

**TA Training Manual
Law and Society Program
2006**



Prepared by Spearlt (2004)*

Lead TA

University of California

Santa Barbara, California 93106

**Updated 2006 by Holly Grether*

****Sections of this manual have been adapted from: "TA's as Teachers: A Handbook for Teaching Assistants at UCSB," by Dr. Shirley Ronkowski, TA Development Program, Office of Instructional Consultation, UCSB.**

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CONDITIONS OF SERVICE

TEACHING ASSISTANT

(Definition from the University of California Academic Personnel Manual, 68-4) "A teaching assistant is a registered graduate student in full-time residence, chosen for...excellent scholarship and for...promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a regular faculty member."

APPOINTMENT

Your appointment is made by your department and is subject to certification by the Graduate Dean. Appointments are for one quarter, two quarters, or an entire year. In some cases, TA-ships may be awarded at less than 50% time with a proportionate reduction in salary. A letter of exception must be filed with the Graduate Division for any graduate student working more than 50%. See your department for a letter of exception form. The aggregate length of time of all appointments as an apprentice instructor (TA, reader, Associate) cannot exceed four years without permission of the Chancellor, upon recommendation of the Department Chairperson and the Dean of the school or college. In no case will a period longer than six years be authorized.

WORKLOAD

Teaching Assistant workloads are intended to allow you to fulfill your own academic obligations. TAs employed half-time (.50 FTE) are expected to devote an average of 15 to 20 hours per week to TA duties during instructional and examination periods, time not to exceed 220 hours per quarter. These hours include all time spent in preparation, classroom and laboratory teaching, office consultation, and reading student papers. Law and Society has recently reduced the number of sections required for a .50 FTE position from three to two. This reduction has been implemented in order to increase the pedagogical output of TAs, particularly relating to grading student papers. Pedagogical workshops will be offered in each quarter in order to familiarize TAs with faculty goals regarding evaluating student work and facilitating discussion pertaining to the discipline of Law

& Society. All TAs appointed in the Law and Society Program are expected to attend these workshops.

RESPONSIBILITIES

(University of California Academic Personnel Manual, 410-20): "The teaching assistant is responsible only for the conduct of recitation, laboratory or quiz sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course's entire instruction, including the performance of his [or her] teaching assistants, has been assigned. A teaching assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the TA to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction of a group of students enrolled in a course."

SUPERVISION AND REVIEW

University of California Personnel Manual, 410-25): The selection, supervision and training of all student teachers is an important responsibility of the teaching department, and in particular of the chairperson. All candidates for appointment and reappointment should be subjected to careful review and recommendation, either by the department as a whole or by a responsible committee. Participation in pedagogical workshops and video-tape consultation will be considered favorably.

TA ELIGIBILITY

ACADEMIC STANDING

When appointed, you must have a minimum GPA of 3.00. You must be a registered, full-time student in good standing throughout the period of your appointment. Failure to maintain a full-time registration or GPA of 3.00 or above will result in the termination of your appointment. To maintain TA eligibility, you are required to take at least eight upper division or graduate units per quarter during the time of your appointment. For more information, consult the Graduate Division Announcement or your department chair.

PROBLEMS

If you have problems connected with your appointment, contact the instructor in charge of the course, the department chairperson, the Dean of

the Graduate Division, or the Vice Chancellor, Academic Affairs (in that order). TAs will also want to consult the union contract between the Regents of the University of California and the Association of Student employees, International Union, United Automobile, Aerospace and Agricultural Workers of America (UAW), AFL-CIO.

UNIVERSITY OFFICES OF INTEREST TO TAs

ACADEMIC DEPARTMENTS

Questions or problems relating to your TA-ship should, in general, be discussed with your department before going elsewhere. Problems relating to a specific course should first be discussed with the professor. Each department has a Graduate Advisor who is available to answer student questions and assist in planning for degrees. The Advisor is nominated by the Department Chairperson to the Dean of the Graduate Division and appointed by the Vice Chancellor, Academic Affairs. In addition, each department has a Graduate Program Assistant who handles forms, petitions, and other documents sent to the Graduate Division. The Program Assistant maintains a close link with the Graduate Division and is an excellent resource person for graduate students.

THE GRADUATE DIVISION

The Graduate Division is the administrative arm of the Graduate Council. In addition to rendering policy and procedure interpretations for the academic departments, the Division provides the following informational, advisory, and support services for students: assistance with application processing; administration of fellowships; processing of tuition waivers; verification of graduate student employment; assistance in fund searches for students seeking extramural grants; tracking of student progress and degree checks; administration of intercampus exchange and in-candidacy fee programs; retention and support services with special attention to minority student needs. Special projects, as funding is available, include such things as dissertation support groups, proposal-writing workshops, and career development workshops. The Graduate Division also encourages the use of its resources for research on graduate education. Students are encouraged to contact the Division with problems and concerns (893-2277) and to refer to The Graduate Handbook published by the Graduate Division.

THE GRADUATE COUNCIL

The Graduate Council is the subcommittee of the Academic Senate that is charged with the broad responsibility for graduate study. The Council establishes policy regarding standards for admission to graduate status, academic progress and requirements, and the awarding of degrees. The Council is composed of ten faculty members, two representatives of the Graduate Students' Association, and the Graduate Dean, who serves exofficio.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association is the only organization at UCSB whose sole concern is the representation and the realization of the interests of the graduate student. All registered graduate students are automatically members. The focus of the GSA can be said to be threefold. First, the GSA has participated, and continues to participate, in several in-depth studies of graduate students and their relationship to the University at large. Second, the GSA seeks to effect communication among graduates and thus create an awareness of problems held in common. Third and most important, the GSA has acted and will continue to act in the interest of the graduate student by engaging those issues which most directly affect them. Finally, both GSA and the Academic Senate offer awards to outstanding TAs. Please check with these offices for more information. The GSA is located in The University Center, room 2502 (893-3824).

TA Union

TAs are covered by a collective bargaining agreement between the University of California and the UAW. The agreement can be retrieved electronically from at the UC Office of the President Website.

UCSB GRADUATE STUDENT BILL OF RIGHTS

UCSB respects and values the contribution of graduate students to its teaching and research mission. This is reflected in the UCSB Graduate Student Bill of Rights adopted by the GSA and supported by the Graduate Council and the Graduate Division in Spring 1995. Rights relating to teaching assistants and teaching associates are outlined in item 11 of this document.

Preamble: To promote a more productive climate between ourselves and our faculty and to define our role in the university as a whole, we, the graduate students of the University of California at Santa Barbara (UCSB), claim the rights enumerated below. These are basic rights common to all graduate students. They form a foundation upon which faculty and students can build a genuine intellectual community. (Established Spring 1995)

- 1. Graduate students are to be considered members of a scholarly community, and as such, they have a right to collegial and respectful treatment by faculty members.**
- 2. Graduate students have a right to study and work in an environment free of exploitation, intimidation, harassment, and discrimination based on characteristics such as gender, race, age, sexual orientation, disability, religious or political beliefs and affiliations.**
- 3. Given that Graduate students have the same rights and obligations as all citizens, they are free as other citizens to express their views and to participate in the political processes of the academic community and the community at large.**
- 4. Graduate students have the right to clear and specific written requirements for achieving an advanced degree.**
 - a. These requirements should be provided to graduate students upon their admission into a graduate program and/or emphasis.**
 - b. No changes in degree requirements should effect students previously accepted into the graduate program and/or emphasis except at their option.**
 - c. Prospective and currently enrolled graduate students have a right to know and should be informed of the "normative time to degree" and "average time to degree" within a specific graduate program and/or emphasis.**
 - d. Prospective and currently enrolled graduate students have a right to know a program's and/or emphasis' attrition rate if available and the predominant**

reasons for lack of program completion except in instances where confidentiality is threatened. Student access to statistical information on graduate programs should not interfere with the privacy rights of other students.

5. Graduate students have a right to an accurate description of availability and the likelihood of ongoing financial and resource support within their program and/or emphasis.

- a. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for academic employment, training, and financial support within their departments and/or emphases at the university.**
- b. All graduate programs and/or emphases should have clearly written policies regarding the distribution of financial support and academic employment.**
- c. All policies concerning support of graduate students should be implemented in a consistent and understandable way.**
- d. Graduate students should be provided with appropriate office, study, and lab space.**

6. Graduate students have a right to be judged by the faculty of their department in accordance with fair procedures, in matters of employment and promotion, solely on the basis of the graduate students' professional qualifications and professional conduct.

7. Graduate students have a right to respectful mentorship.

- a. Graduate students should have their progress toward achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate advisor and students.**
- b. Evaluations should be factual, specific, and should be shared with the students within a reasonable period of time. Annual progress reports should be in writing.**
- c. A written evaluation of performance on qualifying and comprehensive examinations should be provided to students.**
- d. Graduate students should receive regular feedback and guidance concerning their academic performance through a mutually agreeable schedule of conferences with their advisor/chair/mentor.**
- e. Graduate students should be given a fair opportunity to correct or remedy deficiencies in their academic performance with agreed upon time-tables for remedy.**
- f. Any intent to dismiss a student from a graduate program and/or emphasis for academic reasons must be preceded by a warning, which includes special performance information, well in advance of actual dismissal.**
- g. Any intent to discontinue an advisor/chair/mentor relationship with a graduate student must be preceded by a warning within a reasonable period of time.**

8. Graduate students have a right to co-authorship in publications involving significant contribution of ideas or research work from the student. The student should receive "first authorship" for publications which are composed primarily of

the creative research and writing of the student when consistent with the conventions of the field.

9. Graduate students have a right to reasonable confidentiality in their communication with professors.

10. Graduate students have a right to refuse to perform tasks that are not closely related to their academic programs or professional development.

11. Teaching assistants and teaching associates have a right to appropriate teacher training.

a. All graduate programs and/or emphases should implement a structured training program for their teaching assistants and teaching associates.

b. All graduate programs and/or emphases should outline the expectations of a graduate student teacher, and the ways in which those expectations can be achieved, for their teaching assistants and teaching associates.

12. Graduate students have a right to professional training. This should include, but not be limited to, information about professional associations and conferences, mock interviews, job opportunities, and publishing articles in journals.

13. Graduate students have a right to share in the governance of the University.

a. All departments, graduate programs and/or emphases should include graduate student representatives in the decision-making process where appropriate.

b. Graduate students should have representatives on all campus-wide committees, with voting privileges where appropriate according to the guidelines of shared governance.

14. Graduate students have a right to clearly defined grievance procedures and informal complaint procedures at the department and campus-wide levels. Each department should have grievance procedures.

a. Consistent with this right, graduate students have a right to procedures appropriate to the nature of the case and the severity of the potential discipline.

b. When a formal hearing is required, a graduate student has a right to the following minimum procedural standards to assure a fair hearing.

i. The opportunity for a prompt and fair hearing, upon the request of the student at which the University shall bear the burden of proof, and at which the student shall have the opportunity to present documents and witnesses and to confront and cross-examine witnesses presented by the University. No inference, however, shall be drawn from the silence of the accused.

ii. A record of the hearing; an expeditious written decision based upon the preponderance of evidence, which shall be accompanied by a written summary of the findings of fact.

iii. An appeal.

15. Graduate students have a right to challenge their term grades if those grades are based upon criteria other than course performance.

16. Graduate students have a right to be free of reprisals for exercising these rights.

The Graduate Council supports the spirit and content of the Bill of Rights adopted by the Graduate Students Association (GSA). We know that many of the rights claimed by the GSA for its members in this document correspond to rights already established in the law of the University of California, or UCSB codes, policies, and regulations. Council regards those rights claimed but not previously existing as expressions of desirable goals. To the extent that the faculty and administration implements these goals, our university will be improved.

SUCCESSFUL TEACHING

BEGINNINGS

There are three major components of instruction that you need to know about in order to be a successful Teaching Assistant. In fact, succeeding as a TA can be as easy as **PIE**:

PLAN what you're going to teach

IMPLEMENT what you've planned

EVALUATE what you've implemented

PLANNING WHAT YOU'RE GOING TO TEACH

In any given course or section, there are so many possible goals that, unless you set priorities, time and resources can easily be wasted. General course goals may indicate what topics will be studied, but they don't indicate how students are to demonstrate what they were to have learned. For these reasons, it is important to specify instructional objectives.

SPECIFYING INSTRUCTIONAL OBJECTIVES

Instructional objectives provide both you and your students with "section direction." Objectives may be thought of as explicit statements of what your students **SHOULD BE ABLE TO DO** when they've completed a given segment of instruction. Since objectives are designed for you as well as your students, you might want to hand your students a list of objectives at the beginning of the quarter. Your objectives will provide students with an accurate picture of what's expected of them and will likely help them focus their energies in studying for the course. In addition to aiding students in studying for the course, you will find that having taken the time to clearly state objectives will prove invaluable when it comes time for you to develop any sort of test (e.g., quiz, midterm, final) for your class.

WRITING OBJECTIVES

Usually, there are three steps for producing a well-written objective:

- 1.a description of what the student should be able to do or produce;
- 2.a statement of the conditions under which the student should be able to do it;

3.a statement of the criteria that will be used to judge what's been done.

Your first task in writing an objective is to specify exactly what it is that you want your students to do. Examples:

The reader of this manual will be able TO WRITE an instructional objective. The student will be able TO MOUNT and STAIN a tissue section on a slide.

Remember that you can't peek into your students' minds to evaluate what they know. You can only gauge what they know by observing what they do. Therefore, your objectives should be written in a manner which makes it clear just what behavior(s) you're interested in.

The following table is adapted from Mager, Robert, F., Preparing Instructional Objectives, 2nd Edition , Belmont, California: Fearon-Pitman Publishers, Inc., 1975.

WORDS OPEN TO

MANY
INTERPRETATIONS
FEWER
INTERPRETATIONS

to know
to understand
to understand really
to appreciate
to appreciate fully
to enjoy
to believe
to have faith in
to internalize
to write
to recite
to identify
to sort
to solve
to build
to compare

to contrast
to smile

Your second task involves **STATING THE CONDITIONS** under which the student should demonstrate what s/he has learned. **CONDITIONS** describe the given materials and resources provided to students in a particular learning situation.

Examples:

Given a list of...
Given a diagram of...
Given a problem involving...
Without any reference materials...

Your third task is to **STATE THE CRITERIA** you will use to judge whether your students have achieved the stated objectives. This means you need to specify how well the student should perform; i.e., the extent and/or level of expected performance. This may include considerations of student accuracy (number and kind of errors), speed, distance, direction, or quantity, etc.) By adding this component you are indicating what you feel is the minimum acceptable performance for students' mastering your objectives.

The following are examples of criteria statements:

...to write 4 out of 5 instructional objectives which include all 3 of the appropriate components.
...to solve 7 out of 10 problems in a period of 30 minutes.
...to identify at least 75% of the items on the diagrams.

Now that you are aware of the components of a well-written objective, you might want to look at some finished products.

The objectives below are specific enough that anyone reading them would have a clear idea of 1) what the TA (or professor) had in mind, and 2) what the student should be able to do.

Given the appropriate instruments, instructions, and a cadaver, the student will be able to dissect 4 out of 5 of the following organs before passing the 20 minute mark: heart, lungs, liver, spleen, and stomach.

Given a course outline and a list of the components of a well-written objective, the reader of this manual will be able to write 10 instructional objectives, at least 9 of which encompass the necessary components.

If you are willing to spend the time to specify the performance expected, conditions, and criteria for minimum acceptable performance, you will discover that you have generated a useful blueprint or plan of action for your classroom activities. Once you are clear about what and how much you expect of your students and you communicate those expectations to them, both your time and theirs can be spent in accomplishing those objectives.

You may feel you can convey your purpose without including all of the components discussed here. While that choice is yours, remember that the more explicit your objectives, the more valuable they are to you and your students.

SEQUENCING OBJECTIVES

Once you have your objectives in hand, consider the types of behaviors that your students will need to acquire en route to attaining these objectives. You can identify a series of PREREQUISITE BEHAVIORS or component tasks for each of your objectives by asking yourself the following question about each objective:

What do my students need to be able to do before they can successfully perform this objective?

By repeatedly asking this question, you will undoubtedly generate many different and appropriate en route behaviors for your students. For example, suppose a TA for English 1 writes the following objective:

Students will be able to write a paragraph that includes a topic sentence.

If the TA then asks the question posed above, some of the prerequisite behaviors s/he might come up with could include:

Students will be able to:

write sentences in English; identify topic sentences in sample paragraphs; distinguish between paragraphs and sentences; use the standard rules of punctuation.

IMPLEMENTING WHAT YOU'VE PLANNED

Now that you've made it through the planning stages of your lab/section/class, you'll want to try out what you've planned. Because we're aware that even "...the best laid plans..." CAN fall apart, this section is designed to introduce you to selected aspects of being a TA, both in the classroom and during office hours.

YOUR FIRST CLASS MEETING:

For the first time you are an instructor, rather than one of the students in the class. Suddenly you're facing "your students" instead of the board and "they" seem to be expecting someone to take charge. The responsibility to get things rolling is yours. What is likely to happen at your first class meeting:

The following are excerpts from some new TAs' "first days":

I'll never forget the first day of my first quiz section. I was very nervous. I couldn't sleep the entire weekend before. I couldn't think how to open the first day. How should I present myself? Being very short, I had visions of those towering freshmen not taking me seriously. Should I be very severe and set a martial tone for the entire quarter or should I walk in smiling and easygoing? Should I wear a long skirt and pull my hair back or wear hot pants? I plotted my attack upon the lectern-should I stand behind it, beside it or in front of it? Did I want its authority to attach to me or did I want to be considered part of the group? I practiced roll call, passing out the reading list, the small preview of course material, and class dismissal. On the Monday of the first day I got up at 6:30 a.m. and dressed very carefully... I made a large breakfast, though by the time I was ready to eat, couldn't. When I arrived, fear and anxiety were running wild through my body. My heart was thumping. Every surface I touched, I stuck to. And I shook. I watched the clock and counted off the seconds to 9 a.m. sharp. I didn't want to arrive early and have to stand there waiting...
...9 a.m. I plodded into the classroom. The lights were dazzling. The

electricity of the people sent my blood rushing faster. There were so many of them. All rustling papers. A hush fell as I neared the lectern. It was so quiet I could hear my pulse in my ears. I reached the lectern and turned around. Forty eyes were focused on my body. I blurted, "Hello. This is the first class I've ever taught, and I'm really nervous." The students sighed, slumped in their chairs, and relaxed; so did I.

My first section went quite well, I thought. The professor had introduced a few very basic concepts, which I thought I understood fully. I had tried to explain them to the students so that they also understood them. Buoyed with a sense of some self-confidence, I prepared to present my second section with the same material, but it didn't go as smoothly. A few of the brighter students began to question me about subtle nuances in the concepts which I had failed to consider. I began to feel incompetent. As they continued to probe, my answers became more and more contradictory and incoherent. My embarrassment increased because I realized that I, who had always been a student and therefore a passive receiver of definitions, didn't fully understand these basic concepts well enough to answer others' questions. Because of this and my impression that a teacher should know everything, I kept muddling around getting myself and the students more confused. Finally I managed to change the subject, but as I left the classroom I felt that I had lost their respect. They would be intent on tricking or embarrassing me from then on.

I was apprehensive about that particular section the next week. During the week, I thought about my role in the classroom. I spent a long time preparing for the section and thoroughly re-prepared the concepts I'd tried to review before. Happily, the next week's section went much better. In fact, I enjoyed it. It became my favorite section. The change, of course, was entirely within me. I knew that I did have gaps in my knowledge of the subject. Why not admit that and let the students know that I was learning too? I saw that it would be ineffectual for me to place myself above them as some Omniscient Purveyor of Knowledge. How could I be when almost the only reason I was in front of the class was because I had a few more courses in the subject than they had? I had become defensive and hostile when asked questions I couldn't answer because I assumed the students were asking such questions to embarrass me. The next week I admitted my ignorance, apologized for trying to be something I wasn't, and re-

explained the concepts. I encouraged them to ask questions. I promised that when I didn't know the answers I would say so and encourage the class to explore for the answer. I learned from the experience the importance of honesty with yourself and your students. It's much more comfortable for you and for them to realize that even as you're discussing topics with them you're learning yourself.

As these excerpts illustrate, you are likely to feel some trepidation the first time you face your students. If you think about it for a minute, though, what you probably are experiencing is somewhat akin to stage fright. Admit it, aren't you fairly **EXCITED** as well as nervous about this first encounter?

FIRST DAY SUGGESTIONS

Realizing that your competence and self-concept is somewhat on the line, what follows are some suggestions to ease the pain and increase the excitement of your first day as TA.

1. **REMEMBER, YOU WERE SELECTED TO BE A TA.** Your department has some reason to believe in you, so believe in yourself.
2. **BOTH YOU AND YOUR STUDENTS ARE PEOPLE.** Try relating from the "human" angle. If you get nervous despite this, then...
3. **PLAN AHEAD AND CONSIDER WHAT YOU WANT TO DO**

THE FIRST DAY. Prepare on having available the course syllabus. Know where and when you'll be holding office hours. Attempt to obtain relevant information about assignments, tests, and grading for the quarter before you enter class. Ask a friend to remind you of your name before you go into class, so that you can... **INTRODUCE YOURSELF TO THE CLASS** and hand out the syllabus or any relevant materials you've prepared. The syllabus can include your name, office number, consultation hours, phone number (or you can write these on the board), the books for the course, topics you'll be covering during the quarter, etc. Discuss the syllabus and course organization with students and explain how your class fits in with lectures or other courses students are likely to be taking. If you are at all nervous about the class, the syllabus will give you and the students something to concentrate on and may serve as a springboard for discussion. In addition, it will show them that you are organized, have planned ahead, and think the course is important enough to warrant your time and effort. **TELL YOUR STUDENTS A LITTLE ABOUT YOURSELF** on the first day. This will remind them that you're human. (They may be nervous, too!). If you want to

inform them that you're a new TA, that's fine-BUT DON'T COME ACROSS AS HELPLESS. Rather, let them know how they can help you AND fulfill their responsibilities as students (e.g., "Stop me if you have a question", "Let me know if I make an obvious mistake."). Your first experience as a teacher need not be disastrous. You know more than you think, and your students are likely to cooperate if given a chance. Let them know what you want to do and how. If it sounds at all reasonable, they'll help you set the tone-up front, honest, and human-right from the start.

CONTACT WITH STUDENTS

As the TA, you help to create the climate in your room. Students seem to learn best when they feel that, as students, they are as important to the TA as the material to be covered. (Of course, students contribute to the atmosphere, too.) What follows are some tips to help you create an atmosphere in which students know that you are aware of them and that you feel they are important.

1. **LEARN YOUR STUDENTS' NAMES**, preferably by the end of the first class. This may seem like a tall order, but calling your students by name goes a long way towards helping them feel at ease and included in the class.

2. **MAKE EYE CONTACT WITH YOUR STUDENTS** when you are speaking to the group as a whole. Instead of speaking to the clock at the back of the room, look directly at different students in different parts of the room. Students then feel that you SEE them.

3. **BE AWARE OF YOUR STUDENTS' BODY LANGUAGE**. Slumped bodies, rustling papers, private conversations, etc., may all be signs that students are not paying attention, are bored, or don't understand. You can try moving around the room, varying the speed of your speech, asking some questions, or whatever else seems appropriate to refocus students back on you. If, on the other hand, you see students leaning forward, waving their hands in the air, looking directly at you, etc., chances are you've got them where you want them.

4. **BE SENSITIVE TO STUDENT NOTE-TAKING NEEDS**. Whenever you can, use phrases like, "There are four applications of this theory... The first one is..." Your care in phrasing and pacing what you have to say lets students know you're aware of their presence.

ROOM STRUCTURE/ENVIRONMENT

Any setting, including your classroom, exerts many and frequently subtle influences on the people in that environment. (Restaurant reviewers call it

"ambiance" and rate it along with the quality of the food.) An uncomfortable environment can jeopardize the very climate you are trying to create. Below are some ideas to aid you in creating a classroom environment and structure which facilitates both your teaching and your students' learning.

First make sure you **VISIT YOUR ASSIGNED ROOM(S) A FEW DAYS BEFORE YOU TEACH THERE**. If you discover you're teaching a section of 40 in a room designed for 25, you may have a chance to find a better location. If necessary, contact Room Scheduling or the appropriate person in your department to discuss these concerns in advance.

Once settled, **TAKE A LOOK AT THE WAY THE ROOM IS ORGANIZED**. Seating is a prime consideration, and it can do a great deal to either facilitate or hinder what goes on in your classroom. The traditional rule of thumb is to make sure that all the students are clearly within the instructor's range of vision. Remember that you can manipulate seating to foster any number of effects from closeness to conflict. There are any number of ways to arrange seating, so you'll want to experiment and solicit suggestions from your students. For example, **IF YOU WANT LOTS OF DISCUSSION**, place desks or chairs in a circle or horseshoe. This arrangement facilitates the give-and-take of conversation inasmuch as students can see one another when they talk. Students are also much more likely to get to know one another in a face-to-face seating arrangement and are more apt to stay attentive throughout the hour, as it is more difficult to withdraw or space out from a circle without being noticed. **IF YOU PLAN TO LECTURE**, arrange the furniture so that all students can easily see you without straining. Ask your students to comment upon present arrangements and on what would be useful for them.

Good environments are frequently flexible ones. Feel free to have students move their chairs several times during a class. For example, you might have them move into a circle for discussion, into small groups for in-depth exploration of a topic, and back to rows for your lecture. Experiment with different room arrangements to find those which work best for you.

YOUR VOICE IN THE CLASSROOM

A TA's voice can play a large part in the generation or termination of students' interest in a subject. There are three major components to a good speaking voice: 1) volume (loudness or softness); 2) speed of words (pace); 3) modulation or pitch (highness and lowness). The idea is to speak **LOUD**

ENOUGH to be heard, without forcing the students farthest away from you to strain their ears, and SOFTLY ENOUGH for people to understand what you are saying, and QUICKLY ENOUGH that people don't doze off while waiting for your next word. Finally, MODULATE YOUR PITCH so that you neither drone people off to dreamland nor remind them of a theater performance.

How do you know if your speaking voice is right for the room size and for your students? The following suggestions may help you decide if and where you need improvement.

1. Ask your students if they can hear you, if you are too fast, etc.
2. Watch your students. Their occasional lack of attention may be caused by not being able to hear you, by being bored by your voice, or by literally not understanding your words.
3. Tape yourself using a portable tape recorder placed in the back of the room. If you are speaking loudly enough, the tape will pick up your voice.
4. Listen to your own speech for annoying habits like repeatedly saying, "Uh", or "Um", or "You know", or "Okay, okay?".
5. Avoid dropping your voice at the end of your sentence or thought.

In general, watch your students' responses, ask for feedback, and if you have questions about the sound of your presentation, voice them.

BOARD WORK AND THE TA

The guiding principle of board work is: LOOK AT YOUR WRITING AS THOUGH YOU WERE A STUDENT IN YOUR OWN CLASS. Probably, almost anything you put on the board will be clear to you. The task, however, is to make your presentation clear to your students. Here are some points to keep in mind while planning a board presentation. STUDENTS MUST BE ABLE TO SEE AND TO READ WHAT YOU HAVE WRITTEN. Illegible or obscured work is valueless. Watch out if you have small handwriting, tend to scrawl, or write too lightly. Sit in one of the last rows and take a critical look at your board work. Unless the floor of the classroom is sloped, students in the middle of the room won't be able to see the bottom of the board. Some TA's like to mark the off the "bottom line of visibility" with a chalk line. If there is a desk at the front of the class, keep it clear of objects that might obstruct vision. Additionally, try to keep your work visible for as long as possible. If you are right-handed, fill the right-

hand panel first, then move to the panel on the left and continue your writing. In this way, YOU will not be blocking the view of students copying the writing that you have just completed.

YOUR BOARD WORK MUST BE ORGANIZED SO THAT STUDENTS WILL BE ABLE TO INTERPRET THEIR NOTES LATER. (a) First erase the board completely. This step is especially important in mathematics, where stray lines may be interpreted as symbols. (b) If you are to solve a problem or prove a theorem, write a complete statement of the problem or theorem on the board, or write a precise reference. (c) Fill in one panel at a time, always starting at the top and moving down. (d) Make your notation consistent with that in the textbook or the professor's lecture, so that students do not have to translate from one system of symbols into another. (e) Underline, or in some other way mark the most important parts of your presentation—the major assumptions, conclusions, or intermediate steps that you plan to refer to later on. Colored chalk may help to clarify drawings.

ERASE ONLY WHEN YOU HAVE RUN OUT OF SPACE TO WRITE. Modifying boardwork in midstream can be a frustrating experience for students who are trying to transcribe your material into their notebooks. A physics TA may reach a crucial point in the derivation of an equation and then quickly erase and replace terms. A biology TA may draw a diagram and then rapidly change first one part of the diagram and then another to show a process. If you are modifying a drawing, use dotted lines or some other technique to show changes. Remember that students cannot make the same reassures that you do without losing their written record of intermediate steps: you can alter parts of a drawing much faster than they can reproduce the whole thing.

IF YOU ARE PRESENTING MATERIAL THAT YOU WANT STUDENTS TO DUPLICATE IN THEIR NOTES, YOU NEED TO GIVE THEM TIME TO COPY WHAT YOU HAVE WRITTEN. They should not be asked to analyze while they are writing. When you want them to make or discuss a point, stop writing. Let people catch up to you (they may be lagging behind by two or three lines). THEN begin your discussion. Similarly, if you have engaged in a long discussion without writing very much on the board, allow them time to summarize the discussion in their own minds and to write their summary down in their notes before you again begin to use the board or to speak.

AVOID USING THE BOARD AS A LARGE DOODLING PAD.

Students assume that what you write on the board is important. The board should serve to highlight and clarify your discussion or lecture. Used wisely, the board will enhance and underscore your presentation, not diminish it.

OFFICE HOURS

As a TA, you are expected to hold office hours for your students. Your department should provide you with office space for this purpose. Generally, TAs are asked to schedule between two to four hours per week for student consultations. It is likely that you will be asked to share your office with at least one other TA, so it is advisable for the two (or more) of you to get together early in the quarter to attempt to arrange non-conflicting office hours (it's usually much easier to keep your mind on helping a student when there isn't another conversation occurring simultaneously in the room). Varying hours may be a good idea. Rather than scheduling your hours MWF 11-2:00, you might set up hours like M 1-2:00, TU 10:00-11:00, and F 11:00-12:00. That way, you may avoid having to schedule individual appointments with students whose schedules conflict with your 1-2:00 slot.

Some TAs have found it desirable to require their students to make at least one visit during office hours. If you can get students to show up once and they find the experience pleasant and useful (rather than painful), chances are that you'll be seeing students regularly during your office hours. Realistically, visits are likely to be cyclical. You can expect anxious faces at your door right before exams and as deadlines approach for papers or assignments.

Office hours can be used to peruse mistakes on papers and tests, to discuss strategies for future assignments, to clarify confusing points in last week's lecture, to demystify a demonstration given in class, or to help you get to know your students better. The rapport that you establish with students during office hours is likely to carry over into your class.

SOME CAUTIONS: As a new TA, you may find yourself rewriting your students' work, giving them answers that they might be able to figure out for themselves, or getting sucked into sad stories that students may tell you and extending work deadlines far beyond the bounds of reality. If this sounds all too familiar, sit back for a minute. Just what are your responsibilities as a TA? You want to facilitate student progress in the course and help everyone

make it through, but you do not want to be assuming the role of student for your own section!

EVALUATING WHAT YOU'VE DONE

Evaluation is an important aspect of teaching and learning, and if done correctly can provide important information to both you and your students. Evaluation involves both TESTING and GRADING. In addition to evaluating how well your students are doing, you may gain valuable insights about your instruction by EVALUATING YOUR OWN SUCCESS in class.

EVALUATING YOUR TEACHING

As many TAs have already discovered, it is generally desirable to obtain some form of student input regarding their teaching and the course they are instructing while that course is still in progress. Such feedback can be used to make changes while a section is still going on and may be used in conjunction with end-of-term evaluation to plan for the next quarter.

You can gather MID-QUARTER FEEDBACK by distributing a short questionnaire to your students around midterm. The intent of mid-quarter feedback is to provide you with information reflecting student opinion about specific aspects of your section, e.g., clarity of presentation, relevance of material, willingness to respond to questions. These brief surveys can also provide some global reactions to the course in general. By reviewing these questionnaires right away, you may be able to make changes that will affect students IN THE VERY SAME QUARTER.

To evaluate your success as a TA, utilize the campus wide TA Development Program's VIDEOTAPE AND CONSULTATION SERVICE. This service allows you to be videotaped while teaching. You can then gain a new perspective on your in-class performance by viewing your tape with a trained teaching consultant. By viewing your tape with a peer consultant you will be able to gain a "student's eye" view of your teaching and perhaps confront yourself on camera. To arrange a videotaping, call x4346.

DISCUSSION SECTIONS

Discussion sections can take a number of forms. In the Math Department the hour may be used to go over problems; in Literature class, to critique essays or books, and in Sociology, to clarify and enhance concepts introduced in

the lecture. Whatever the particular function of your section you will want your students to be actively involved and participating. The guidelines below are intended to help you accomplish this goal.

PLANNING A DISCUSSION SECTION

Some new TAs wonder how there can possibly be enough to say to fill the class period. This will be the least of your worries. Your job is facilitating and moderating the discussion, not doing all the discussing. New TAs sometimes tend to over-manage the situation. Remember that the discussion isn't just a matter of your communication with your students; it's a chance for your students to share ideas and pool resources. Many TAs overlook this potential and end up trying to carry the whole conversation themselves.

One of the reasons discussion sometimes seems ineffective or disorganized is that different students are focused on different aspects of the topic or problem. As a consequence, students are often frustrated by what they see as irrelevant comments by other students. R. F. Maier describes a problem-solving discussion technique, "developmental discussion", which can be used to keep students aware of the aspect of a discussion that is the current focus. While all topics are not amenable to this developmental treatment, many discussion leaders will find this technique useful. Such a developmental sequence might be:

1. Formulating the problem/defining the issue,
2. Suggesting hypotheses/reasons,
3. Getting relevant data, and
4. Evaluating alternative solutions, consequences, and implications.

Keeping this sequence in your mind will allow you a large amount of flexibility in the classroom without the fear that your section will degenerate into a disorganized free-for-all. At the very least keep a note card handy with salient points you want discussed during the hour.

IMPLEMENTING DISCUSSION SECTIONS

Expectations: Before you can successfully implement a discussion session, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom with you. Your reactions, your responses to students, the attitudes you project in your actions-all suggest to your students the sort of interaction they can expect. The way in which you field students'

comments will give the most important clue. No one wants to feel that their remark will be put down or put off. Students are also sensitive to what they think you REALLY want (e.g., Does he want a discussion or a chance for an extended monologue? Does she say she wants disagreement and then gets defensive when someone challenges her?). Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them.

Questioning Skills: There are a number of techniques you can use in opening up discussion. The most obvious is to draw on students' questions and comments and to enlarge upon them with your own remarks. What do you do if the subject matter is new and your students are too? You may want to jot down several statements or questions beforehand and use these as a springboard.

When you start a discussion with a question, ask open-ended questions which will get students thinking about relationships, applications, consequences, and contingencies-rather than merely the basic facts. You've probably often heard a professor who spits off a list of questions that require only brief factual replies and little student involvement:

Q. When was the Battle of Hastings?
A. 1066.

The result could hardly be called a discussion. You'll want to ask your students the sorts of questions that will draw them out and actively involve them, and you will also want to encourage your students to ask questions of one another. Above all, you must convey to your students that their ideas are valued as well as welcomed.

Here are the three biggest mistakes made in asking questions.

Mistake #1

Phrasing a question so that your implicit message is, "I know something and you'll look stupid if you don't guess right!"

Mistake #2

Phrasing a question at a level of abstraction inappropriate for the class. Don't just show off your 25 cent word-discussion questions need to be phrased as problems that are meaningful to student and instructor alike.

Mistake #3

Not waiting long enough to give students a chance to think. The issue of "WAIT-TIME" is an often-ignored component of questioning techniques. **If you are too eager to impart your views, students will get the message that you're not really interested in their opinions.** Most teachers tend not to wait long enough between questions or before answering their own questions because a silent classroom induces too much anxiety IN THE INSTRUCTOR. Try counting to 10 s-l-o-w-l-y after asking a provocative question to which you are just dying to respond yourself. Remember, the silence bothers the students as well. Once they have confidence that you will give them time to think their responses through, they will participate more.

Roadblocks to Facilitating Good Discussion Sections: Roadblocks are usually the "too much, too little, too late" variety. The following are some common stumbling blocks.

1. IF YOU HABITUALLY CAN'T GET DISCUSSION STARTED, you first need to pay more attention to the types of topics you're picking; they may not be broad enough. Or you may not be using good questioning skills-putting people on the spot or embarrassing them.
2. IF ONE OR TWO STUDENTS CONSISTENTLY MONOPOLIZE THE FLOOR there are many causes at work, but the end result is a great deal of tension. You don't want to reject the one student, but then you don't want to alienate the rest of the class. You may want to take one of two approaches. Either you can use their comments to throw the discussion back to the class ("You've raised a point. Maybe others would like to comment."), or you can acknowledge the comments and offer another outlet ("Those ideas deserve a lot more time. Maybe we can discuss them after class.").
3. IF THERE IS A LULL IN THE DISCUSSION, relax. This doesn't mean you've failed. Every conversation needs a chance to catch its breath. It may mean that your topic is exhausted or it may be a pause for people to digest what they've heard. If the lull comes too frequently, though, you may need to give more attention to the types of topics you're picking. You may also be inadvertently shutting down discussion by dominating rather than facilitating.

4. IF STUDENTS ARE TALKING ONLY TO YOU INSTEAD OF TO EACH OTHER, you are probably focusing too intently on the speaker. You can help students talk to each other by leading with your eyes or looking occasionally at others in the room. This will lead the speaker to do likewise.

5. IF THERE ARE STUDENTS WHO SELDOM OR NEVER TALK, see if you can't find out whether they are shy, confused, or simply turned off. Watch for clues that indicate they might want to speak up. ("John, you seem disturbed by Jose's descriptions. What do you think?") However, be careful that you don't embarrass a student into participating. You may want to make a point of talking to this student before or after class to indicate your interest.

6. IF FIRE IS IGNITED OVER AN ISSUE, then you've got a serious topic on your hands! Facilitate! Your major task here is to keep the argument focused on the issues. Don't let it become personal, under any circumstances.

GENERAL PRINCIPLES FOR TEACHING MINORITY STUDENTS

Give "minority" students equal attention in class, and equal access to advising outside class. Don't overlook capable but less experienced students. Give "minority" students equal amounts of helpful and honest criticism. Don't prejudge students' capabilities. Revise curricula if necessary to include different kinds of racial and cultural experiences, and to include them in more than just stereotypical ways. Monitor classroom dynamics to ensure that "minority" students do not become isolated. Vary the structure of the course to include more than just individual and abstract modes of learning. Don't call on "minority" students as "spokespersons" for their group. Recognize and acknowledge the history and emotions your students may bring to class. Respond to non-academic experiences, such as racial incidents, that may affect classroom performance.

NOTE: The general principles and specific strategies listed here often echo those for gender/sexual orientation and class. Such repetition permits you to read each handbook section separately. In addition, such similarity illustrates how the problems and solutions for each group mirror one another in fundamental ways. Thus various sections are finally not separate, but mesh together to form a general system of responsive teaching.

ACADEMIC INTEGRITY

STRATEGIES TO PROMOTE ACADEMIC INTEGRITY

As a faculty member, one of the easiest things you can do to prevent cheating is to simply tell your students at the beginning of each quarter that you will not tolerate academic dishonesty. Tell them in class and tell them on the syllabus. Tell them cheating hurts everyone and that they should not hesitate to inform you if they witness such an act. There are other ways to prevent cheating: some quite simple, others not. Select the ones that best suit your style. Students begin UCSB with a clear warning (given at new student orientation) that academic dishonesty is contrary to the spirit of higher education as well as a violation of Campus and University Regulations. It is their responsibility to behave honestly, but we continue to have an abundance of cases year after year. Instructors can promote honesty by making it difficult to cheat.

PREVENTING CHEATING

There are many ways faculty can create an environment that supports academic integrity. PLAGIARISM may occur in any class where term papers or other take-home assignments are due. Give specific topics for assignments. Keep copies of past papers. Send for a copy of Research Assistance, a \$2 catalogue of term papers for sale (call 800-351-0222 to order or see a copy on file with the Dean of Students). If possible, familiarize yourself with each student's writing ability. Ask for the original copy of the paper; don't accept photocopies. Make it clear whether or not students are allowed to collaborate on take-home assignments. Read all papers on the same topic together. Make your requirements for footnotes, use a quotation marks, bibliography known to class.

CHEATING: ("Ringers," returning altered exams for re-grading, in-class copying) can occur in any test situation. Proctor exams: If space allows, assign alternate seats (sometimes empty adjacent rooms are available - call the Registrar's office for information (x3602). Assign permanent seating; taking roll periodically. Check picture IDs before exams (helpful if class is

very large - and if you have TAs). Give different versions of the exam (simply changing the order of questions is helpful in lengthy objective exams). Make duplicates of random exams to compare with exams returned for re-grading and inform class you are doing this (recommended for Science, Engineering, and Math). Collect unmarked bluebooks & Redistribute randomly. Change exam questions periodically.

DETECTING CHEATING

Most students get caught because they've been careless in their cheating. Here are some things to look for. **POSSIBLE SIGNS OF PLAGIARISM:** An average student hands in a sophisticated and error free paper. Footnotes don't match the cited text. There isn't a single footnote or quotation mark. Paper topic isn't on something you assigned. Student hands in paper late or asks for an extension on the due date; is the reason valid? Certain passages sound familiar (e.g. they came directly from the text - don't laugh, it's happened). Type face on title page doesn't match type in body of paper (this one too!) Student's paper is a photocopy but the title page is typed.

POSSIBLE SIGNS OF CHEATING

"Ringers" can be detected by looking for unfamiliar faces at the exam. Student has no ID; doesn't know his/her social security number. Missing pages in a blue book may be a sign. Numerous erasures on an exam returned for re-grading (grade-alterers often make a habit of this on their exams). Wandering eyes in an exam room; talking during exam. Papers and notes on floor near desk. Notes may be written under calculators. Identical incorrect answers appear repeatedly on two or more exams. Student leaves room during exam.

Adapted from Navarro, J., Clark, D, and Halley, D. An Instructor's Guide to Academic Dishonesty at UCSB. Office of the Dean of Students. University of California, Santa Barbara 1989.

REPORTING CHEATING

Many instructors are hesitant to report incidents of cheating, either because they do not want to be bothered or think only the student who cheated is actually harmed. On the contrary, many individuals, as well as the institution, are harmed by dishonesty. This is an easy point to defend. More problematic is getting professors to report cheating. It is actually quite simple to report an incident. When reporting, the instructor has the choice of

handling it him/herself or turning the case over to the Dean of Students for investigation and a formal hearing.

Often, instructors will give a student a failing grade for the assignment in which cheating occurred and report the student to the Dean of Students indicating that no further action be taken, or that the student should be scheduled for a hearing. How far you decide to pursue the case is up to you.

If you decide to handle the matter yourself, please let the Dean of Students Office know the name of the student. The Dean of Students keeps the name for future reference; students are informed of this with the intent of discouraging them from further dishonest behavior. Report forms are available from the Dean of Students Office (x4467).

Details of the student conduct and discipline process are in chapter six of the Campus Regulations Applying to Students, also available from the Dean of Students Office (x4467). Most students, once they are caught, will confess to the offense and take their punishment. Others are less inclined to be forthright.

HOW TO REPORT INCIDENTS OF CHEATING

1. Confront the student with your accusation, allow him/her to explain.
2. If the offense is particularly serious or the student insists on innocence (against the evidence and/or your strong suspicion) report the case to the Office of the Dean of Students.
3. The Dean of Students will investigate and, if appropriate, set up a meeting with the Student-Faculty Committee on Student Conduct.
4. A hearing usually takes 30-60 minutes; reporting instructor and/or TA who discovered the alleged deception is asked to attend.
5. Graduate student TAs are asked to report any incidents to the instructor in charge of the class, who then files the complaint. TAs in charge of their own class (as in the foreign languages) make seek the advice of the department chair.

WHAT REPORTING DOES:

1. Allows us to confront the student and, with luck, stop the behavior.
2. Allows us to record the student's name for future reference and to identify repeat offenders.

3. Makes the community aware of the problem in general (all cases are strictly confidential; student's privacy is protected). Public reports may be published with the names removed or changed.
4. Allows us to gauge the depth of the problem

TA RESOURCES

INSTRUCTIONAL DEVELOPMENT

Instructional Development is located in Kerr Hall. It provides a number of important services to assist faculty in meeting their instructional goals. The Office of Instructional Consultation offers assistance in designing instruction, improving teaching skills, evaluating courses, designing and using instructional technology, and writing instructional improvement grants. Instructional Resources provides technical, creative, and delivery services to support instruction.

Office of Instructional Consultation's TA DEVELOPMENT PROGRAM offers a variety of services including but not limited to the following. (Kerr Hall, Rm. 1120-Q, X3341). <http://www.id.ucsb.edu/IC/TA/TA.html>

Classroom Videotaping: Videotaping of classroom teaching and subsequent consultations can be arranged at no charge to the department. Consultations are conducted in a non-evaluative atmosphere and give TAs an opportunity:

- to reflect on the teaching methods they are already using effectively;
- to discuss aspects of teaching they want to improve or modify; and
- to explore new strategies for experimentation in their teaching.

To schedule a videotaping and consultations call TA Videotaping and Consultations at 893-4346. tavideo@id.ucsb.edu

Consultations On Teaching: Consultation on instructional issues can be arranged by scheduling an appointment with one of the Program's experienced TAs who serve as Peer Consultants. (x4346). Discussion may include any topic on teaching or evaluation such as instructional and curricular projects, student course evaluations, confidential concerns about

teaching, and grant proposals to improve instruction.

Film and Video Ordering (Kerr Hall, Room 1204, 893-3518).

<http://www.id.ucsb.edu/ir/fo/fo.html>

This service provides experienced staff who assist in locating, ordering, and scheduling films and videotapes for UCSB classes.

Kerr Learning Laboratories: (Kerr Hall, Room. 2160, 893-3963).

<http://www.id.ucsb.edu/ir/LL/ll.html>

Kerr Laboratories has media equipment and materials available for students. The multi-purpose laboratory is open for students 76 hours each week with a variety of services provided for classroom enrichment. There is never a charge for any of the following services. The Language Laboratory consists of a 105 audio/video stations available for group and individual student use. Auto-tutorial learning stations equipped with VCRs, slide projectors, computers and materials which allow for self-paced student learning. In addition to a permanent collection of materials, faculty frequently put videotapes, slides or other materials on reserve for student access.

SCOLA (international news) broadcasting and recording services are available in the Laboratories for UCSB faculty, staff and students.

Media Equipment: (Kerr Hall, Room 1160, 893-3549).

<http://www.id.ucsb.edu/ir/classroom/faq/faq.html>

This service provides equipment and operators to assist faculty and TAs with classroom media support. Available equipment includes the following.

- 16mm film projectors
- public address systems/wired and wireless microphones
- overhead projectors
- slide projectors
- video cassette players
- multimedia computer/video carts
- laserdisc players

NOTE: At least 48 hours (two working days) advance notice is required on all media requests. There is no charge to departments for support of courses at the time and locations listed in the current schedule of classes.

TV Services: (Kerr Hall, Room 1204, 893-4345).
<http://www.id.ucsb.edu/ir/tv/tv.html>

Television Services provides a centralized film/video distribution system which is linked to over 40 campus classrooms with permanently installed monitors. Television Services houses a videotape library with over 2500 titles available for faculty and TAs. The Experimental Teaching Facility (Kerr Hall Studio B) is available to faculty and TAs using multiple instructional technologies for their classes.

Artworks: (Kerr Hall, Rm. 1140, 893-3789).
<http://www.id.ucsb.edu/ir/aw/aw.html>

Artworks provides a complete graphics service to support the instructional, research and administrative needs of the campus. Rm 1140, Kerr Hall; X3789. Services are available on cost recovery basis or through TA Instructional Grants.

Photographic Services: (Kerr Hall, Rm. 1120, 893-2448).
<http://www.id.ucsb.edu/ir/ph/ph.html>

Services include process camera work, studio and field shooting, black-and-white print services, color slide production, custom printing, dye-sublimation printing and film recorder services. Services are available on cost recovery basis or through TA Instructional Grants.

Sound Recording: (Kerr Hall, Rm. 2110, 893-3257).
<http://www.id.ucsb.edu/ir/sr/sr.html>

This service provides 2 and 16 track studio recording and post-production services for instruction. The studio is of professional quality for live recording. Services are available on cost recovery basis or through TA Instructional Grants.

TV Production: (Kerr Hall, Rm. 1204, 893-4345).
<http://www.id.ucsb.edu/ir/tp/tp.html>

Services are available on cost recovery basis or through TA Instructional Grants.

CLASSROOM LEGAL ISSUES

Sexual Harassment: If you are approached by a student who is experiencing something that may be sexual harassment, please refer her or him to a designated campus contact person (resource people for information and assistance) or the Sexual Harassment Complaint Resolution Officer (SHO).

Resources:

Women's Center, Bldg 434, 893-3778
<http://www.sa.ucsb.edu/women'scenter/>

Ombudsman, Trailer 989, 893-3285
<http://www.commserv.ucsb.edu/blue/ombuds.html>

Graduate Division, Cheadle Hall, 893-2546
<http://www.graddiv.ucsb.edu>

SHO, Cheadle 3117, 893-2546
<http://ucsbuxa.ucsb.edu/sex-harass-complaints/>

POSTING GRADES, RETURNING PAPERS, AND RECORD CONFIDENTIALITY

According to state and federal law and UCSB policy on privacy and confidentiality of student records, instructors cannot post grades by name, or leave exams or term papers out for pick up by students. Moreover, faculty and TAs are responsible for protecting the confidentiality of student grades and records. While you may regard the confidentiality issue as an added annoyance to the many problems of teaching, many students are really quite uncomfortable about public posting of grades and leaving exams and papers

lying around. Also there is an increasing problem with theft of exams and papers left out.

To comply with legal and policy requirements, graded materials should only be returned by the following means.

1. Hand out the papers directly to students during class or office hours. If you can't recognize the students, you should check photo IDs.

2. You can arrange for someone in the department to hand out the graded materials to students who come to the office to collect them (in this case, it would be advisable for the department office staff to check the photo ID of every student). You are free to limit or restrict the hours of collection.

Note: So far as posting grades is concerned, you CANNOT get around the privacy issue by using student numbers or initials. These are considered 'personally identifiable' in Federal Privacy laws.

HELPING DIFFERENT TYPES OF DISTRESSED STUDENTS

THE VERBALLY AGGRESSIVE STUDENT

Students usually become verbally abusive when in frustrating situations which they see as being beyond their control; anger and frustration can become displaced from those situations to you. Typically, the anger is not directed at you personally.

DO: acknowledge their anger and frustration, e.g., "I can see that you are angry." rephrase what they are saying and identify their emotion, e.g., "I can see how upset you are because you feel your rights are being violated and nobody will listen." If you feel comfortable doing so, allow them to ventilate and tell you what is upsetting them. reduce stimulation; invite the person to your office or other quiet place if this is comfortable. Speak calmly and quietly.

IF YOU BECOME ALARMED: tell them that you are not willing to accept their verbally abusive behavior, e.g., "When you yell and scream at me that way, I find it hard/impossible to listen." If the person is too close, tell him/her to please move back, e.g., "Please stand back; you're too close." Help the person problem solve and deal with the real issues when he/she becomes calmer.

DON'T : get into an argument or shouting match...become hostile or punitive yourself, e.g., "You can't talk to me that way!" ...press for explanation or reasons for their behavior; "Now I'd like you to tell me exactly why you are so obnoxious"...look away and not deal with the situation...give away your own rights as a person.

THE VIOLENT OR PHYSICALLY DESTRUCTIVE STUDENT

Violence due to emotional distress is very rare and, typically occurs only when the student is completely frustrated and feels unable to do anything about it. The adage, "An ounce of prevention is worth a pound of cure," best applies here.

DO: explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but hitting won't work" ...stay in an open area...divert attention when all else fails, e.g., "if you hit me, I can't be of help"...get necessary help (other staff, University Police, Health Center, Counseling and Career Services)...remember that student discipline is implemented by the Dean of Students Office.

DON'T: ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, statements like, "You're leaving me no choice"...