Academic Integrity -

Faculty are given the authority to manage incidences of academic dishonesty by the Faculty Senate, and the procedures for doing so are outlined in the Academic Integrity Policy. Faculty are expected to manage incidences of academic dishonesty according to the established policy. Failure to abide by the established policies may adversely affect his/her ability to defend any action or sanction imposed on the individual committing the act of academic dishonesty.

(From UA Academic Integrity Policy)
- When an instructor/department initially suspects that a student has violated the Academic Integrity Policy, the instructor or another appropriate University official may discuss the matter with the student and/or with the Academic Integrity Monitor for the college or

school. Instructors can determine whether a student is responsible or not responsible of academic dishonesty, but the standard of proof in a suspected case of Academic Integrity needs to fall under the "preponderance of evidence." The evidence needs to be of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true. Instructors need to carefully follow procedure and be willing to cooperate throughout the process. If the instructor fails to follow procedure or does not participate in the process when asked, the case will most likely be thrown out.

- Should the instructor/department determine that the student may be responsible for academic dishonesty, the instructor or another appropriate University official will, within five working days after determining that there is a potential violation of the Academic Integrity Policy (or as soon as practicable thereafter), report the case to the Academic Integrity Monitor for the college.

- In reporting the case, the instructor/official will submit a completed "Allegation Evidence Form," (http://ethics.uark.edu/) available on the OAISC website, to help ensure that all information necessary to the consideration of the case is available for review.

- The Academic Integrity Monitor may determine that **the evidence of an alleged violation is insufficient to warrant forwarding the case to the Board**. In this case, the Academic Integrity Monitor will notify the instructor/Department and student of his/her determination. The complete written record of the Academic Integrity Monitor's determination will be forwarded to the OAISC, and a summary of the matter shall be provided to the AUAIB for its information.

Frequently Asked Questions:

- What Standard do I use to determine if a student is responsible for academic   dishonesty?
   1. In order to find a student responsible for academic dishonesty, there must be significant factual evidence to support the finding. Remember "preponderance of evidence."

- Will an instance of academic dishonesty adversely affect the student?
   - The grade sanction and any disciplinary sanctions imposed may be very serious for the student.   However, their file remains confidential and does not become part of their permanent student record.

- Why is it so important that I inform the OAISC of my action?
   - Failure to report violations to the OAISC may adversely affect the instructor's ability to defend any action taken or sanctions imposed. Also, students with multiple offenses may be able to avoid disciplinary sanctions if these incidences go unreported.

For further information or consultation you can refer to the following references:

- U of A Office of Community Standards and Student Ethics (479-575-5170)
- http://ethics.uark.edu/1622.php
  (This site also has the incident report form you can download)
- UA Code of Student Life: www.dos.uark.edu
- UA Academic Regulations: http://catalogofstudies.uark.edu

Students with Disabilities

The Center for Educational Access:
The Center for Educational Access (CEA) is the central campus resource for students with disabilities to obtain any accommodations that are needed for equal access to the campus educational and physical environment. The CEA provides support for students and faculty, training and educational resources for the University of Arkansas as a whole, and is a consultant for the institution's technological infrastructure; all providing the maximal accessibility for all programs, services, and activities offered at the University of Arkansas. For more detailed information and further resources, please visit the Center for Educational Access website: http://csd.uark.edu/index.html or http://cea.uark.edu

Rights and Responsibilities of Students and the University of Arkansas:
- Students with disabilities should have an equal opportunity to learn and participate in the programs, activities, services, and facilities of the University of Arkansas through the provision of reasonable accommodations, academic adjustments, and auxiliary aids and services.

- Students have a right to confidentiality of information regarding their disability, except as disclosure is necessary to acquire accommodations, facilitate services, and/or is required by law.
- Students with disabilities have a right to accessible formats of information and means of communication.
- Students may file a complaint if they believe they have been subjected to

  discrimination on the basis of disability or have been denied access or accommodations as required by law.

Students with Disabilities have a RESPONSIBILITY to:
- Meet and maintain essential qualifications and standards for the University of Arkansas courses, programs, services, and activities.
- Follow published procedures for obtaining reasonable accommodations at the University of Arkansas.
- Provide comprehensive documentation that details the manner in which their disability may affect their participation in programs and activities of the University of Arkansas, and that supports each accommodation request.

The University of Arkansas has the RIGHT to:

- Identify essential functions, abilities, skills, knowledge, and standards for courses, programs, services, activities, and facilities, and to evaluate all students equally on these bases.
- Request and receive, through the CEA, current documentation that supports accommodation requests.
- Select among equally effective accommodations to provide to students.
- Refuse an unreasonable accommodation request that imposes a fundamental alteration on a course, program, or activity of the University of Arkansas.
- Deny a request for an accommodation if documentation does not support the request or if documentation is not provided.

Process for Students to Receive Disability-Related Accommodations:
- Student 'registers' with the CEA on campus and provides documentation of disability and requests specific accommodations.
- CEA provides student with a letter that details classroom accommodation needs.
- The student is RESPONSIBLE for delivering this accommodation letter to the instructor and for discussing his/her needs with the instructor of the course.
- This letter MUST be delivered within the first 2 weeks of the course.
- The student must also remind the instructor at least one week (7 days) before the schedule exam or needed accommodation.
- The instructor and CEA collaborate to provide accommodation(s) for the student(s).

Type of Accommodations Offered:
- Exam Accommodations (most common)

- Extended time
- Distraction-reduced location
- Use of auxiliary aids
- Assistive listening device
- ASL interpreter
- Real-time captioning
- Use of assistive technology
- Voice recognition software
- Speech synthesizer
- Screen readers
- Language translators
- Classroom/furniture modifications
- Note taker
- Use of a calculator, spelling/grammar check
- Need for a reasonable number of absences and/or extensions on project deadlines
- Alternative format of exams
- Course substitutions (NOT waivers)
- Requests for Incompletes

For further information, please use the resources provided at the CEA homepage:
http://cea.uark.edu

Family Education Rights and Privacy Act of 1974 (FERPA):
This Federal Act passed in 1974 protects the privacy of student education records. FERPA protects the privacy of a student's personal information, grades, enrollment records, and their schedules.

FERPA grants adult students the right to:

- see the information that the institution is keeping on them.
- seek amendment to those records and in certain cases append a statement to the record.
- consent to disclosure of his/her records
- file a complaint with the FERPA Office in Washington

Schools may only disclose "Directory Information" without the student's consent. Directory information includes name, address, phone number, DOB, major field of study, dates of attendance, etc. Non-directory information requires a student's written consent; this information includes social security number, student identification number, race, ethnicity, gender, and grades. However, the University must honor a student's directive not to disclose directory information. These "directory holds" will be shown in ISIS. New instructors should keep in mind that information about a student may not be disclosed to the student's parents, unless a student has released this information.

For more information, please consult the University of Arkansas' Office of the Registrar or
http://registrar.uark.edu/FERPA/Students_Parents_FERPA_Guide.pdf

Freedom of Information Act:
Under the Arkansas Freedom of Information Act (FOLA) (Ark. Code Ann. 25-19-101—25-107), certain records and governmental entities are open to the public. Specifically, Part 1 of this Act includes all records at the University of Arkansas about the performance or lack of performance of official functions, which are considered "public record." Any citizen of the State of Arkansas may request records pursuant under FOLA. These requests are made in writing to the designated administrator and must be complied with.

What this means is that students and any Arkansas resident may request records of your teaching performance, documents pertaining to the course, including any IACUC proposal submitted for the course. As a TA, you also have the right to request any information that may fall under FOLA. For more information, please refer to:
http://vcfa.uark.edu/Documents/FayPol_Admin_2070.pdf

<u>Counseling and Psychological Services (CAPS)</u>

Students at the University of Arkansas are often under a great deal of stress during the course of their academic career. Most students are able to successfully cope with these stresses and challenges without the need of outside help or counseling, but some students find these burdens are too great for them to bear alone. As a faculty or staff member, you will not only encounter these students in your day to day activities, but it is your duty to help identify and refer students who are in distress.

Some Signs of a Student in Distress:
- Poor preparation, excessive procrastination, or changes in these habits during the course of the semester.

- Infrequent class attendance or participation.
- Dependency of a student, the student makes excessive appointments to see you during your office hours.
- Listlessness, lack of energy, or falling asleep in class.
- Marked changes in personal hygiene.
- Garbled or impaired speech or disjointed thoughts.
- Homicidal threats.
- Regular disruptive behavior.
- Overtly suicidal thoughts or references to suicide.
- High levels of aggression, unruly behavior, irritability, violence, or abrasive behavior.
- Inability to make decisions.
- Dramatic weight loss or gain.
- Bizarre behavior, inappropriate behavior, or behavior characteristic of a mental disorder.
- Displaying "extreme" emotions for a prolonged period of time.
- Odor of alcohol, marijuana, or other drugs, runny eyes, blood-shot eyes, or slurred speech.

How to Interact with a Student Showing these Signs:
- Talk to the student in private.
- Be an attentive and careful listener.
- Show concern and interest.

- Repeat back the essence of what the student has told you.
- Avoid criticizing or sounding judgmental.
- Consider using the Counseling and Psychological Service (CAPS) as a resource and discuss referring the student.
- If the student resists help, contact CAPS to discuss the best course of action.
- Involve yourself only as far as you want to go.

How to Make a Referral to CAPS:
- Suggest that the student call or come in to make an appointment. CAPS phone number is 479-575-5276 and is located in HLTH-214.

- If you wish to assist the student directly, call the receptionist at CAPS while the student is in your office to ensure an appointment is made.
- IF the situation is an emergency, follow the previous step but state that the student "needs an appointment immediately."
- If you are concerned about a student but are uncertain about the appropriateness

  of a referral, call CAPS for a consultation.

For more information, please refer to the CAPS website: http://health.uark.edu/caps.php

Laboratory Wastes

Laboratory Waste Disposal and Chemical Spill Procedures:
The University of Arkansas has taken great care to assure that all campus-generated waste products are disposed of in an environmentally sustainable manner. The Environmental Health and Safety (EH&S) Department has put forth a tremendous effort to ensure that not only is waste handled and disposed of properly, but also to reduce the amount of waste generated. During your tenure as a Teaching Assistant (TA), you may be asked to be involved in a course that generates waste products and/or uses chemicals that need to be stored, handled, and disposed of in specific ways. It is important that as a TA in such courses, you not only know and understand the general procedures that will be outlined here, but you also take the time to learn the more specific requirements of any possible materials you will be using in your course.

While this handbook will provide general information on waste disposal and chemical spill procedures, remember that is always important to know as much as possible about potential dangers and necessary precautions in your lab and/or classroom. Be sure to take the time to learn more information about any specific materials you may be required to work with, before you use them in the classroom setting.

Waste Disposal:
EH&S is directly responsible for the collecting and disposing of campus-generated hazardous waste. Hazardous waste disposal is governed by the Resource Conservation and Recovery Act (RCRA) of 1976. The RCRA authorizes the EPA to regulate the generation, management, storage, transportation, and disposal of hazardous waste materials. A hazardous waste is defined as a material that is ready to be thrown away that can adversely affect human health or the environment. For further guidelines on whether a material is hazardous or what qualities make a material hazardous, please visit: http://ehs.uark.edu/HazardousWaste.aspx

Once a material has been determined to be hazardous or requires special disposal, you must dispose of the material through the EH&S, without exception. Since EH&S is responsible for collecting and disposing of hazardous wastes, all you need to do is make sure that the waste is properly stored and contained, and request that EH&S pick up the waste container. EH&S has put all hazardous waste pickup request procedures and forms online. The online form is easy to follow and fill out. It can be found at: http://ehs.uark.edu/HazWasteDisposal.aspx

Some empty hazardous material containers must also be treated as hazardous waste, so be sure to check if any containers you store hazardous materials in fall under that category: http://ehs.uark.edu/DocumentPages/ExtremelyHazardousChemicals.pdf

There are many state, federal, and University guidelines and regulations when dealing with hazardous materials, hazardous materials, and chemicals. If you are responsible for working with any of these materials, you need to review those guidelines carefully and be properly trained. The University of Arkansas highly recommends that you attend training for any potential hazards you may encounter while teaching. If your department does not provide you with training, EH&S has a variety of ways to prepare faculty and staff for working with potentially hazardous materials. Please visit their website and obtain the proper training BEFORE you work with any hazardous materials. http://ehs.uark.edu/Training.aspx

Chemical and Biological Spills:
All laboratories are required to have a written, lab specific emergency plan on hand, adequate materials to contain and clean up a spill, and documented laboratory training in spill response for all personnel. If you are working in a lab that may have possible biological and/or chemical spills, be sure to know these plans and procedures for each lab you may teach in. If you have not received training on spill procedures, EH&S can provide you with the necessary training. While procedures for chemical and biological spills are different, the basic spill procedures apply for both types of spills. In the event of a biological or chemical spill, the following procedures should be followed:

A Major Spill:
- A major spill constitutes a spill in which the release of a type or quantity of a substance:
    - Poses immediate health risks
    - Poses a fire hazard or explosion risk
    - That is a highly dangerous chemical or biological agent
    - That is a large quantity (generally over 1 liter of liquid or 1 kg of a solid material)
- Immediately activate the nearest fire alarm and evacuate the building
- Call 911 and provide details of the accident including:
    - Location
    - Class of hazardous material involved
    - Size of spill
    - Description of any personal injury
    - Control measures already taken
    - Your name and phone number
    - How you can be identified when emergency personal arrive at the scene.

- Call EH&S at 479-575-5448 (during work hours) or 479-575-2222 (after work hours)
- If any injury or chemical contamination occurred, after following the preceding steps:
    - Move the victim(s) from the immediate area of fire, explosion, or spill; if this can be done without further injury to the victim(s) or you.
    - Locate the nearest emergency eyewash station or safety shower
    - Remove any contaminated clothing from the victim and flush all areas of body contacted by chemicals with water for 15 minutes
    - Administer first aid as appropriate and seek medical attention

A Minor Spill:
- Notify EH&S
- Notify lab personnel and neighbors of the accident

- Isolate the area, closing doors and evacuating the immediate area as necessary
- Remove ignition sources and unplug nearby electrical equipment
- Establish exhaust ventilation by turning on fume hoods (if possible)
- Locate the nearest spill kit
- Choose appropriate personal protective equipment (PPE)
- Confine and contain the spill by covering and/or surrounding it with the appropriate absorbent material
- Neutralize acid and base spills prior to cleanup
- Sweep solid materials into a plastic dust pan and place in a sealed 5 gallon container
- Wet mop spill area, decontaminating broom, dustpan, mop, etc. afterwards
- Put all contaminated items (including PPE) into the sealed 5 gallon container
- Request a EH&S Hazardous Waste Pickup

Biological spills are classified into 4 levels of biosafety, each having its own set of special spill procedures. Be sure to know the level of biosafety that all materials you may be working with fall under. Refer to the EH&S website for more detail on both biological and chemical spill procedures:

- Biological Spill Levels and Procedures:
    http://ehs.uark.edu/BiologicalSpillResponse.aspx
- Chemical Spill Procedures:
    http://ehs.uark.edu/ChemicalSpillResponse.aspx
- Spill Response Guide:
    http://ehs.uark.edu/SpillResponse.aspx
- Accident/Incident or Unsafe Condition Reporting:
    http://ehs.uark.edu/AccidentIncident.aspx
- Radiological Spill Procedures:
    http://ehs.uark.edu/RadiologicalSpillResponse.aspx

- Emergency Contact Numbers:
    - Medical or Fire Emergency: 911
    - Poison Control Center: 1-800-3-POISON (1-800-376-4766)
    - Spills: 575-5448 during work hours, or 575-2222
    - U of A Health Center: 575-4451
    - U of A Police: 575-2222

Student Athletes:

Student-athletes often present unique challenges to instructors. Student-athletes must balance being full time students with their athletic obligations. The result is that student-athletes often regularly miss classes. These absences are excused by the University of Arkansas, so as an instructor you are required to provide that athlete with a reasonable opportunity for making up that time, assignment, exam, etc..

As a member of the staff of the University of Arkansas, you are required to provide reasonable opportunity to student-athletes, just as you would any other student that has an excused absence. There is often some confusion when dealing with student-athletes and they are often perceived to be given special status. This is an incorrect assumption, as the NCAA has strict guidelines when it comes to interactions with currently enrolled student-athletes. It is important that as a TA you understand what you are and are not required to accommodate student athletes.

As a basic principle, student-athletes are not permitted to have or receive any extra benefits from faculty or staff. An extra benefit is any special arrangement by an institutional employee that is provided to a student-athlete that is not available to the general student body of that institution. Essentially, you cannot treat student-athletes any different than you do your other students.

Examples of extra benefits include but are not limited to:

- Special arrangements for late assignments or make-up exams that are not given to other students with excused absences.
- Allowing student-athletes to miss classes if they have not made prior arrangements or under circumstances that you would not allow another student to miss class.
- Use of any technology not available to other students.
- Preferential grading for student-athletes.
- Special arrangements for extra credit that is not offered to other students.
- Providing transportation to the student-athlete.

For more detail, please review this article:
http://www.arkansasrazorbacks.com/ViewArticle.dbml?DB_OEM_ID=6100&ATCLID=212386

The bottom line with student-athletes is that they have obligations as students just as the rest of the student body. They are required to inform you of absences just as your other students are. The best practice is to clearly define your policy on excused and unexcused absences in your

syllabus and if desired make a special point to mention that student-athletes are required to follow these same policies.

Another aspect of student-athletes is that they have an entire department at their disposal. Often the athletic department will provide letters, tutors, counseling, and class scheduling for the athletes to ease their burden. As a TA you will encounter these accommodations in your dealings with student-athletes. Any student-athlete should be able to provide you with a letter that states or lists all of the excused absences from your class due to his/her participation in University sponsored events. It is within your right to require that your student-athletes provide you with this documentation *before* those excused absences occur.

Also, you will inevitably be contacted or approached by other Athletic Department staff members whose job is to aid students in their academic obligations. These staff members' duties are to act as a bridge between the faculty and the student athlete. Some of you may choose to interact with and/or utilize these staff members, but there is *NO* University of Arkansas policy that requires that you deal with these individuals instead of directly with your student-athlete. Again, as per NCAA policy it is the student-athletes' responsibility to meet their academic obligations as set out in your syllabus and all you are required to do is provide reasonable accommodations. If you have any questions about student-athletes, please contact your department or the Athletic Department.

Becoming an Effective Instructor

Effective teaching practices and behaviors result in increased student learning and participation. Effective instructors foster a positive attitude about learning; this positive attitude spreads to the students and facilitates learning. This section of the handbook reviews the teacher-learning paradigm, characteristics of effective teaching, importance of understanding different learning styles, the importance of learning objectives, methods for motivating students, and teaching techniques to improve your effectiveness as a TA. It is important to remember that the effort you put into teaching and improving the quality of instruction you provide has a significant impact on not only student learning, attitude, and behavior, but also your growth as an instructor and your job satisfaction. By working to become the most effective instructor possible, you will increase your impact on your students while having a more rewarding classroom experience.

The Teacher-Learner Paradigm:
The relationship between teaching and learning is an obligate relationship, meaning without teaching there is no learning that takes place, and teaching without learning is not really teaching

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at all. This relationship, while necessary, is often delicate and subtle. Teachers and students (learners) are focused on their own goals and have their own perspectives. The goal of becoming an effective instructor is to unite these perspectives and maximize the experience of both parties. While there are many different methods and/or degrees in which the teacher and learner(s) interact and share responsibilities, the most appropriate model at the University level is the instructional model.

In the instructional model of the teacher-learner paradigm, both parties have their own way of viewing key elements of the educational process. Under this model, the teacher establishes course objectives, or specific behaviors that a student should be able to do as a result of the instruction. If these objectives are clearly stated in terms of unambiguous behavioral terms, then it is possible to design/construct the appropriate instructional experience to obtain the desired objectives. These objectives are typically accomplished through evaluations (examinations) which follow the desired objectives.

From the learner's perspective, the student develops a set of expectations, often by the end of the first class period, about the direction of the course, the amount of effort required, and how the stated objectives will be evaluated. If the teacher has clearly stated the course objectives in his/her syllabus, the student develops a more accurate set of expectations and the learning experience is more pleasant for both parties.

Breakdowns of the integrity of the teacher-learner components in this model result in difficulties for both parties. While other models of the teacher-learner paradigm exist, the instructional model presented here best fits the University setting, and by taking the time and effort to think about and clearly list course objectives, instructional experiences, course evaluations, and course standards and procedures the learning experience can be improved for both parties.

For more information on the Teacher-Learner Paradigm, please consult: Teaching at the University, Ideas and Suggestions for Teaching, Walton College   of Business Administration: http://tfsc.uark.edu/Teaching_at_the_University.pdf

Characteristics of Effective Teaching and Learning:
Some instructors get bogged down in the idea that in order to be an effective instructor there is a list of things that "must" be done or there is a magic formula to being a good instructor. While there is no magic formula, the axiom of "What you do is less important than how well you do it" has established its validity in the field of college teaching. Any approach to teaching that is not done effectively or executed poorly will result in failure. Any method used that is done properly and effectively will result in desirable outcomes. (For more detail, consult: Teaching at the University, Ideas and Suggestions for Teaching; 2000, see hyperlink above).

While there may not be a magic formula for effective teaching, there are still certain behaviors that are important. The following behaviors have been identified as qualities possessed by effective instructors:

Enthusiasm:

An instructor should be excited and show excitement about teaching and also express an interest in their students. Students who perceive that an instructor is excited about the material he/she is teaching and is interested in the students are most likely to be inspired to learn and be excited about the course themselves.

Knowledge of the subject:

An instructor's ability to synthesize disparate information and demonstrate mastery of a subject is essential to effective teaching. A good instructor must be able to take a wider perspective and incorporate information from various sources into a synthesized and intelligible platform.

Organization and preparation:

An effective teacher can reduce the student's anxiety about learning new material by being prepared for each class, having a well prepared syllabus, developing course outlines, prepared exam schedules, clearly stated policies, and effective examples.

Sensitivity to student needs:

An effective teacher understands that there is variation in students' abilities, educational experience, motivation, personal lives, etc. Effective instructors take this variation into account and reach out to serve the student's individual and corporate needs. Instructors should learn to "read' students' reactions and be flexible enough to accommodate the variation that students possess.

Fairness:

Given the variation in students, instructors must be sure to treat them all equally, being straight forward and fair in their dealings with the student body. If students perceive that an instructor is giving special treatment to some students, they resent it and that resentment affects their educational experience and may eventually spread to additional students.

Openness:

The teacher-learner relationship only works if instructors are willing to listen to their students. If a student or group of students has issues with the course, hear them out and be prepared to make changes to improve their educational experience. If a student disagrees with material you are presenting, allow them to share that disagreement and do not chastise or humiliate them for it.

Appropriate use of humor:

An instructor who creates an atmosphere of mutual acceptance and comfort decreases student anxiety. If students feel comfortable and secure in your classroom, they have a more positive educational experience and are more likely to participate in class discussion and are better able to learn the material. The use of humor does not imply that instructors should tell jokes, but rather that unrehearsed, situational humor often puts students at ease and increases their enjoyment. By appropriately using humor, an instructor can create an enjoyable environment without detracting from the quality or rigor of instruction.

Expression of values:

Many instructors avoid teaching the 'big picture' due to worries about philosophical debates and differences in values. An effective instructor does not avoid issues of

value when they are appropriate to the topic of discussion. By no means does this mean that you should always steer your discussion to philosophical issues and values, but instead just do not shy away from topics that may lead to a discussion of values. If a student or groups of students disagree with your position on an issue, just explain your stance and do not try to bring them over to your side or impose your values on your students.

Humility:

Many instructors feel they have to know all the answers and are afraid to admit when they are wrong. Students may treat you as an expert, but we all know that the more we study and learn, the more we realize how much we do not know. Do not be afraid to admit that you are wrong or tell your students when you do not know the answer. However, if you are asked a question that is relevant to the class and do not know the answer, be sure to find the answer before the next class meeting, unless it makes more pedagogical sense to ask the students to find the answer.

High Standards:

Expect and demand quality from your students. Give your students something to work for and most times they will rise to that challenge and meet your expectations. Classroom standards should not be compromised for popularity. Have realistic expectations of your students, but present them with a challenge.

Learning Styles

No two people learn exactly the same way. It is important as a TA to keep this in mind as you prepare, conduct, and evaluate your courses. An effective instructor will always consider multiple learning styles and individual variation when planning their courses. By limiting your thinking and planning to your own learning style or only 1-2 particular learning styles, you exclude a portion of your student body and put them at an unfair disadvantage. By learning and embracing the different methods by which students learn, you can increase your effectiveness as an instructor and create a more productive and enjoyable educational experience.

Learning styles are centered on educating methods that best allow an individual to learn the material. There are many models of learning styles, of which we will only cover a few. Most models are based on the type of processing stimuli or information that an individual prefers or that maximizes performance. We will present a few examples of well-known learning style models; these will give you a basic understanding on the different way students learn best. We encourage you to research these and other models in more detail during your career as a TA.

David Kolb's Model:
Reference: Kolb. David A. 1984. Experiential Learning: Experience as the Source of Learning and Development, David A. Kolb. Prentice-Hall. Englewood Cliffs, NJ.

Kolb's model is centered on four distinct learning styles (or preferences); theses styles are based on a four-stage learning cycle. This model allows us to not only classify how an individual

learns, but also to understand the cycle of experiences that bring about that learning. Kolb's model includes the incorporation of two levels, cycle and learning style.

Four-Stage Cycle:
- Concrete Experience (CE) - "Feeling"
- Reflective Observation (RO) – "Watching"
- Abstract Conceptualization (AC) – "Thinking"
- Active Experimentation (AE) – "Doing"

The four learning styles are designed as unique combinations of two preferred cycle stages. These learning styles combine how students think about things (concrete vs. abstract) and how student do things (active vs. reflective).

- Diverging (CE/RO)
  These students are imaginative and come up with ideas and see things from a different perspective.
- Assimilating (AC/RO)
  These students are capable of creating theoretical models by means of inductive reasoning.
- Converging (AC/AE)
  These students are good at utilizing practical applications of ideas and using deductive reasoning to solve problems.
- Accommodating (CE/AE)

  These students are good at actively engaging and actually doing things instead of merely reading or studying about them.

Honey and Mumford's Model:
Reference: Honey, P. & Mumford, A. 1982. The Manual of Learning Styles. Peter Honey Publications. Maidenhead, UK.

The Honey and Mumford model is an adaptation of Kolb's model, using the same basic cycle and learning styles. The learning cycle is rearranged into managerial experiences of decision making/problem solving, while the learning styles are directly aligned to the stages of the learning cycle.

Learning Cycle:
- Having an experience
- Reviewing the experience

- Concluding from the experience
- Planning the next steps

Learning Styles:
- Activist

- Reflector
- Theorist
- Pragmatist

Discussion of Kolb, and Honey and Mumford's models:
http://www.businessballs.com/kolblearningstyles.htm

Fleming's VARK Model:
Reference: Fleming, N.D. & Mills, C. 1992. Not another inventory, rather a catalyst for reflection. To Improve the Academy. 11, 137-155.

Fleming's model is utilizes the acronym VARK, which stands for visual, aural, read/write, and kinesthetic. These are the four sensory modalities that individuals use for learning information. The basic premise of this model is that students have a preference for how information is presented to them in order for them to best learn it. The VARK model is broken down as follows:

Visual (V):
- Students prefer information that is depicted in maps, diagrams, charts, graphs, flow charts, labeled diagrams, and all other symbolic devices.
- Instructors should represent information visually, rather than with text or wordy explanations.
- Visual aids will be more important to these students than any words you could supply.
- The use of movies, videos, or PowerPoint does not necessarily help visual learners.

Aural/Auditory (A):
- Students prefer to hear spoken information.
- Student from this modality learn best from lectures, tutorials, tapes, group discussions, or talking through things.
- Students in this modality often prefer to sort things out by speaking, rather than sorting things out and then speaking.

Read/Write (R):
- Students prefer information to be displayed as words and text.
- This modality is the most commonly used in academics, but not necessarily the most common among the student body.
- Students would prefer to read PowerPoint lectures and write down notes (often repeatedly) in order to best process the information.

Kinesthetic/Tactile (K):
- Students would prefer to use, experience, or practice exercises instead of being presented information.
- These students prefer projects, activities, exercises, etc. to copying notes or listening to lectures; they learn best by doing.
- Methods that best help tactile learners include demonstrations, videos, simulations, case studies, practice and real applications, etc.

Discussion of Fleming's VARK model: http://www.vark-learn.com/english/index.asp

Instructional Objectives

It is crucial that course objectives be defined as clearly and precisely as possible. Objectives should tell the students what kind of learning is required of them and how the students will be required to demonstrate what they should have learned. While you want to be as clear and concise as possible with your course objectives, they must also leave room for the students to think and have some independent growth. Course objectives provide students with a target or goal during the course of the semester.

Properties and Qualities of a Good Learning Objective:
- The objective can be employed to help make decisions in planning instruction
- Students can employ the objective to guide their learning activities
- The objective can serve as an unambiguous criterion for evaluating student achievements
- Objectives should describe the behavior expected of the student after instruction.
- Objectives should state the test (evaluation) conditions under which the students will be required to demonstrate the defined behavior
- Objectives should define standards of minimally acceptable performance

Good Objectives Have Four Characteristics:
- Define goals in terms of what the student has to do, rather than what the instructor is going to do.
- They designate an action that the students should perform to show they have attained the objective.
- The defined action is applied to a specific set of data.
- The objective(s) have clearly defined criteria for a student to succeed.

A successful learning objective provides the student with two very crucial pieces of information. First, what the students should be able to do as a result of the course instruction, and second, how the students will be required to demonstrate their ability to complete the objective. It is vital to teach students how to think and be capable of problem solving.

Each time you compose your course objectives, think of the following questions:

- How do you want students to be changed as a result of this class?
- How are these changes to be measured? What sort of performances by students will be the criteria for showing they have learned what you wanted?
- What subject-matter content will you cover in order to help your students meet these objectives?

- What sort of formats and activities will you use to help students practice the abilities needed to meet the objectives?
- How are your expectations communicated to students?

For more detail on formatting clear and precise learning objectives please refer to:
- http://tfsc.uark.edu/59.php
- Teaching at the University: Ideas and Suggestions for Teaching. 2000. Timothy Paul Cronan. Walton College of Business Administration. University of Arkansas.
- http://tfsc.uark.edu/Teaching_at_the_University.pdf
- http://ogs-ctd.ucsd.edu/resources/TAhandbook.pdf

Motivating Students to Learn:
- Relate the course information to the student's life and interests whenever possible. You have to know your students in order to accomplish this, so be sure to talk informally with your students.

- Make the course relevant through real life examples, problems, and case studies. Keep your material current and up to date.
- Make your expectations clear.
- Be enthusiastic, your excitement will be contagious.
- Plan learning tasks that are appropriate for the students' abilities. Tasks that are too easy or difficult will decrease a student's motivation and class participation.
- Use visual aids.
- Use varying teaching methods; using the same approach all the time will bore your students.
- Give students feedback as soon as possible.
- Provide positive reinforcement; help build the student's self-confidence.
- Actively involve your students in learning.

Teaching Styles and Techniques:
There are many options and methodologies available to you as an instructor for designing a creative and meaningful learning environment for your students. Teaching styles can be divided into roughly four components: 1) overall delivery mode, 2) presentation mode, 3) learning activities, and 4) accountability techniques. Delivery mode refers to the major source and organization of the instruction. Delivery mode can be classified into the following types:

- Lecture (with or without instructional aids)
- Demonstration (direct or indirect)
- Self-assessment instruments or questionnaires
- Question-and-answer, guided discussion, debate, panel presentation, or interview
- Problem solving and hypothesis-testing exercises, case-analysis, and use of critical incidents as examples
- Role playing, simulations, and instructional games
- Grouping alternatives, dividing the class into smaller groups centered around a particular task

- Hands-on practice or direct performance
- Alternative media and materials, handouts, or workbooks

Major Categories of Cognitive Domain:
Courses are organized into a system that presents concepts, themes, and principles which must be understood before students can make use of the material. Organizing this information and presenting it to the students are both components of your teaching style. While developing your course and teaching style, be sure to keep the categories of cognitive domain in mind. Cognitive domain is the set of intellectual skills that students employ during the course to learn the material. The major categories of cognitive domain are:

- Knowledge
  o Memorization – recall, remember, or recognize information
- Comprehension
  o Understanding – translate information from one form to another
- Application
  o Dissection – application of rules, laws, concepts, principles, and theories
- Synthesis
  o Creation – combine two or more elements into a new combination or relationship
- Evaluation

  o Judgment – critically assess the quality or value of a piece of work

By keeping these categories in mind while developing your course, you can improve your teaching method and improve the quality of information presented to the students. By using a combination of cognitive domain categories, students will increase their retention and understanding of course material and information.
Discussion of cognitive domain: http://www.edpsycinteractive.org/topics/cogsys/bloom.html

Resources Available to Teaching Assistants

The University Ombuds Office: http://ombuds.uark.edu/
The Ombuds office provides an informal, timely, impartial, and confidential means of conflict resolution to students and the campus community, and broadens the resources available for addressing personal and organizational concerns. Our goal is to foster a culture of community, safe and open dialogue, and encourage cooperative problem resolution on campus.

Why should students be interested in conflict resolution services?
Conflict is a part of life. Dealing with conflict as a student can be especially challenging. Someone skilled in conflict resolution techniques and familiar with the many facets of an academic institution can not only be helpful in assisting a student in overcoming adversity, but also prepare them with skills to help them better achieve a successful resolution the next time a conflict arises

Resolution Services from the University of Arkansas Ombuds Office Include:

Office of Affirmative Action - Information about procedures relating to affirmative action, equal employment opportunity, and the University's effort to increase and ensure diversity is available. For further information about the office and services, call (479) 575-4019 or visit http://ofaa.uark.edu

Arkansas Employee Assistance Program (AEAP) - AEAP provides counseling, information and management consultation for employees who experience some form of personal distress. All graduate assistants are eligible for their services. For more information, call (511) 686-2588 or visit http://www.uams.edu/eap

Center for Educational Access (CEA) - The Center for Educational Access plays an important role in providing equal opportunities for students with disabilities and serves as a liaison between administrators, faculty and students. For more information, call (479) 575-3104 or visit http://www.uark.edu/ua/csd/index.html

Counseling and Psychological Services (CAPS) - Free, confidential counseling services are available to all enrolled students at the University of Arkansas. For more information, call (479) 575-CAPS (2277) or visit the Counseling and Psychological Services website at http://health.uark.edu/caps.php

Dean of Students - For general student concerns, the Office of the Dean of Students offers a wide variety of educational programming, as well as advising and referral services for individual students and many student organizations. The Dean of Students can be reached at (479) 575-5004 or you can visit http://dos.uark.edu

Graduate School and International Education – don't forget this important resource for you, the teaching assistant. The Graduate School and International Education have a variety of resources available to assist you (including this Handbook). Visit our web site at www.grad.uark.edu

International Students and Scholars (ISS) - ISS serves foreign students and scholars and enhances the global awareness of the University of Arkansas community. For information regarding resources and/or support for international students, please contact the Office of International Students and Scholars at (479) 575-5003 or visit their website at http://iss.uark.edu

Multicultural Center - The Multicultural Center exists to enhance the University of Arkansas academic experience by preparing students for life in a diverse society. The staff seeks to provide an environment that promotes cross-cultural interaction among all students; and to collaborate with the University community in providing educational, cultural, and social programs and resources to assist in the development and advancement of an inclusive learning community. For more information, please visit http://multicultural.uark.edu or call (479)575-3743.

NWA Crisis Intervention Hotline - The Northwest Arkansas Crisis Intervention Hotline provides immediate and confidential 24-hour telephone support service to those living in NW Arkansas counties. For further information, please visit http://www.nwacrisiscenter.org or call (479) 756-1995. For crisis intervention call (479) 756-2337.

Off Campus Connections - This office provides prospective and currently enrolled non-traditional and commuter students with support, services, information and resources to meet their unique needs and enhance their opportunity for success at the University of Arkansas. For more information, call (479) 575-7351 or visit http://occ.uark.edu

Psychological Clinic - The UA's Psychological Clinic provides services to adults, adolescents and children including, but not limited to psychotherapy, psychological evaluation, and management skills training. Specialized evaluations for U of A students (i.e., ADA, Learning Disabilities) are available at reduced fixed rates, depending on the evaluation requested and the tests utilized. For more information, please visit http://www.uark.edu/depts/psyc/clinical.htm or call (479) 575-4258.

STAR Central - STAR Central is the Office of Support, Training, Advocacy, and Resources for the Issues of Sexual Assault and Relationship Violence. Individual services for victims of sexual assault or relationship violence and education programs are available. All individual services are confidential. For more information, call (479) 575-7252, or visit http://health.uark.edu/starcentral.php

University of Arkansas Police Department - To ensure campus safety, the U of A Police Department is available 24 hours a day, 7 days a week, to assist students. They can be reached at (479) 575-2222 or, in the event of an emergency, at 911. For additional information, visit the UAPD website at http://uapd.uark.edu

Teaching Resources:

The Enhanced Learning Center (ELC)
The mission of the ELC is to foster the intellectual development of the student community at the University of Arkansas. In collaboration with faculty, students and staff, the ELC provides programs and services to support every student's academic pursuit. For more information visit http://elc.uark.edu (2010-2011 UA Faculty Handbook)

Fall Teaching Assistant Orientation ADD NEW Information
It is highly recommended that teaching assistants attend the orientation provided by the Teaching Assistant Effectiveness Advisory Committee the week before the official start of the Fall semester. The purpose of this workshop is to familiarize teaching assistants with the university policies and procedures and principles of effective teaching, as well as encourage communication with fellow graduate students.

The Math Resource and Tutoring Center

The Math Resource and Tutoring Center provides for students in pre-college and college algebra, survey of calculus, calculus I and II, finite math, and trigonometry. For more information and hours of operation visit http://mrtc.uark.edu (2010-2011 UA Faculty Handbook)

The Language Learning Center (LLC)
The LLC is an audio/visual center designed to serve and support all students enrolled in language courses in the Department of Foreign Languages. This particular lab is set up with 18 networked computers that support state-of-the-art class assignments throughout each semester. Additional equipment and materials include tape recorders and USB microphones to support online or offline oral/aural activities, DVD and VCR players, a reservable smart room with Satellite, DVD, Video and Videodisc players, and 20 wireless Macintosh computers to support in-class chat-room and multimedia-based activities. Other portable equipment such as overheads and CD/tape players is available for teaching activities. This lab also supports innovative language learning activities in undergraduate and graduate level courses that include web and video development. Web development, graphics editing and video editing software, scanners, digital video cameras and CD and DVD burners are available to enhance the knowledge of our students in terms of either designing, developing and teaching with technology, or using and developing technology with the target language as the foundation of the material developed. For more information on the center visit http://www.uark.edu/depts/flaninfo/llc/lab.html (2010-2011 UA Faculty Handbook)

SafeAssign
SafeAssignments appear in courses as a new content type and can be added to any course content area on Blackboard to detect plagiarism Papers can be submitted by students via their blackboard course page. For more information about SafeAssignment visit
http://bbsupport.uark.edu/category/safeassign

The Teaching Assistant Effectiveness Advisory Committee
The TAEAC is a resource explicitly for teaching assistants and their supervisors. The TAEAC provides workshops on a regular basis on topics ranging from how to use technology in the classroom to preparation for the academic job market. Teaching assistants will be notified of these workshops via emails sent to the teaching assistant listserv. http://grad.uark.edu/dean/ta-support.php

The Quality Writing Center (QWC)
The QWC is a free consulting service for students, faculty, and staff from all schools and colleges on campus and serves as a resource for any type of writing project. The Center goal is to help those who come to the center become more competent and self-confident writers. All aspects of writing from organization, coherence, and clarity to punctuation, grammar, usage, and style are taught, and the Center staff work at all levels from teaching basic writing skills to helping with research papers, theses, and dissertations to consulting with faculty on writing-related issues. Center staff do not, however, proofread or edit papers. The Center is located in

Kimpel Hall 315 and 319 and in the Enhanced Learning Center in Gregson Hall. For more information visit www.uark.edu/write (2010-2011 UA Faculty Handbook)

The Wally Cordes Teaching and Faculty Support Center (TFSC)

The TFSC is resource center available to faculty and teaching assistants. TFSC provides information for new teaching techniques and they host occasional programs. The TFSC website address is http://tfsc.uark.edu/

Preparing for the Professoriate Graduate Certificate Program: This is an interdisciplinary program designed to introduce doctoral students to careers in higher education. There are two required courses – one about teaching and one about "everything else" in the academic career. In addition, students must take six hours of electives. For more information, contact Dr. Bill McComas at 575-3548.

The Career Development Center (CDC)
The CDC provides a comprehensive career development program with career advising sessions, a career decision-making course, job-search workshops and individual assistance with resume preparation, job interview skills and placement services. For more information visit http://career.uark.edu/ (Erica-Estes Beard-CDC)

Print, Mail, Copy Solutions (PMC Solutions)
The PMC offers printing and copying services to the campus community through a high-volume printing facility, a convenience copy center and student/departmental copiers located throughout the campus. The print and high-volume copy units are located at 1580 W. Mitchell Street where there is convenient visitor parking on the east side of the building. Services offered from this facility include high-quality offset printing from a single color up to five-colors, color and black & white digital imaging, large format imaging and dry mounting of posters, bindery services such as folding, trimming, perforating and numbering plus coil, comb or saddle-stitch and perfect-bound binding.

The Mail unit provides delivery of the university¹s United States Postal Service (USPS) mail and campus interdepartmental mail as well as processing of outgoing mail via USPS and shipping via United Parcel Service (UPS) and express carriers. A complete list of services and guidelines may be obtained from PMC Solutions-Mail, 105 Arkansas Union or by calling 575-5649. Although personal mail is not permitted in the university mail system, a Post Office station is located next to Mailing Services on the first floor of the Arkansas Union to accommodate personal mail. The Post Office/Postal Plus facility offers USPS, P.O. box rental, services by carriers such as UPS and Federal Express, as well as money orders, gift wrapping, packaging materials and FAX services.

University Policies and Procedures

Academic Freedom:
Works of art and literature, readings, and other written, auditory, or visual course materials which are used in an educational context, including classrooms, academic offices, and all other learning environments, or which are part of academic or cultural programs, do not constitute sexual harassment, regardless of their sexual, erotic, suggestive, or vulgar content and regardless of whether they may be offensive to some individuals. (2010-2011 UA Faculty Handbook)

Alcohol Policy:
Dispensing and consuming alcoholic beverages on state property is strictly prohibited (except for special consideration provided to students aged 21 years or over, who are allowed to consume alcoholic beverages in the privacy of their rooms, in selected residence halls). The consumption of alcoholic beverages on university property or during working hours is prohibited, as is intoxication while on duty as an employee. See Board Policy 705.2. (2010-2011 UA Faculty Handbook)

Academic Integrity – Term Paper Assistance:
The use of the services of "term paper assistance" companies and websites is a violation of university policies on academic integrity. Student submission of such research or term papers to meet requirements of any class or degree program is expressly prohibited and constitutes academic dishonesty. Any violation of this prohibition will automatically result in both punitive action by the instructor (e.g., the award of a grade of "F" for the course) and a referral of each violation to the All-University Judiciary Committee for its consideration. (2010-2011 UA Faculty Handbook)

Academic Appeals:
Teaching Assistants are advised to note the terms of the "Grade Appeal Structure for Undergraduate Students" in which -an implicit assumption is that instructors will include grading and make-up policies in the syllabus for the course or at the course web site, and/or announce such policies at the beginning of class meetings for each course. The student appeal and complaint policy and procedures are available at http://catalogofstudies.uark.edu/1011-Catalog_of_Studies-4.pdf , p. 46-47. See the current Graduate Catalog for graduate student procedures: http://catalogofstudies.uark.edu/2691.php , p. 24-28. (2010-2011 UA Faulty Handbook)

Accommodating Students with Disabilities:
Students with disabilities are responsible for providing reasonable accommodation to students with documented disabilities, consistent with policies and procedures of the Center for

Educational Access (CEA, telephone 5-3104; http://www.uark.edu/ua/csd (2010-2011 UA Faculty Handbook)

Administrator Grievance Procedure:
An administrator who has a grievance should discuss the matter with his or her supervisor, and if the matter is not resolved satisfactorily, the aggrieved party should reduce the complaint to writing and send copies to the supervisor and to the chief executive office on the campus. The supervisor should respond in writing with copies to the chief executive office and the aggrieved party. The chief executive officer will review the matter and make his/her decision, which shall be final. (2010-2011 UA Faculty Handbook)

Consensual Relationships:
Consensual sexual relationships between faculty and their students or between supervisors and their employees in some instances may result in charges of sexual harassment. Consensual relationships may lead other faculty and students or supervisors and coworkers to question the validity of grades, evaluations, and other interactions between the people involved in such a relationship. The integrity of the work of both people in the relationship may be compromised. University faculty, administrators, and other supervisory staff should be aware that any sexual involvement with their students or employees could subject them to formal action if a sexual harassment complaint is subsequently made and substantiated, and that they bear the greater burden of responsibility should it be proven that the power differential between them made the relationship other than fully consensual.

Even when both parties have consented to a relationship, it is the faculty member, administrator, or supervisor who may be held accountable for unprofessional behavior. Other students or employees may allege that the relationship creates a hostile or abusive environment affecting them. Graduate assistants, residence hall staff, tutors, and undergraduate course assistants who are professionally responsible for students will be held to the same standards of accountability as faculty in their relationships with students whom they instruct or evaluate. When a consensual relationship exists between a student and a faculty member who has control over the student's academic work or status or between an employee and his or her supervisor, the resulting conflict of interest should be addressed in accordance with university policies concerning conflict of interest. (2010-2011 UA Faculty Handbook)

Code of Computing Practice:
Computing resources are provided by the University of Arkansas to enhance teaching, research, service, and the activities which support them. The University of Arkansas is committed to a computing system which effectively meets the needs of users. Individuals who are granted computing accounts or use computing resources at the University of Arkansas accept responsibility with such access. Each user is expected to use accounts or resources within the

university-approved educational, research, or administrative purposes for which they are granted. Activities beyond these stated purposes are strictly prohibited.

The Code of Computing Practices with which faculty members are expected to comply is available at the Computing Services web site. Violations of this code will be reviewed through established university judicial and administrative procedures. Actions to restrict computer usage may be challenged through the same procedures. See the code at http://uits.uark.edu/policies/code.htm (2010-2011 UA Faculty Handbook)

Environmental Health and Safety:
Facilities Management Environmental Health and Safety provides assistance to the university community with a variety of conditions and situations related to environmental and occupational health and safety, including assistance with fire prevention; fire extinguisher testing and replacement; hazardous materials management; chemical handling and storage procedures; laboratory chemicals, biological waste, radioactive waste, or other hazardous waste; radiation safety; occupational health and safety; chemical and laboratory safety; emergency equipment selection and testing; building environmental conditions; compliance with various environmental health and safety laws and regulations; and training in these and other subjects. For environmental health and safety assistance, call extension 5448, or visit the website at http://ehs.uark.edu (2010-2011 UA Faculty Handbook)

Disturbances and Demonstrations:
University regulations prohibit activities which (1) interfere with campus order and access, the normal functioning of the university, or the rights of other members of the university community; (2) result in injury to individuals on campus, damage to individual or university property, or unauthorized attempted or actual entry into university buildings or and (3) present a clear and impending threat to the safety of individuals, to university property, or to the university community in general. See Act 328 of 1967 and Board Policy 220.1. (2010-2011 UA Faculty Handbook)

Drug Free Workplace Policy:
(Governor's Executive Order 89-2; approved by Campus Council April 27, 1989)
Drug abuse and use at the workplace are subjects of immediate concern in our society. These problems are extremely complex and ones for which there are no easy solutions. From a safety perspective, the users of drugs may impair the well-being of all employees, the public at large, and result in damage to state property. Therefore, it is the policy of the State of Arkansas that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in a state agency's workplace is prohibited. Any employees violating this policy will be subject to discipline up to and including termination. (2010-2011 UA Faculty Handbook)

Inclement Weather Policy and Emergency Procedures:
It is the policy of the university to remain open regardless of weather conditions.
However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes based on whether conditions appear to be such as to allow students, faculty, and staff to safely reach campus. If the university remains open but transit buses run on alternate snow routes, an official inclement weather day will be declared, and employees who arrive within two hours of their normal starting time will be given credit for a full day's attendance.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources: See the inclement weather web site at
http://emergency.uark.edu/11272.php

- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.
- If the university remains open, no announcement will be made.
- (2010-2011 UA Faculty Handbook)

Lost and Found Operating Procedures:
Facilities Management Central Supply has been designated as the central repository and controlling agency responsible for lost and found property for the University campus. Other departments on campus have a lost and found designation for the department and contact information available at the following link http://uarklf.com/selectitemtype.aspx

All designated Lost & Found locations log found property, as it is delivered, into the online log using Returnity™ Lost & Found software. The public log, which is accessible for viewing by anyone via the Internet, can be accessed on the home page of the University's web site
http://www.uark.edu/home by clicking on the "Current Students" or "Visitors and Fans" buttons at the top of the page. The link is listed as "Lost & Found" which takes the inquirer to the Lost & Found public log of found property.

Designated personnel log found property and provide the following information: Item Type, Where Lost/Found, Make, Color, Description and Location. A "Report Number" is automatically assigned to each new Case Report. The "Reserved Description" field is available only to the designated/registered log users to record information about the property which only the owner would know. (2010-2011 UA Faculty Handbook)

Discrimination and Harassment

Policy on Discrimination:
Teaching Assistants are responsible for maintaining in the classroom and laboratory an environment appropriate to academic endeavor and complying with the university statement on discrimination, adopted in 1983 and amended in the Fall of 1991: The University of Arkansas, Fayetteville, does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital or parental status, race, religious commitment, sex, sexual orientation or veteran's status in any of the activities conducted upon this campus. Teaching Assistants are requested to be sensitive to this issue when, for example, presenting lecture material, assigning seating within the classroom, selecting groups for laboratory experiments, and assigning student work. The university faculty, administration, and staff are committed to providing an equal educational opportunity to all students.   (2010-2011 UA Faculty Handbook)

Sexual Harassment Record Keeping:
Records will be kept in employee personnel files only if a complaint of sexual harassment is substantiated and disciplinary action is taken. All other records will be kept only for statistical purposes and to document that the university has responded to complaints. The Arkansas Freedom of Information Act compels disclosure of employee records only if they form the basis for decisions to suspend or terminate an employee and if there is a compelling public interest in their disclosure. Student records are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA).

Records maintained by the complaint officer to document that the university has responded to all complaints will include information concerning the receipt of the complaint, the notification of the alleged harasser and his or her response, the steps taken to investigate the complaint, and indicate whether the complaint was substantiated. All written statements obtained, as well as summaries of witness interviews, will be included in the documentation. If the complaint is substantiated, the records will document actions taken to stop the harassment
and to remedy its effects. If the complaint is not substantiated, all records pertaining to the complaint will be sealed, subject only to legally-ordered disclosure. Whether the complaint is substantiated or not, the records will document that all parties have been reminded in writing of the university's policy prohibiting sexual harassment. (2010-2011 UA Faculty Handbook)

Sexual Assault Policy:
It is the policy of the University of Arkansas to prohibit sexual assault and to prevent sex offenses committed against students, employees, visitors to the campus, and other persons who use University facilities. Sexual assault is an extreme form of sexual harassment. Sexual harassment is prohibited by University policy and is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964 and by Title IX of the Education Amendments of 1972. Sexual assault is also a crime, defined by the Arkansas criminal code.

Responsibility to Report:
Any student, faculty member, staff member, administrator, or visitor to the campus who has experienced or witnessed sexual harassment is strongly urged to report it. The university must

know about incidents of sexual harassment in order to stop them, protect victims, and prevent future incidents. It is the responsibility of university faculty, administrators, and supervisors to report complaints of sexual harassment which they receive and of possible sexual harassment of which they become aware. When there is a relationship that involves legally-recognized professional confidentiality between the complainant and the person to whom the harassment is reported, the report may be withheld at the request of the complainant.

Timeframe for Reporting:
Sexual harassment should be reported immediately and must be reported within 180 days of its occurrence. However, under compelling circumstances, a delayed report of sexual harassment may be made, provided it is made within 180 days after a student has graduated from the university or 180 days after an employee has left his or her current position at the university. For more information and to report allegations of discrimination and/or sexual harassment, contact:

> Jenifer Tucker
> University Compliance Officer
> 346 N. West Avenue (West Avenue Annex)
> 479-575-6208
> (2010-2011 UA Faculty Handbook)

Smoking Policy/Tobacco Use Policy:
(Fayetteville Policies and Procedures, 724.0, August 1, 2010)
Smoking and the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco, and other tobacco products), as well as the use of electronic cigarettes, by students, faculty, staff, contractors, and visitors, are prohibited on all property owned or operated by the University of Arkansas.

Smoking and the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco, and other tobacco products), as well as the use of electronic cigarettes, are prohibited at all times:
1. On and within all property, including buildings, grounds, and athletic facilities, owned or operated by the University of Arkansas;
2. On and within all vehicles on University property, and on and within all University vehicles at any location. As of August 1, 2010, pursuant to state law, persons convicted of smoking on campus are subject to a fine of not less than $100 and not more than $500 (2010-2011 UA Faculty Handbook)

Students' Religious Observances:
Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll

they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, instructors are expected to allow students to make up work scheduled for dates during which the student's religious observances are scheduled, to the extent possible. (2010-2011 UA Faculty Handbook)

Workforce Violence Policy:
(Fayetteville Policies and Procedures 416.0, July 1, 2001)
The University of Arkansas is committed to providing a safe, healthful workplace that is free from violence or threats of violence. Reports of threatening or violent incidents are taken seriously and dealt with appropriately. Individuals who engage in violent or threatening behavior may be removed from the premises, and may be subject to dismissal or other disciplinary action, arrest and/or criminal prosecution. The university does not tolerate behavior that is violent, threatens violence, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment or the university's ability to provide service to the public. Violent or threatening behavior can include physical acts, oral or written statements, or gestures and expressions. For procedures on reporting and action, visit **http://vcfa.uark.edu/Documents/FayPol_FacStaff_4160.pdf** (2010-2011 UA Faculty Handbook)

Additional Links

For more information about University of Arkansas campus, see
http://campusmaps.uark.edu/index.php/

For current information regarding the Graduate Council, the governance body representing the graduate faculty , see the website
http://www.uark.edu/depts/gradinfo/dean/gradcouncil/index.html/

For information about the Graduate Dean's Student Advisory Board, the students' representatives to the graduate deans, see
http://grad.uark.edu/dean/studentadvisory/index.html/

Catalogs:
http://catalogofstudies.uark.edu/
College and school personnel documents
(Consult with the department chair or dean regarding the school or college personnel document).
Fayetteville Policies and Procedures
http://vcfa.uark.edu/675.php
Schedules of Classes
http://www.uark.edu/classes/soc.html
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TOMORROW'S PROFESSOR(sm) eMAIL NEWSLETTER
http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php
Archives of all past postings can be found at:
http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php
Sponsored by Stanford Center for Teaching and Learning
http://ctl.stanford.edu

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