



OHIO
UNIVERSITY

Teaching Assistant Handbook

Center for Teaching & Learning

Center for Teaching & Learning

Guide for Teaching Assistants

Welcome to Ohio University and congratulations on being awarded a teaching assistantship! Whether you are supervising labs, conducting discussion sections, or are the teacher of record in a course, you are a vital member of the teaching staff of Ohio University. We want you to know that you are appreciated.

Since TAs serve many different roles, some of your questions about your own role may not be covered by the information offered here. This guide is mainly directed to individuals who have grade book responsibilities. There are, however, many matters covered here that will be informative to you regardless of your assignment.

To help you gain the information you need quickly, we have prepared information derived from frequently asked questions. Included are policies and procedures you should know about and also some practical suggestions and tips that you may find useful. Please send us any additional items that you think would be helpful to other TAs.

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Please note that some of this information can change from semester to semester. For the most current information, please visit the Ohio University websites listed in the guide.

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Preparing a Course

Syllabus

How to Prepare a Syllabus

Most TAs do their own typing; others make use of their department's/ school's clerical and duplicating resources. Most departments have duplicating facilities. The department office can also provide you with paper, pencils, chalk, and other supplies. Some academic units on campus are schools while others are departments. Functionally, these two units are one in the same. Thus when we refer here to department, we also include academic units.

Contents of a Syllabus

You are required to distribute your syllabus on the first day of class, and it forms a kind of contract between you and your students to let them know what you expect of them and what they can expect of you. You can avoid many misunderstandings through a well-developed syllabus. It need not be lengthy, but should be complete.

The Faculty Handbook lists the following as requirements on your syllabus:

- Instructor's name
- Course number
- Descriptive title (i.e., course name)
- Basis for grading in the course
- Attendance, absence, and academic dishonesty policies
- Intended learning outcomes or objectives upon successful completion of the class
- The instructor's office hours (required)

*Please note that a college, department, or division might require additional information on your syllabus.

The Difference Between Course Number and Class Number

The course title and catalog number refer to how the course appears in the Schedule of Classes/Course Offerings, such as Fundamentals of Philosophy, whose catalog number is PHIL 1010. The class number is a four- or five-digit number assigned to your class, such as 1583. There may be more than one section bearing your catalog number, but only your class has the class number listed in the Course Offerings.

Ordering a Copy of the Textbook

The departmental office may have a copy. If not, they can help get one for you from the publisher at no charge. In the meantime, you can buy a copy from one of the bookstores and then return it when the publisher sends a desk copy to you. Explain to the bookstore manager what you are doing, and the manager will probably be cooperative.

Ohio University does not run its own bookstore, but is served by three privately owned stores: Follett's University Bookstore, College Book Store, and the Little Professor.

Ohio University's Attendance Policy

This is a matter decided by the instructor. If you are part of a group of TAs teaching a multi-section course and supervised by a faculty member, these decisions may already have been made. You are required to announce your attendance policy the first day of class by including it on your syllabus. It is acceptable for you to establish a policy of counting off from the final grade for excessive absences (example: three absences lowers the final grade by 1/3 of a grade; four absences lowers the final grade a full grade; five or more absences results in course failure). Just spell out your policy, and then stick with it.

You are expected to make allowances for students after a legitimate absence. The Faculty Handbook gives as examples of legitimate absences things such as illness, death in the immediate family, religious observance, and involvement in University-sponsored activities. You are obligated to allow students with legitimate absences to make up missed exams. If you are planning activities that by their nature cannot be made up (such as field trips or outside speakers) and feel that you have to impose some limitations on the absences you will allow, announce this the first day of class.

Registration Procedures

Class Lists/Grade Roster

The Faculty & Advising Center (<https://webapps.ohio.edu/oasis>) is an online resource for faculty and advisors of students to get access to various services for advising and assisting students. As the instructor of record, you will be able to access a list of all your students enrolled in your classes. In addition, during appropriate times faculty may enter students' final grades into their class lists. The Faculty & Advising Center requires your OHIO ID and password.

Students Not Included on the Class List

If your class is a popular one—or a requirement—you may find yourself receiving requests from many students desperate to get into your class. Their reasons will all seem urgent: some students will tell you they absolutely have to have your course to graduate; others will tell you they have been closed out of all their courses, and if you don't sign them in they won't have a schedule that semester. Some students may sign up for your class, but fail to show up on the first day of class.

Once a student has missed the first two meetings where the meetings are fewer than 80 minutes or the first meeting where the meeting is 80 minutes or longer, the instructor has the option of not admitting the student to the class whether or not the student is registered for the class.

If your class meets fewer than 80 minutes, this will be after the second class meeting; if it meets 80 minutes or longer, this will be after the first class meeting. If you do not admit the student, the student must drop the class from their schedule through the My OHIO Student Center. That is the student's responsibility, not yours. You have the right to deny the student permission to continue to attend class.

Once a student drops a class, the registration system will allow another student to enroll if a seat is available unless you contact your department and ask that a "block" be placed on registration. If you block registration, students will need to obtain permission from either you or the departmental office. If you have questions about this process, visit www.ohio.edu/registrar/Class-Permission/cfm.

If your department allows it, you may want to let students enroll in your class even though it is full. You can manage these requests manually via class permissions, or you could use a waitlist. A waitlist can be set up electronically so that students can self-enroll onto the waitlist, and, as seats become available, a process will automatically enroll students into the class in the order they joined the waitlist. Check with your department administrator about whether or not waitlists are used in your department and how to set one up for your class.

Add or Drop Procedures

ADDS: A student may add your class through the Friday of the first week of the semester using online registration procedures. To add a class after the Friday of the first week of the semester through Friday of the second week, a student must obtain the instructor's permission. To prevent students from adding your class after the semester begins, a "block" may be placed on registration. This will require any student who wants to add your class to obtain permission from you or the department. Adding students into your class is up to you. If there is room in the class, our practice is to tell students exactly how far behind they are and then let them decide whether they can catch up with the rest of the class. You may decide that the student has already missed too much in your class.

You may want to allow students to enroll in your class even though they lack the prerequisite(s). In this case, you will need to obtain a class permission slip to sign and then they must return the signed slip to the registrar's office for processing.

DROPS: A student must use the registration system to drop your class. Drops may be processed through the Friday of the second week of the semester to be removed from the student's record. If a student drops a class after the Friday of the second week (a withdrawal from the class), they will receive a "W" grade, and you will be required to add a P (passing) or F (failing) indicator and a date of last participation; or the N (never attended) indicator, to record the student never participated. You will receive an email notification for students who withdraw from your classes, allowing you to enter the WP, WF, or WN grade immediately; however, you are not required to enter this grade until the grade deadline at the end of the semester. Withdrawn grades do not affect the student's GPA.

Dropping a class is generally prohibited after the end of the tenth week, but under very exceptional circumstances the student may petition their student services office in writing to drop a class.

Earning a low grade in the class is not considered such a circumstance.

Some students will never attend your class and drop it from their schedule, or they may attend at first but drop the course later. If they don't, you should report either a "FN" (for failure never attended) or a "FS" (for failure stopped attending) grade at the end of the semester on the class list/grade roster. If you report an "FS," you also must report the student's last known date of attendance or participation. There is a special space for this on the class list.

Course Policy Issues

Missing a Class

Notify the department chair if you miss a class. If you can anticipate your absence, talk to the chair or course director (if one has been designated) to make possible arrangements for a substitute or alternative activity.

Change of Time/Place of a Class

Such changes require approval of the department chair and/or course director, who will also see that the registrar's office is notified of the change. Classroom space is limited during many parts of the day and it may be difficult to obtain a new location, so contact your chair or course director as soon as possible with your request for a new location.

Ohio University's Final Examination Policy

A formal final exam is required in all courses where a letter grade of A–F is given, unless you substitute some other method for bringing the course into focus and evaluating students. Be sure your students know what this alternative is by including it on your syllabus and announcing it the first day of class.

Final exam schedules can be found at: <https://www.ohio.edu/registrar/finals.cfm>.

Final exams may not be given at any time prior to the regularly scheduled examination time without prior approval of the dean. The same goes for final projects assigned in lieu of an exam.

We are highlighting this because of its importance. There are many reasons for this rule; we will mention only one. If you give your final exam early and students do not do well, plausible grievances could be based on the claim that, had you followed the schedule, students would have done better on the exam. Don't depart from the exam schedule printed in the schedule of classes, copies of which are available online.

Cheating

Cheating is a serious offense. You must be careful not to make accusations of cheating unless you are absolutely sure of the facts. If you see students copying, for example, intervene immediately. Ask them to move to different locations in the room. Confiscate any materials that seem to be involved in the cheating, such as crib sheets or unauthorized notes. You need not make any accusation here; just ask them to move. However, if you plan to take academic measures (i.e., a grade of F) or disciplinary measures (referral to the Office of Community Standards and Student Responsibility), you must confront students with your suspicions and intended action upon the close of the exam or shortly thereafter.

Failure to intervene or give proper notice at the first sign of cheating could limit your options to do something about the cheating later on.

If you think a student has turned in another's work, make no accusation until you can document the plagiarism. Be discreet. Do not discuss your suspicions with others who do not have a need to know.

The Student Handbook warns students about all forms of academic dishonesty. Here is how the Handbook puts it: "Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from your work, submitting an academic exercise (written work, printing, sculpture, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip."

If you think there is cheating going on in your class, first talk to the chair or course director, then call the Office of Community Standards and Student Responsibility at 740.593.2629, for further advice.

Teaching Assistants' Mailboxes

Ask the department administrator. Most departments usually set aside mailboxes for teaching assistants.

Teaching Assistants' Offices

Most departments provide TAs some kind of office for advising students, especially if the TA has grading responsibilities. You should announce office hours at a time and place when students can talk to you about the course. A common complaint from students is that instructors are not in their office during announced hours. Only post office hours that you are able and willing to keep.

Textbook Policy

If you are the only person teaching the course, you may be able to change textbooks, but not if you are one among several persons offering the course. Check with the chair or course director for further information. Usually textbook orders have to be placed far in advance of the semester beginning date, so it is not practical for TAs to change textbooks before the semester starts. If the department will need you to teach the course for several semesters, it may be possible for you to change the text. Discuss this with the chair or the course director.

Grading System

Grading Options

Frustrations with the difficulty in giving two students the same grade (for example, a C) for different overall accomplishment, have led to our twelvepoint grading scale that allows you to give pluses and minuses. How you correlate a twelve-point grading system to percentage points is your decision.

Assignments (such as papers or essay exams) that do not easily generate a numerical score may lead some students to ask you to explain why you gave a C to what was clearly a brilliant paper worthy of a Pulitzer Prize. We have found that we get fewer questions when we attach a note to the papers when we return them. You can change or adapt it to your own standards. Students are very concerned about understanding the exact criteria you will employ in grading their work. You may ease their concerns by clearly stating your expectations with each assignment you make.

One other regulation about your grade records:

The Faculty Handbook requires you to retain grades, tests and assignments as well as any other material you use in determining students' grades for at least one academic semester (or until the end of the fall semester following spring semester classes).

You may choose to return materials to students, or you may provide an alternate policy to the class at the beginning of the semester. If you leave Ohio University, you should leave student records with the chair of your department.

"PR" and "I" Grades

PR stands for progress and may be given in courses in which the work may require more than a semester to complete (such as a thesis or honors paper). Most courses do not allow the grade of PR. The grade eligibility for your class, shown at the top of your class list, will give you an explanation of the grade codes so that you can know whether PR is allowed.

The grade of I stands for incomplete, and should be given only in cases where there are emergencies that prevent the student from completing the course on time (serious illness, death in the immediate family, etc.). Failure to complete the work you assign is not sufficient grounds for a grade of incomplete. The student must complete the work within the first two weeks of his or her next semester of enrollment or two years from the end of the term in which the grade of "I" was given, whichever comes first, or the "I" converts automatically to an "F." You may submit a change of grade request to the Office of the University Registrar. When the student applies for graduation, any incompletes on the record will be calculated as "F" grades for the purpose of determining eligibility for graduation and will be converted to "F" upon graduation.

You will have to assign students who drop your course the grade of WP (withdrawn passing), WF (withdrawn failing), or WN (withdrawn never attended) to indicate whether they were passing, failing, or never attended when they dropped the class. Any students who have withdrawn from your class will have a W grade in the "Grade" column on your class list. You must provide the P, F, or N. If you assign a P or F, you also must indicate a last date of participation.

Grade Changing after Submission

The Faculty Handbook states that you can't change a grade after it has been submitted, except for the grades of progress (PR) and incomplete (I). You can change a grade of A-F only if you made an error when you calculated your grades. It is not acceptable for you to change a grade because a student convinces you dire things will happen if you don't (such as loss of a scholarship or getting dropped from the University). Besides the rules that forbid it, you will get the reputation of being a grade negotiator and will be besieged with change requests.

If you have made an error, the department administrator can give you a Special Grade Report form. Fill in the required information and send the form to the registrar's office in Chubb Hall. You will be required to explain the reason for the change of grade on the form itself. If your reason is not acceptable, the registrar's office will deny the change request.

Complaints about Student Grades

Your responsibility is to assign the most accurate grade you can. No one can tell you what grade to give. There is an appeal mechanism available to students who think they have been graded unfairly. After having first talked with you, a student may appeal to the chair, and then to the dean. If the dean thinks there is no reason to pursue the matter further, that is the end of the appeal. If the dean thinks the student has sufficient grounds for the appeal, the dean will appoint a five-member faculty committee (including the chair of your department) to look into it. If a majority of the committee thinks the grade should be changed, the committee can authorize the registrar to change the grade.

Preparing Materials

Instructional Media

Ohio University Libraries provide access to videos and other materials you can use in the courses you teach. Visit <http://alice.library.ohio.edu/search-S2/X> to see what is available.

The Libraries' Digital Archive is also a good source for material. Visit <https://www.ohio.edu/library/collections/digital-archives>.

Support Services

Academic Achievement Center

Alden Library, second floor
740.593.2644
www.ohio.edu/uc/aac

The Academic Achievement Center (AAC) offers support services to all OHIO undergraduates. AAC staff maintains collaborative relationships across campus to support the instructional objectives of the faculty.

Tutoring Services

Meeting with tutors can improve academic performance and help students develop a positive attitude. Tutors can help with short-term or long-term needs for mastering academic material. On the AAC website, students may find additional information about all of the following tutoring services, including employment opportunities.

Supplemental Instruction (SI)

SI provides free collaborative learning sessions outside of the traditional classroom for students enrolled in select classes. These evening study sessions, held several times throughout each week, are facilitated by undergraduate SI Leaders, who have successfully completed the course they lead. Leaders serve as guides who help students master information. Students work in groups to review lecture notes, prepare for exams and improve study skills. For more information, including up-to-date schedules and SI Leader employment, visit the SI website at: www.ohio.edu/uc/aac/tutoring-services/si.

Study Skills and Reading Tutors

AAC professional staff provides help with strategies for using study time efficiently, taking lecture notes, preparing for exams and reading textbooks effectively. Contact the AAC to make an appointment.

College Achievement Program (CAP)

CAP has provided services and opportunities to help qualified students adjust to the challenges of college life since 1979. Along the way, CAP has developed a strong record of supporting student retention and graduation. CAP is funded by a Student Support Services TRIO grant from the U.S. Department of Education and by Ohio University. CAP provides opportunities for academic development and intellectual growth, assists students with OHIO's graduation requirements, and serves to motivate students toward the successful completion of one's undergraduate degree.

Eligibility for CAP is determined according to a two tier system. Students must satisfy both tiers to be eligible for CAP. As CAP is a small program, space is limited and eligibility does not guarantee admission. CAP serves approximately 275 students annually.

Alden Library

30 Park Place
740.593.2699
www.ohio.edu/library

What is Library Instruction?

Library instruction is a skills-based approach to helping students become lifelong learners. In the short run, library instruction may help them become more effective researchers. Every graduating student of Ohio University

should be a master of the basic Five Concepts of Information Competency. The information competent student:

- Determines the nature and extent of the information needed
- Accesses needed information effectively and efficiently
- Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- Individually or as a member of a group, uses information effectively to accomplish a specific purpose
- Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

Who Needs It?

All students can benefit from some form of library instruction, particularly those who are new to doing research at Ohio University.

Why do Students Need It?

Although most students have had some training in library use, many of them...

- Are unfamiliar with large academic libraries
- Have no concept of how to design an effective search strategy
- Need an introduction to ALICE, our online catalog, and to the OhioLINK system
- Can benefit greatly from learning how to use electronic databases
- Don't know how to choose appropriate indexes and abstracts
- Cannot effectively use the advanced features of web search tools such as Yahoo or Google

When Should It be Given?

Library instruction is most effective when a student has a specific library-related assignment for a class. Library instruction outside such a context tends to be quickly forgotten. Subject librarians, also known as subject bibliographers, can help you design effective assignments.

Where Can It be Given?

Alden Library has classrooms, or library staff members are willing to do presentations in your classroom or lecture hall. For "live" demonstration of searching systems and techniques, the room should be equipped with appropriate computing and network facilities.

Types of Library Instruction

The Libraries offer a wide variety of materials and services designed to help students and faculty use the Library most effectively. If you have any questions about the Library Instruction program, please contact your subject librarian, found at <https://www.ohio.edu/library/about/subject-librarians-archivists>.

Course-Related Instruction

All professional librarians serve as bibliographers for one or more fields of study and are available to present seminars on advanced research sources for graduate and upper-division classes. They can acquaint students with both electronic and printed resources and research methods for their fields. Find your subject librarian at <https://www.ohio.edu/library/about/subject-librarians-archivists>.

Reference Services

Walk-in reference and online service is provided in all public service areas of the Library with research topics, including help in the use of indexes, subject headings, the use of ALICE, etc.; explanations of how to use reference works; and suggestions for additional information resources.

Workshops

From time to time, the Library sponsors workshops for faculty and students on a variety of topics. For news of upcoming workshops, follow the library's news page at <https://www.ohio.edu/library/about/news-events/all-news>.

Tips for Better Library Assignments

- Don't assume that your students already have the necessary skills to complete your assignment effectively.
- Request library instruction for your classes, if needed. Call your subject librarian. Advanced notice of at least one week is preferred.
- Update your assignments to keep pace with the ever-changing research environment.
- Avoid the "Mob Scene!" When an entire class comes to the Library to look for one book or article, the result is chaos, confusion, and frustration. If an entire class will be using a few titles, put these on reserve in the Reserve Room.
- Be sure that the Library actually owns the materials you are assigning.
- Provide students with resource lists—complete with call numbers and accurate titles—which will give them specific information sources for a particular assignment.
- Inform the Reference Department or other departments in advance of the assignment so that staff members can ensure availability of materials and provide the best possible service.
- Consider alternatives to the traditional term paper assignment. Possibilities include comparison of scholarly and non-scholarly treatments of the same topic, annotated bibliographies, writing abstracts of journal articles, preparation of subject guides to specialized fields, and others. We'll be glad to work with you to devise new types of assignments.
- Be aware of how timely and reliable the information is, etc.
- Inform the Library about your assignment, so they can be prepared to help your students.

Allen Student Advising Center

417 Baker Center
740.566.8888
advisingcenter@ohio.edu
www.ohio.edu/uc/advising-center

This friendly office has staff who offer guidance for students who are academically lost or who are struggling with multiple concerns and aren't sure whom to ask:

- Walk-in or appointment assistance
- Walk-in study skills assistance
- Academic coaching
- Free desktop computer loans for eligible students
- Re-entry/exit interviews
- Academic Success Workshops
- Gaining Academic Progress Workshops

Center for Teaching & Learning

Haning Hall
740.593.2910
oii@ohio.edu
www.ohio.edu/ctl

Do you have questions about your role as a teacher at Ohio University? The Center for Teaching & Learning (CTL) supports your instructional work at the institution and provides numerous programs, resources, and individual assistance to help you carry out your classroom duties.

CTL offers many workshops and seminars throughout the year, some directed toward teaching assistants and some open to the entire teaching staff of the University.

In addition to formal programs, much of CTL's work consists of individual consultations designed to provide support and assistance with specific teaching-related concerns. For example, you can arrange to have your class videotaped; you may view this on your own or with a consultant in order to receive feedback and suggestions. You may also request a mid-semester small group assessment. A consultant will meet with your class and ask them to talk about their experiences in your class. Following this data collection process, the consultant will sit down with you and look at ways of revising your syllabus to enhance the class experience for your students.

CTL maintains resource materials on a number of different teaching subjects and may help you obtain materials on topics of interest. The center was created to strengthen the teaching culture at Ohio University through sharing of best practices among its faculty and instructional staff. Please feel free to contact CTL with any of your teaching questions and concerns. CTL provides confidential service designed to assist you in the very demanding and difficult work of teaching.

Student Accessibility Services

Baker University Center 348
740.593.2620
disabilities@ohio.edu
www.ohio.edu/uc/sas

Student Accessibility Services (SAS) facilitates services for and reasonable accommodations to persons with disabilities in order to make Ohio University programmatically and architecturally accessible, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. This is accomplished through working collaboratively with members of the university community to provide academic adjustments and auxiliary aids to grant equal opportunity to the educational and employment opportunities at Ohio University. Services that SAS provides to the Ohio University community are:

- Accommodation Notification Letters to faculty members to inform what reasonable accommodations students with disabilities in their classes have a right to utilize
- Coordination of workplace accommodations for employees with disabilities
- Exam proctoring services for faculty members who cannot accommodate alternative testing within their departments
- Confidential consultation about disability questions and concerns for all members of the campus community
- Guidance on implementing classroom accommodations for students with disabilities

Office of Information Technology

If you have a question about the Office of Information Technology and its services, start by calling 740.593.1222. Their hours are posted online at <https://www.ohio.edu/oit/help>. Software can be purchased at the Bobcat Depot in the Baker University Center. Walk-up Technical Support is also available there. For a list of software available, go to <https://www.ohio.edu/software>.

Test score services are provided by the Test Score Office, Bromley Hall Lower Level (740.593.1040). The office provides automated scanning of exams.

Office of the University Registrar

Chubb Hall (First Floor)
740.593.4191
registrar@ohio.edu
www.ohio.edu/registrar

Registrar Services:

- Academic Calendar
- Class lists
- Course offerings
- Final exam schedule
- Online grading system
- Privacy of student records (FERPA)—for more information on FERPA, visit www.ohio.edu/registrar/ferpa.cfm
- Student registration
- Textbook system
- Undergraduate catalog

The Faculty & Advising Center (<https://webapps.ohio.edu/oasis>) allows you to access your class list(s). You will need to check your class lists daily for the first couple weeks of the semester. Students can add a class through the Friday of the first week of the semester using the registration system, but instructor permission is required to add after the Friday of the first week through the Friday of the second week. If you want to require that students obtain permission to add your class during the first week of the semester, you have the option of contacting your department to have a “hold” or a “block” on your course registration. Placing a hold or block on registration will require the student to obtain permission from you or your department to register for the course. This process will allow you to monitor who registers for your course.

In addition, during appropriate times, you may enter students’ final grades on the class list. A Frequently Asked Questions page (<https://www.ohio.edu/registrar/faculty-advising-center-faqs.cfm>) is available that answers and addresses the most common questions and issues regarding the Faculty & Advising Center. Instructions on submitting grades are available at <https://www.ohio.edu/registrar/grades.cfm>.

If a student misses the first two meetings where the meetings are fewer than 80 minutes or the first meeting where the meeting is 80 minutes or longer, you have the option of not admitting the student to the class. It is the student’s responsibility to drop the class through the registration system.

University College

Chubb Hall 140
740.593.1935
university.college@ohio.edu
www.ohio.edu/uc

University College (UC) serves students who explore the University’s options before selecting a major, as well as those who change majors. UC

also offers associate and bachelor degree programs, including the self-designed Bachelor of Specialized Studies (BSS) degree and the Bachelor of Criminal Justice (BCJ) degree. University College offers extensive advising about academic directions and curricular requirements. You may encourage students with questions about advising or the direction of their academic program to University College. UC also provides advising support and professional development opportunities to faculty and staff advisors.

First-year UC students enroll in a Learning Community, a clustering of courses that a group of students take together. Learning Communities are available to, but not required of, students in all the academic colleges. In Learning Communities, students typically take two required general education courses and a first-year seminar course. In many cases, University College students’ seminar class is instructed by their academic advisor.

UC oversees the undergraduate general education program, the part of the curriculum that is common to all undergraduate programs. The general education requirements include three components, or Tiers: Tier I writing and quantitative skills, Tier II breadth of knowledge, and Tier III synthesis. Many teaching assistants instruct or assist in instructing Tier I and II classes.

Additional Information

Sexual Harassment & Anti-Discrimination Policies

Office of University Equity and Civil Rights Compliance (ECRC)
Lindley Hall 006
740.593.9140
www.ohio.edu/equity-civil-rights

ECRC ensures that the University maintains an employment and educational environment that is free from discrimination and harassment. ECRC monitors the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of protected status. They make policy recommendations, offer training, and provide avenues for the resolution of grievances that are based on protected status; this includes discrimination on the basis of race, color, religion, age, ethnicity, national origin, national ancestry, sex, pregnancy, gender, gender identity or expression, sexual orientation, military service or veteran status, mental or physical disability, or genetic information.

ECRC supports the University’s efforts to foster a diverse student body and workforce, and often collaborates with campus partners who have responsibilities for those efforts, such as the Office of Diversity and Inclusion and University Human Resources.

The ECRC office houses the University Title IX Coordinator, who can be reached by email at titleix@ohio.edu or by phone at 740.593.9140.

Strategies for Successful Teaching

The strategies and ideas offered here are drawn from the experiences of OHIO faculty and from the literature on college teaching. Together, these sources provide a short course on best practices in teaching and learning. Note that a number of special materials referred to in the following strategies are included in the appendices of this guide.

Cultivate Good Teaching Methods

Many faculty believe in seven principles of good teaching. Here they are in short-hand. Good teachers...

- Know their subject matter as a whole and are able to integrate it with other disciplines as well as the world
- Know how learning takes place—for example, in direct, experiential, and intimate ways
- Know their students and their environments well and communicate with them through that knowledge
- Are careful about the assumptions they make about students—students will meet the level of expectation we set
- Understand the role of self-esteem in teaching—there is a positive correlation between high academic achievement and high self-esteem
- Are not ashamed to be seen as human and fallible by their students (one OHIO student reported he didn't like teachers who present themselves as infallible, whereas teachers who can say "I don't know" are liked)
- Have high energy levels, know their material and are constantly improving it, and are concerned with their own self-growth and self-development

In addition, the research on teaching has resulted in a list of seven principles that support undergraduate learning and are good models for setting up an effective classroom. Students learn the most through:

- Contact with teachers. This includes time in class as well as time out of class. Even the first few moments before class are vital; try to arrive early and spend the ten minutes while students arrive for class chatting with them.
- Collaboration with other students on everything from short, informal opportunities to discussing a problem in pairs during class to formal group and team exercises and projects.
- Active learning strategies that engage students in their own learning rather than allowing them to be passive recipients of information. Active learning also concerns the intellectual challenge of the learning experience. Learning is enhanced when classroom activity moves beyond memorization of facts to critical thinking, analysis, and synthesis.
- Prompt and constructive feedback that provides students with good suggestions for improving their work that students can implement. Receiving feedback too late in the course doesn't allow students the opportunity to learn from their mistakes.
- Focused and sustained attention to the substance of the course content. Help your students understand that they need to return again and again, through their own studies, to the materials discussed and presented in class. The greater the effort spent on understanding the critical issues involved in the course material, the greater the learning that occurs.
- Clear communication of high expectations as students will rise to meet those expectations.
- Acknowledgement of students' diverse talents and ways of learning.

Helping students diagnose their own learning strengths and weaknesses and then building strategies that rely on their strengths while minimizing their weaknesses, contributes to a rich classroom environment.

Teaching Effectiveness 101

1. Personalize the Classroom

You would be surprised how many students do not know their professors' names. To test this claim, ask a couple of students at random in your class

to name all the professors they have this semester. Similarly, students don't know each other either. Because of this anonymity, they are often reluctant to take a lively role in any class discussions you plan. Here are some strategies for helping avoid a depersonalized classroom:

- Introduce yourself to your students, providing some background information about your interests inside and outside of the classroom. It can be particularly useful for students to learn how you became interested in your discipline and to experience the passion you have for your subject matter.
- Help your students meet each other by having them introduce themselves during an early class session. In a small class, you may want to have students interview each other for a few minutes and then introduce each other to the whole class. In large classes, you may simply want to have students introduce themselves to the students on either side of them for the first few class sessions.
- Try to learn your students' names. There are many strategies for this and you may want to ask around to find out how your colleagues manage this. Student photos are available in the class rosters in the Faculty and Advising Center. It is well worth the effort to learn names, even in a large classroom, as it goes a long way toward personalizing the classroom.
- The more you learn about your students, the better you will be able to connect to their interests and concerns. You can provide students with a short questionnaire or note card on the first day of class and ask them to tell you about what they read, listen to, attend, do in their spare time, want to be when they grow up, and so on. Knowing this information allows you to make reference to or draw examples from their interests.

2. Develop the Attitudes of the Successful Teacher

Successful teachers have many differences in styles, personalities, and teaching methods. There simply is no single, correct way to teach. Successful teachers, however, do share some common attributes and attitudes. Here is a short list of some of them:

- Be prepared, be enthusiastic, be friendly, have a sense of humor.
- A consensus that emerged from several colloquia is that enthusiasm for the material you teach seems to be common to all effective teachers. If you are not enthusiastic about your discipline, you can't expect students to be interested or enthusiastic about it.
- Students will forgive you for a lot of failings but not for being unorganized. Students reported enjoying classes the most when the "professor was challenging and well-prepared and the atmosphere relaxed." Organization goes up there with enthusiasm as virtually universal requirements for good teaching.
- Teaching is more than simply communicating; it also involves an element of personal concern.
- Be flexible. Several professors facilitate student input about the course itself and its structure.

During fall semester, undergraduate students on the Athens Campus cast electronic nominations for the University Professor Award through an online form that allows them to include several sentences of explanation for their choices. Studying these explanations provides us with another list of positive attributes for excellent teachers:

- Students are highly enthused about faculty who they perceive to care about their learning and development.
- Faculty who communicate their own passion for their disciplines to their students receive kudos, as do instructors who choose examples that resonate with students' experiences.

- Good teachers are very knowledgeable, enthusiastic, and well-prepared, and use excellent examples and anecdotes to make any topic interesting and fun.
- Faculty who are very intellectually stimulating and who respect their students, yet at the same time demand a lot, receive kudos from students.
- Good teachers make their classes interesting and relate things to the real world and their own lives, making the subject more real to everyone.
- Challenging classes require constant critical thinking and discussion.
- Outstanding professors enthusiastically present the material in a comprehensive, informative manner that not only encourages learning, but full synthesis.
- Good teachers are extremely organized and focus directly on the material for class.

- Professor of English, Loreen Giese, gives students samples of papers written at different grade levels. She hands the first paper in a class back with extensive comments and no grade—asking the students to evaluate and grade their papers in a paragraph and to make a list of the strengths and weaknesses in their writing, using the descriptions she has provided. In a follow-up conference, she meets with each student and they discuss the paper and negotiate the grade; the students, she reports, are typically harsher in their grading than she. From that point forward, students have a list of the strengths and weaknesses in their writing; they continually refer to this list and work to move their weaknesses to strengths. Try as much as possible to develop good criteria for all of your grading, along the lines that Loreen uses (an A on this assignment will include _____, etc.). This is called criterion-referenced grading and is the best grading system to develop. Curving grades suggests that excellence is a function of the level of the competition in the classroom during any given semester and is not a defensible method for that reason.
- Encourage students to monitor their own progress and to keep track of their own grades. The better they become at self-assessment, the better able they are to go over their own work before they hand it in and make the corrections and edits that guarantee they're turning in their best work. A number of resources, including suggestions on test construction, have been included in Appendix A.

3. Goals of Classroom Assessment

One of the most useful strategies for effective teaching is the use of classroom assessment techniques. While we often connect the term “assessment” to grades, when we use it as classroom assessment, we are referring to ungraded activities that are designed to provide information about how well our students are learning what we're teaching. Classroom assessment answers these questions:

- What do students come to my class knowing?
- What are they thinking at any moment in class?
- What did they get out of today's class compared to what I wanted them to get out of it?
- What are they thinking when they study—or solve a problem?

Classroom assessment is aimed at course improvement rather than assigning grades. The primary goal is to achieve a better understanding of student learning and to improve teaching as a result of that information. Thus, assessment information is gathered at points in time when it can feed back into teaching. Assessment is typically anonymous and ungraded, simple to do, easy to use, and ongoing. An often-used assessment is the minute paper where students are given one to two minutes to write down the most important material covered in the class session along with any remaining questions that they have about that material. Quickly scanning the results provides information regarding gaps in student understanding that may need to be addressed or future questions that may need to be explored. An overview of different kinds of classroom assessment strategies is included in the appendices.

4. Learn How to Live with Tests, Papers, and Grades

Everyone seems to agree that grading is the most difficult part of teaching. From a teacher's point of view, grading can be very time consuming and can also be the part of the course that generates the most concerns on students' parts. Here are some tips for staying on top of grading:

- The key to successful testing and grading is fairness. Clearly state the rules for examinations. If you plan pop quizzes, include that fact on the syllabus. Be fair. Nothing works against effective learning more than tests that students perceive as not testing them over the material covered in the course. A rule of thumb: Use tests to find out what students know, not what they don't know.
- A technique that lowers test anxiety is to give students a sheet of questions that review the material to be covered on the tests. Additional review sessions outside of class also help lower stress levels.

5. Avoid Behavior that Provokes Student Complaints

- Defensiveness when questioned about course-related matters, particularly grades
- Confusion of authority and power
- Not being available at scheduled office hours
- Changing the date for final exams, often under the guise of a bogus vote by the class to do so
- Monomania (obsession with only one or a few ideas)
- Vague standards of grading
- Denigration and abuse of the course evaluation process

When you get discouraged about the quality of your students' work, remember yourself between the ages of 18 and 22. Then dig out and read a paper you wrote as a freshman or sophomore in college.

6. Ideas for Teaching a Large Class

- Establish a class environment that encourages discussion by:
 1. Arriving to class early to greet students and remaining after class for questions
 2. Learning the values and interests of students through questionnaires and surveys (What does your major field mean to you? Use five words to describe someone working in your field.), through information cards (student's name, interests, hometown, career plans, favorite movie and singer), and through conducting small group exercises (case studies, reflections on current events).
- Create a carefully designed syllabus to serve as a contract between the student and instructor. Include a statement of your teaching philosophy in the syllabus so students have an idea of what to expect in terms of material presentation and evaluation techniques.
- Design PowerPoint slides to assist students in note taking (that is, an outline of the lecture with overlays of details as they are presented).
- Consider humor a resource (use of self, family members, and experiences).

Statement Regarding Courtesy to Student Veterans

Ohio University students who are also veterans of the military services have much to contribute to the life of the University. Their experiences can inform classroom discussions and enrich the educational environment for all students and staff. However, student veterans may not feel comfortable being identified as veterans in class and being asked to represent the veteran experience. Professors and instructors must seek approval from student veterans before referencing their experiences in the classroom, as this status is part of the student's record, and thus confidential. Such a courtesy is important because while many student veterans will gladly share their experiences, others may be uncomfortable doing so.

Appendix A

General Principles of Syllabus Construction

- Include more, rather than less, material
- A detailed syllabus is a valuable learning tool for students
- If long, use lists, informal language, headings, and table of contents
- Create a document for all different learners who take your course
- Discuss course policies and ground rules
- Include supplementary material

What Students Want to Know on the Syllabus

- Topics covered, types of exams, grading system, textbooks/readings
- Policies on attendance, late work, and make-up work
- Purpose of course, nature of class sessions, background needed to do well

Sections of a Course Syllabus

Basic Information

- Course title, number, catalog description, current year and term
- Instructor's office, phone, email, office hours (note any restrictions on office hours and calls at home)

Course Objectives

- State learning goals or expected objectives
- Write in terms of student performance rather than instructor's actions and intent
- Provide the conceptual structure used to organize the course
- Describe the activities of the course that will accomplish the objectives

Course Materials

- Text(s), with rationale for choice(s)
- Prices of text(s) and names of bookstores where it/they can be purchased
- Specification when reading should be done
- List of additional needed materials

Course Organization

- Major units of the course described
- Provide overview for students
- Instructional strategies for each unit (lecture, group discussion, etc.)
- Amount of time devoted to each unit indicated
- Calendar with all dates specified as firm or tentative (provide updates, list drop dates)

Basis for Evaluation

- Criteria and guidelines used in process of evaluation and grading (much student anxiety around this point)
- Communicate evaluation as clearly and concisely and as early in the course as possible
- Dates for examinations should be set well in advance to facilitate student preparation
- Grading procedures and components of the final grades, with weights, should be included
- The scale used should be included, as well as information about any dropped grades

Course Policies to Include on Syllabus

- Attendance
- Extension requests
- Late work
- Illness
- Missing work
- Cheating
- Make-ups
- Plagiarism
- Extra credit
- Use of personal technology

Optional Sections of a Course Syllabus

- Format for papers and/or reports
- Sample test questions
- Assignment sheets
- Handouts
- Supplementary materials

Classroom Assessment Techniques

Facilitating Student Reflections on Learning

Categories of Assessment—Course-Related Knowledge/Skills

- Prior knowledge, recall, and understanding
- Analysis and critical thinking
- Synthesis and creative thinking
- Problem solving
- Application and performance

Categories of Assessment—Learner Attitudes, Values, and Self-Awareness

- Awareness of attitudes and value
- Self-awareness as learners
- Course-related learning, study skills, strategies, and behaviors

Examples

Prior Knowledge, Recall, and Understanding

Minute Paper

- What are the one or two most important points covered in this material?
- What one or two questions remain in your mind about this material?

Muddiest Point

- What are the muddiest points in today's reading?

Analysis and Critical Thinking

Analytic Memos

- Develop an explicit sheet of directions, specifying the students' roles, nature of the audience, specific approach to be taken, basic analytic approach to follow, length, and deadline.

Synthesis and Creative Thinking

One-Sentence Summary

- Who...did/does what...to what or whom...when...where...how...why? Students answer and then turn into a single sentence.

Problem Solving

What's the Principle?

- Provide students with the principles and ask them to come up with good and bad examples—or provide examples and ask students to identify whether they do/do not illustrate the principles.

Application and Performance

Directed Paraphrasing

- In no more than two or three sentences, paraphrase the ... Imagine that you are asked to give a talk to..., paraphrase the ... in two or three sentences for this presentation.

Awareness of Attitudes and Value

Double-Entry Journals

- Students note key ideas and concepts from assigned reading on one side and the personal significance of the passage and response to it on the other side.

Self-Awareness as Learners

Focused Autobiographical Sketches

- Students are directed to write a one- or two-page autobiographical sketch focused on a single successful learning experience in their past, perhaps in relation to the discipline or content of their current course.

Course-Related Study Skills and Strategies

Punctuated Letters

- Students listen to a lecture or demonstration for a period of time. After the instructor stops, students reflect on what they were doing during the presentation and how their behavior while listening may have helped or hindered their understanding. They then write about this as anonymous feedback for the instructor.

Multiple-Choice Exams

Item Writing Rules: Why Worry?

- An item containing a flaw that directs any examinee to the correct answer who otherwise would NOT know the answer is invalid. Flawed items provide an advantage to test-wise students.
- If an item is answered correctly, but for the wrong reason, it is not measuring the outcome it was intended to measure.

Multiple-Choice Items: General Rules

- Each item should be created from a specific instructional objective or outcome.
- Each item should focus on important information.
- Do not include extra information just to make an item more difficult.
- Avoid opinion questions.
- Tap different information with all items.
- Make each item self-contained (the answer for one item shouldn't be the prerequisite for another item).
- Avoid offensive and stereotypical language and situations
- Avoid trickery.
- The difficulty of the item should be appropriate to the:
 - outcome
 - ages and abilities of the students
 - decisions that will be made with the scores

Multiple-Choice Items: Tips and Hints

- When developing new test items, use the incorrect answers that students give to essay or short-answer essay tests as wrong or distracting answers for your questions.
- You can use as few as three responses on a multiple-choice question to discriminate among respondents. It's better to use a few good responses than to include "some of the above," "all of the above," etc.

Constructing True/False and Fill-In Questions

True/False Questions

- Be sure statements are completely true or false—no partially true or false answers unless you specify that the item must be completely true in order to be marked true.
- Randomly assign your true and false questions and keep about 50% of each.
- Keep language simple, direct, and unambiguous.
- Make test items as short as possible.
- Relate your test questions to important material connected to your course objectives.

- Avoid words that may help students guess the correct answer. These include absolutes such as never, always, none, and so on.
- Do not write the true or false statements consistently different (e.g., the true statements are more complicated or longer).
- Don't take statements directly out of the text.
- Consider allowing students an opportunity to explain their responses.
- Consider combining with an essay question format as follows: have students explain why false responses are false.

Fill-In Questions

- Begin by writing some short statements summarizing the most important material that you will be testing over.
- Review the statements that you have written and go through and omit one or two important words in each statement.
- Omit only words that are specific and try to make sure only one word will work. If another word may also work, build this into your scoring.
- Standardize the length of your blanks to avoid giving hints.
- Beware of providing clues, such as leaving a or an, which specifies the missing word will start with a consonant or vowel. Be especially careful to not include either "a" or "an" incorrectly as some students will search for a word that is grammatically correct, missing the correct answer.
- Do not omit the verb of the statement.
- Focus on omitting those key words that measure specific learning outcomes.

Leading Laboratory Sections

Leading a lab section offers unique challenges and the following text offers general guidelines that can be applied to all disciplines.

Before the Lab

- Find out if your department/college has any written materials, orientations, seminars, and/or procedures for graduate students assisting with lab courses.
- Find out what is expected of you as a TA and your role in the lab.
- Find out policies on grading, attendance, make-up labs, and late assignments.
- Know the laboratory layout, location of all safety equipment, where to find supplies, and procedures for emergency situations.
- Know each experiment that is to be performed, the theory behind it, any relevant calculations, and what results would be meaningful.
- Perform the experiment yourself in advance if possible. This will allow you to recognize difficulties or stumbling blocks in the lab procedure.
- Know and communicate to the students the purpose and goal for each lab.
- Be prepared each week for lab and be able to answer students' questions.
- Prepare pre-lab presentations or assignments if necessary.
- Arrive early before each lab to ensure everything is present and in working condition for the day's procedure.
- Determine when you will have office hours that are convenient for both you and your students.

First Day of Lab

- Tell the students what is expected of them in lab and general safety procedures.
- Make sure the students are aware of policies concerning grading, attendance, make-up labs, and late assignments.
- Set rules for your lab and stress the importance of safety in the lab.
- State your office hours and personal policies; you may place them on the lab syllabus or if you are not in charge of the syllabus, handouts may be helpful.

During the Lab

- Demonstrate how to use the lab equipment.
- State waste disposal issues, any safety precautions, and common difficulties.
- Do not leave students unsupervised in the lab.
- Enforce lab rules.
- Circulate throughout the lab, check on each individual/group, and ask and answer questions that might arise. This gives you a good opportunity to learn the students' names.
- Ask your students questions to evaluate their understanding of the material.
- Help students use time efficiently.
- Have the students clean their work area before exiting the lab.
- Make sure all equipment is returned to the proper places and the lab is clean before you leave for the day.

After the Lab

- Be available to answer questions your students may have after the lab has finished.
- Be present for your office hours.
- Notify the appropriate people (lab supervisor, course instructor, storeroom operator, etc.) if equipment is broken or not working properly as well as any problems or difficulties with the lab.
- Read and evaluate the lab reports.
- Return lab reports to students promptly and offer feedback.
- Ask for written feedback from your students about your performance as a TA. A short survey can help you identify your strengths and weaknesses.

Appendix B

Information on Student Academic Integrity for Ohio University Faculty and Teaching Assistants

Mission Statement

The purpose of this publication is to assist faculty in creating an atmosphere that promotes honest academic interchange among all individuals in the classroom. One of the goals of the University is to ensure that students are honest and forthright in their academic endeavors. Incidents of academic dishonesty disrupt the educational process and produce a great deal of personal anxiety for faculty members as well as students, so it is important to support the prevention and deterrence of such incidents. One way to accomplish this goal is for faculty members to create an environment that promotes honesty by educating students as to the University's expectations regarding proper conduct and the consequences of dishonest behavior.

Promoting Honesty

Academic dishonesty is a serious problem and deserves serious attention. Bowers's and McCabe's studies (1994) that span over 30 years report that "student cheating has changed little over the years, [but] the fact remains that the majority of students report at least one instance of cheating while in college" (p. 9).

Academic misconduct implies dishonesty or deception in fulfilling academic requirements and includes, but is not limited to, cheating, plagiarism, or the furnishing of false information to the University or a university affiliate in academic related matters. An affiliate of the University is any person, organization, or company that works in conjunction with Ohio University for the purposes of assisting students in fulfilling their academic requirements.

As an educational institution, Ohio University is committed to helping students change their inappropriate behavior. The Ohio University Student Code of Conduct is predicated on the philosophy of educational discipline and provides faculty, staff, and students with a process by which to hold students accountable for behavior that is inconsistent with the educational mission of the University.

The Office of Community Standards and Student Responsibility provides for the objective examination of facts surrounding alleged misconduct and reinforces responsibility through educational sanctions designed to encourage students to change their behavior and to learn from their mistakes.

Outline Your Expectations at the Start of the Semester

Assist your students in understanding academic integrity by engaging in the following:

- Include a statement on the University's expectation of academic integrity on your syllabus. For example: "Academic integrity and honesty are basic values of Ohio University. Students are expected to follow standards of academic integrity and honesty. Academic misconduct is a violation of the Ohio University Student Code of Conduct and is subject to a maximum sanction of disciplinary suspension or expulsion, as well as a grade penalty in the course."
- Discuss the importance of academic integrity and clarify University policies regarding academic misconduct prior to any graded assignment.
- Present an appropriate ethical model for students by setting an example of fair and consistent behavior.
- Create an environment conducive to academic integrity by avoiding stressful conditions, such as inappropriate assignments, unreasonable deadlines, or capricious changes in requirements.
- Provide a classroom climate that encourages academic integrity.

Prevention Suggestions from Experienced Faculty

- Files of past examinations are sometimes maintained by student groups and are readily available to large numbers of students. Number and collect copies of examinations or rewrite examinations every semester.
- Access to examinations should be limited. Destroy "waste" copies and carefully screen employees who have access to examinations. Faculty offices are not secure places to keep examinations on file.
- Carefully proctor examinations. More than one proctor should be present when more than 40 students take an examination. Other

prevention ideas include the following: a prearranged seating plan, a sign-in sheet, or presentation of an identification card and signature. The classroom should not be left unattended.

- Research has shown that if a final examination or paper is a large percentage of the final grade, students are more likely to cheat or plagiarize. Provide multiple graded opportunities. (See suggestions regarding plagiarism.)
- Use essay rather than multiple-choice examinations if possible.
- Do not allow students to leave the classroom during examinations.
- Do not permit hats or headphones during an examination.
- Do not use undergraduate students to type or duplicate examinations. The temptation to share the information is often too great.

Suggestions for Large Class Sections

- Require positive identification from students when they enter the room to take an examination or when they turn in their answers.
- Have students sign their answer sheet. Signatures can be compared if a question arises.
- Count or number examinations and compare this to the number of examinations returned.
- Consider using multiple forms of examinations. Shuffle the order of examination questions or have the same test printed on different colored paper to give the appearance of multiple tests.
- If space permits, seat students so that at least one seat is empty between them.
- In departmental examinations, seat the discussion or lab sections together. The teaching associate for each section should monitor that section for greater control.

Suggestions Regarding Plagiarism

- Do not assume that students have been informed about plagiarism and correct documentation in high school or another class. During an early class period, identify your expectations and give concrete examples.
- In assigning term paper topics, discuss the issue of plagiarism and make sure students understand proper documentation of sources.
- Whether you assign specific topics or let students choose their own, provide a description of the type of analysis wanted for the paper. Ask for a copy of rough drafts, bibliographic notes, and revisions. Purchased papers are more likely to be submitted when the instructor assigns a paper but does not supervise research in clearly delineated stages.

Recommended Responses to Suspected Misconduct

Some faculty and teaching associates assume that the established procedures to deal with academic misconduct are so complicated that it is better to ignore the problem. This puts honest students at a disadvantage. These practices may injure both responsible students and faculty, as well as prevent the University from identifying and confronting repeat offenders. When academic misconduct is displayed, two issues arise: the issue of the grade in the class over which the faculty member has complete authority, and the issue of dishonest or deceptive behavior over which the Office of Community Standards and Student Responsibility has authority to take disciplinary action. Academic dishonesty is an A-1 violation of the Ohio University Student Code of Conduct. Both issues are of great importance and must be addressed if the University is to maintain high academic standards, confront deceptive behavior, and assist in changing unethical behavior.

Suggested Procedures to Follow When Instructors Witness Suspicious Behavior

- If a student is using notes or crib sheets, immediately and discreetly confiscate the notes.
- If students are talking, announce that no talking is permitted during the exams, and/or quietly ask the students to stop talking.
- If students are talking or otherwise exchanging information, they can be asked to change seats or move apart.
- If a student is looking at others' work, announce to the class that all work is individual and/or quietly tell the student that eyes must be kept on one's own paper.
- Document the student's suspicious behavior and identify those students involved by setting their exams aside and recording their names. If possible, have another proctor/instructor confirm the behavior.
- When reviewing the exams, if you find evidence of misconduct, schedule a meeting with the student and describe your observations and suspicions to them. Ask the student for an explanation. Explain to the student that you will handle the misconduct in a fair and consistent manner.
- If you are satisfied with the student's response, advise them of possible consequences related to future suspicious behavior. Be sure to document the conversation and send a copy to the student and to the Office of Community Standards and Student Responsibility for information purposes.
- If you are not satisfied with the student's explanation, inform the student of the course of action that will be taken. For example, you may:
 1. Assign the appropriate grade as described in the class syllabus, and send it to the student and the Office of Community Standards and Student Responsibility along with the appropriate documentation, or
 2. File a formal judicial charge with the Office of Community Standards and Student Responsibility, along with supporting documentation. The Office of Community Standards and Student Responsibility will notify the student of the pending judicial charges.

Note: Supporting documentation should include a written statement from the instructor or person who observed the incident as well as an account of the steps taken to resolve the incident, crib notes, tests, reports, programs, written statements by the accused student and witnesses, as well as the name, address, and telephone number of any witnesses.

Recommended Responses to an Accusation of In-Progress Misconduct by Another Student

If one student accuses another of cheating while an examination is in progress, do any of the following as appropriate, depending on the validity of the accusation:

- Ask the student making the accusation to see you after the examination, and observe the behavior of the accused student.
- After the examination, get a detailed description of suspicious behavior observed by the student making the allegation.
- Inform the student making the allegation of the process for filing a formal complaint.
- Instruct the student making the allegation that this is a confidential matter and should not be the subject of gossip.
- Investigate the allegation as described in the preceding section.

Filing a Formal Student Conduct Referral with the Office of Community Standards and Student Responsibility

In order to file a formal complaint of academic misconduct, the faculty member must complete a student conduct referral form and submit it to the Office of Community Standards and Student Responsibility.

Upon receipt of a referral, the director or a hearing officer will review the complaint and make a decision regarding its appropriateness. In most cases, the director or the hearing officer will consult with the faculty member making the complaint and ask for supporting materials (i.e., seating chart, crib notes, classroom policy on academic misconduct, tests for comparison, etc.).

The accused student will be sent a copy of the formal charge, an information sheet outlining their rights and options as provided by the Ohio University Student Code of Conduct, and an appointment date with the director or hearing officer for a procedural interview.

During the procedural interview, the student will be informed of the charge and possible sanction if they are held responsible for the charge. The student will be given the opportunity to admit or deny the charge.

If the student admits to the charge during the procedural interview, the director or the hearing officer will impose the appropriate disciplinary sanction and notify the faculty member of the decision.

If the student denies the charge, the director or the hearing officer will schedule a hearing so that a broader exploration of the facts and circumstances may occur.

During the hearing, both the faculty member who lodged the complaint and the accused student will have the opportunity to present their perspective of the incident. Based on the testimony and evidence presented at the hearing, a decision regarding the charge will be rendered. If the student is held responsible for the charge, an appropriate disciplinary sanction will be imposed. If insufficient evidence exists to hold the student responsible, the charge will be dismissed.

After a decision is rendered, both the accused student and the faculty complainant have the right to appeal the decision in writing within 72 hours. Should the complainant or the accused student be dissatisfied with the decision of an appeal, under extremely unusual circumstances both the accused student and the complainant may request that the president of the University review the decision.

For a more detailed description of the hearing process, please consult the Ohio University Student Code of Conduct, available at www.ohio.edu/student-affairs/community-standards.

For More Information

If you have any questions regarding academic integrity, please contact the Office of Community Standards and Student Responsibility at 740.593.2629, the Ombudsperson at 740.593.2627, or your department chairperson. Please forward any written suggestions or comments to the Office of Community Standards and Student Responsibility located in Baker University Center 349.

Sources

Several of the ideas in this guide have been adapted, with permission, from the Academic Dishonesty brochure prepared by the Judicial Affairs Office at the University of Maryland and from guidelines used at the University of Florida.

McCabe & Bowers. "Academic Dishonesty Among Males in College: A Thirty Year Perspective," *Journal of College Student Personnel* 35 (1994): 5-10.

This information is taken from the Academic Integrity website at: <https://www.ohio.edu/student-affairs/community-standards/faculty-staff/resources-faculty>. We encourage you to print this information and use it as needed. If you would like a hard copy in brochure format, contact The Office of Community Standards and Student Responsibility at communitystandards@ohio.edu.

Appendix C

Responding to Student Problems: A Quick Reference

If you encounter important problems not addressed here, bring them to the attention of your department chair or director.

Crisis Help

Occasionally students encounter emergency or crisis situations while at Ohio University. Some of these situations might include (but are not limited to): the death of a family member, a serious accident, physical or mental illness that requires hospitalization, sexual assault, or other situations that would cause a student to leave campus for a temporary or extended period of time. In situations like these, feel free to call the Office of the Dean of Students at 740.593.1800, which can provide you with resources to help.

If you are looking immediately for a response to a specific crisis, the following resources may be helpful:

Personal crisis (death in immediate family, etc.)

Dean of Students Office: Baker University Center 345
740.593.1800

Report a sexual assault or other crime that occurred on campus

Ohio University Police Department (OUPD) — 740.593.1911

Report a sexual assault or other crime that occurred off campus

Athens Police Department — 740.592.3313

Report sexual or discriminatory harassment

- Office of University Equity and Civil Rights Compliance
Lindley Hall 006
740.593.9140
- Office of Legal Affairs
160 West Union Street Office Center/Suite 150
740.593.2626

Reach a counselor or therapist

Counseling & Psychological Services — 740.593.1616

Report or talk about a student incident but not sure who to call

Office of the Dean of Students — 740.593.1800

Need help with academic conflicts

University Ombudsperson
Baker University Center 501
740.593.2627

Bring the issue to the attention of the director of the administrative unit responsible and, if not resolved, consult with the office of the appropriate vice president/unit head.

Need emergency medical care

- Need emergency transport to hospital — Dial 911
- Go to O'Bleness Hospital Emergency Room
55 Hospital Drive, Athens, OH 45701, 740.593.5551
- Call Athens County Emergency Medical Services — 740.797.9560

Personal/Health

Illness; alcohol or drug problems; sexual assault; eating disorders; birth control, pregnancy, or STDs

OhioHealth Campus Care
2 Health Center Drive
740.592.7100

Counseling and Psychological Services
Hudson Health Center, third floor
740.593.1616

Personal problems; mental illness; alcohol or drug problems; sexual assault; eating disorders; birth control, pregnancy, or STDs; sexual identity

Survivors of sexual assault

In addition to OhioHealth Campus Care, and Counseling and Psychological Services, you will want to contact the Survivor Advocacy Program:

Survivor Advocacy Program
740.597.7233
Lindley 038
www.ohio.edu/survivor
survivor.advocacy@ohio.edu

Sexual identity

Lesbian, Gay, Bisexual, Transgender Center
Baker University Center 354
740.593.0239

Counseling and Psychological Services is another excellent resource highlighted above.

Accessibility

Student Accessibility Services
Baker University Center 348
740.593.2620

Career/Job/Finance

Career coaching, finding a job, leadership development

Career & Leadership Development Center
Baker Center 533
750.593.2909

Internships

Individual academic departments coordinate internships for their majors.

Financial problems (financial aid, short-term loans)

Office of Student Financial Aid and Scholarships
Chubb Hall 020
740.593.4141

Legal/Judicial

In need of legal advice

Center for Student Legal Services
50 S. Court St., Suite D (Above College Book Store)
740.594.8093

The Office of Community Standards and Student Responsibility
Baker University Center 349
740.593.2629

The Office of Community Standards and Student Responsibility is your contact for academic misconduct, disruption of class or other University operation, hazing, and problems due to another student's behavior.

Victims of crime, other safety/security issues (harassment, stalking, threats, hate crimes, hazing)

Ohio University Police Department
Scott Quad 135
740.593.1911

Discrimination or harassment (including racial and sexual harassment)

Office of University Equity and Civil Rights Compliance
Lindley Hall 006
740.593.9140

Problems related to misuse of computers (harassing email, spam, etc.)

Office of Information Technology
Bobcat Depot, Baker University Center
740.593.1222

You also will want to report any digital harassment to the Office of Community Standards and Student Responsibility.

International

Immigration, visa

International Student & Faculty Services
Walter International Education Center/15 Park Place
740.593.4330

Study abroad

Office of Global Opportunities
Walter International Education Center/15 Park Place
740.593.4583

Commuters (and non-traditional students)

Issues related to commuting

Allen Student Advising Center
Baker University Center 417
advisingcenter@ohio.edu
740.566.8888

Parking problems

Parking Services
100 Factory Street
740.593.1917

Registration

Difficulty with registration process

Office of the University Registrar
Chubb Hall (first floor lobby)
740.593.4191

Financial hold on registration

Office of the Bursar
Chubb Hall 010
740.593.4130

Judicial hold on registration

The Office of Community Standards and Student Responsibility
Baker University Center 349
740.593.2629

Academic hold on registration

College office

Priority Registration Hold—student's academic advisor

Responding to Student Problems: Disruption

Faculty and staff occasionally encounter students who are disruptive in the classroom or elsewhere on campus. The following information may be useful to you in responding to a situation in which a student is behaving in a disruptive or threatening manner.

Responding to Disruptive/Threatening Behavior

When improper student conduct obstructs or disrupts classes or other University functions, or when the safety of the Ohio University campus community is endangered by threats of violence or violent acts, the campus has identified the following courses of action:

- If a student appears to threaten harm to themselves or others, immediately contact the Ohio University Police Department (OUPD) at 740.593.1911. The police will handle all aspects of the investigation. OUPD will work with mental health professionals to arrange for appropriate intervention and treatment.
- If a student is disruptive, they should be immediately asked to stop and be warned that disruption can result in student disciplinary action as outlined in the Ohio University Student

Code of Conduct. Copies of the Student Code of Conduct can be found at www.ohio.edu/student-affairs/community-standards.

- If the student continues the disruption despite the warning, faculty/staff are authorized to ask the student to leave the area and may inform the student that the case will be referred to the Office of Community Standards and Student Responsibility for disciplinary action.
- If the student refuses to leave after being instructed to do so, they should be informed that this refusal is a separate violation of the Student Code of Conduct (failure to comply with directions of a University official) and may be subject to additional student conduct sanctions.
- If, in the faculty/staff member's best judgment, a disruptive student's threats or refusal to leave creates a safety risk or makes it impossible to continue class or other University functions, they should contact OUPD immediately.
- Even if the police department does not file criminal charges, the faculty/staff member may refer a student to the Office of Community Standards and Student Responsibility for disciplinary action. In most cases, the police department makes the referral.
- In an emergency, disciplinary procedures can be used to suspend a student immediately or exclude them from campus if their actions threaten the good order and discipline of the University. The president can implement this action upon the recommendation of the vice president for student affairs.
- Non-students and students not enrolled in class may be removed permanently without formal review. Such individuals have no right to attend class without the instructor's permission and should be asked to leave. Contact OUPD should such a problem arise.

Note: A disruptive student cannot be removed permanently from a class in which they are enrolled without formal review and proper due process as outlined in the Student Code of Conduct. Contact the director of the Office of Community Standards and Student Responsibility at 740.593.2629.

The Student Code of Conduct and Disruptive Students

Students at all of Ohio University's campuses are governed by the Student Code of Conduct. A disruptive student can be referred to the Office of Community Standards and Student Responsibility by any faculty, staff, or other students for disciplinary action when they are alleged to have violated the code. The Office of Community Standards and Student Responsibility conducts investigations, meets with all parties, and processes the referrals as described in the procedure portion of the code.

Sanctions can range from a reprimand to expulsion. Discretionary sanctions, such as mandatory counseling, community service, and written assignments, are administered along with probationary status in many cases involving disruptive students. The disciplinary procedures are designed to protect the campus community, be educational in nature, and ensure due process.

Privacy rights of the students involved are protected by FERPA (Family Educational Rights and Privacy Act) throughout the entire process.

Appendix D

Connecting with Students Outside the Classroom

Research shows that there is a strong correlation between students' contact with faculty outside the classroom and their retention and satisfaction. Students who develop a sense of connectedness with faculty are more likely to do well academically and become engaged in academic and community life.

Faculty who become engaged with student activity outside the classroom reap the benefits of greater knowledge about today's students—their attitudes and their needs. Your connection to students outside the classroom can lead to better understanding them, thus improving the teaching and learning process. There are several ways you can connect with students outside the classroom.

Plan for Informal Contact

- Engage students in conversation before and after class.
- Create end-of-semester celebrations (responsibly, please!).
- Get to know names and faces so you can interact away from class.
- Accept invitations to student organization dinners and events.

Participate in a Residence Life Program

- Faculty-in-residence — actually live in residence hall
- Faculty associates — “adopt” a residence hall
- Contact Housing & Residence Life, 740.593.4090 or housing@ohio.edu

Serve as a Student Organization Advisor

- Volunteer for a departmental group or advise a group based on your personal interest.
- Work directly with students you're already in contact with or contact the Campus Involvement Center, Baker University Center 355 and 339, 740.593.4025 or involvement@ohio.edu.

Attend Student Events

- To learn about upcoming events, check The Post (Ohio University's student newspaper), campus bulletin boards, or the Calendar of University Events (<https://calendar.ohio.edu>).

Serve as a Judicial Hearing Board Member

- Learn a great deal about students (both hearing board members and those alleged to have violated the Student Code of Conduct)
- Training is provided
- Contact the Office of Community Standards and Student Responsibility, 740.593.2629 or communitystandards@ohio.edu

Make Presentations to Student Groups

Develop an interesting presentation on a topic you enjoy and make it available to student organizations. After making one, word will spread and you'll get additional invitations.

Accept Invitations of Students

If students sense that you're interested and willing, they will invite you to attend events, serve as a judge for competitions, be on a panel, or collaborate on a project. If you accept when asked, you might receive more invitations.

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Prepared by the Office of the Dean of Students.

Suggestions or Questions?

Contact the:
Office of the Dean of Students
Baker University Center 345
740.593.1800

Common Acronyms

CTL	Center for Teaching & Learning	OPIE	Ohio Program of Intensive English
DARS	Degree Audit Reporting System	OUPD	Ohio University Police Department
FERPA	Family Educational Rights and Privacy Act	PCARD	Purchasing Card
FN	Failure Never Attended	PID	Personal Identification Number
FS	Failure Stopped Attending	P&T	Promotion & Tenure
FT	Full Time	PT	Part Time
HRTC	Human Resources Training Center	SIS	Student Information System
HTC	Honors Tutorial College	SWC	Student Writing Center
I	Incomplete (grade)	UC	University College
ISFS	International Student and Faculty Services	USO	University System of Ohio
NR	No Report	WF	Withdrawn Failing
OII	Office of Instructional Innovation	WN	Withdrawn Never Attended
OIT	Office of Information Technology	WP	Withdrawn Passing
ONCA	Office of Nationally Competitive Awards		

Center for Teaching & Learning

Haning Hall

740.593.2910

oii@ohio.edu

www.ohio.edu/ctl



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