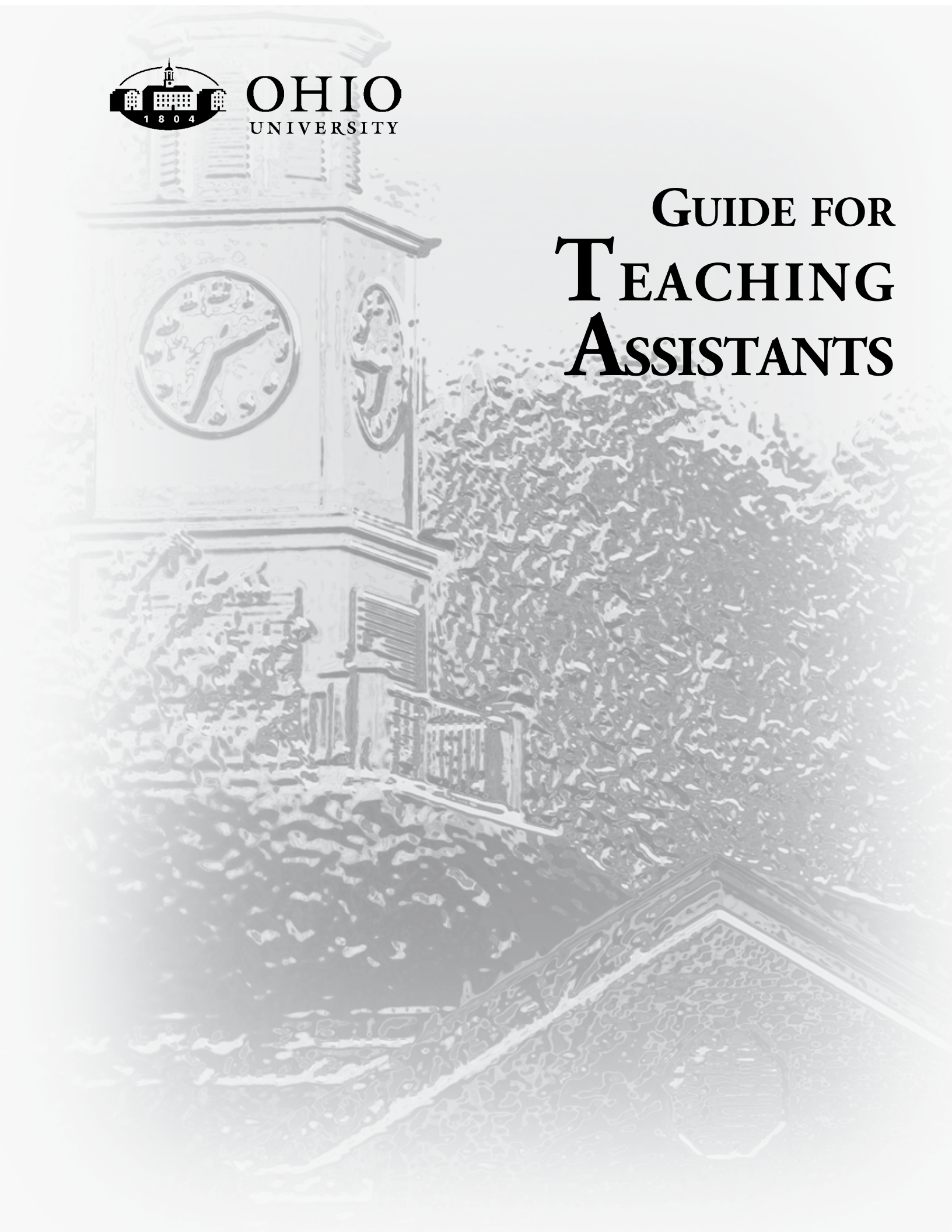




OHIO
UNIVERSITY

GUIDE FOR
T 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.

Tim Vickers

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COMMON ACRONYMS:

CAT	Center for Academic Technology
CTL	Center for Teaching & Learning
DARS	Degree Audit Reporting System
FERPA	Family Educational Rights and Privacy Act
FN	Failure Never Attended
FS	Failure Stopped Attending
FT	Full Time
FYVOIP	Five Year Vision Ohio Implementation Plan
HTC	Honors Tutorial College
I	Incomplete (grade)
ISFS	International Student and Faculty Services
ITS	Information Technologies
NR	No Report
OIT	Office of Information Technology
ONCA	Office of Nationally Competitive Awards
OPIE	Ohio Program of Intensive English
OUPD	Ohio University Police Department
PID	Person Identification Number
P&T	Promotion & Tenure
PT	Part Time
RAC	Registration Access Code
SIS	Student Information System
SWC	Student Writing Center
UC	University College
USO	University System of Ohio
WF	Withdrawn Failing
WP	Withdrawn Passing

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This guide is created by the Center for Teaching & Learning
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Syllabus

How to Prepare a Syllabus

Most TAs do their own typing; others make use of their department/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 the same. Thus when we refer here to department, we include both 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:

- The instructor's name
- The call number
- The descriptive title
- The catalog number of the course.
- The basis for grading in the course.
- A statement of the instructor's attendance policy and the penalty for academic dishonesty.
- The instructor's office hours. Office hours are required.

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

The Difference between a Course Number & a Call 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 101. The call number is a five-digit number assigned to your class, such as 01583. There may be more than one section bearing your catalog number, but only your class has the call number listed in the Schedule of Classes.

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 four privately owned stores: Follett's University Bookstore, College Book Store, Little Professor and Specialty Books.

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 such things 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—Enrollment

The departmental office will give you a class list prepared by the registrar. It will contain the names of all the people who preregistered for your class. You will get an updated class list approximately three weeks after the quarter begins. The departmental office will keep one copy of the class list and give you the other. In addition, for students who add or drop your class after the quarter begins, the Registrar's office sends add-drop notices to your e-mail account starting with the first day of classes and continuing nightly through the first 15 days of the quarter. After that, the notices are sent weekly through the end of the quarter.

If you have questions about whether a particular student is enrolled in your class, call the registrar's office at 593-4191.

Students not Included on the Class List

If your class is a popular one—or a requirement—you may find yourself facing a line of students desperate to get into your class the first several days you meet. 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 quarter.

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 hours of class, he/she can be dropped from the course.

If your course meets for an hour, this will be after the second class session; if it meets for two hours or longer, this will be after the first class session. The dropped student still has to process a drop slip or use the registration system. 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 automatically admit another student unless you contact your department and ask that a "block" be placed on registration. If you block registration, students will need to obtain a class permission slip from either you or the departmental office for you to sign. This will require that students turn in the class permission slip at the Registrar's office.

You may want to allow students to enroll in your class even though it is full. One strategy is to establish a waiting list and, as seats become available, add students from the list on a first-come, first-served basis. If the course really is a requirement for graduation, you could let seniors in first, then juniors, then sophomores. If after doing all the above there are still students needing the course, send them to see the chair of your department.

Add or Drop Procedures

ADDS: A student may add your class during the first fourteen calendar days of the quarter using online registration procedures. To prevent students from adding your class after the quarter begins, a "block" may be placed on registration. This will require any student who wants to add your class to obtain a class permission slip and seek permission from you or the department. The student then must return the class permission slip to the Registrar's office for final processing. 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, they will also need to obtain a class permission slip (pink slip) for you to sign and then they must return the signed slip to the Registrar's office for processing.

DROPS: A student must use the registrars' services to drop your class. Drops may be processed through the fifth week of the quarter. Drops that are processed on or before the fourteenth calendar day of the quarter will be removed completely from the student's record. Classes dropped after the fourteenth day will remain on the student's record and you will need to assign a withdraw passing (WP) or withdraw failing (WF) grade at the end of the quarter. Dropping a class is generally prohibited after the end of the fifth week, but under very exceptional circumstances the student may petition his/her Dean in writing to drop a class.

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

Don't worry about no shows or those who stop attending but don't drop your course. They will drop the course eventually. 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 quarter on the faculty grade report form. If you report an "FS"—record the student's last date of attendance to the best of your ability. There is a special space for this on the faculty grade report form. Should a student take issue with an FN or FS grade, don't worry. The student will have to deal with the Dean's office.

Course Policy Issues

Missing a Class

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

Change of Time/Place of 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, written in class, 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. In any event, you must meet your class at the time the final exam is scheduled either to give the exam or to receive the work which takes its place.

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 open yourself up for all kinds of irritation by departing from the exam schedule printed in the schedule of classes, copies of which are available in the registrar's office.

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 judiciaries) 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 that 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 University Judiciaries, 593-2629, for further advice.

Grading System

Teaching Assistants' Mailboxes

Ask the departmental secretary. Most departments usually set aside mail boxes 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 quarter beginning date, so it is not practical for TAs to change textbooks before the quarter starts. If the department will need you to teach the course for several quarters, it may be possible for you to change the text. Discuss this with the chair or the course director.

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 twelve-point 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 quarter (or until the end of the fall quarter following spring quarter classes).

You may choose to return materials to students, or you may provide an alternate policy to the class at the beginning of the quarter. 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 quarter to complete (such as a thesis or honors paper). Most courses do not allow the grade of **PR**. A memo accompanying the grade report form you get at the end of the quarter will give you an explanation of the grade codes so that you can know whether **PR** is allowed for your course.

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, things like that). Failure to complete the work you assign is not sufficient grounds for a grade of incomplete. Students have until the sixth week of the subsequent quarter to complete the work for a course, although you may want to work out an earlier deadline when you agree to assign an **I**. The grade automatically turns into an **F** if a new grade isn't turned in by the sixth week. **Note:** Grades of **I** assigned in spring quarter may be completed by the sixth week of fall quarter.

You will have to assign students who drop your course the grade of WP (withdrawal passing) or WF (withdrawal failing) to indicate whether they were passing or failing when they dropped the class. The registrar puts the W on the grade sheet for you to indicate students who have dropped. You provide the P or F.

Grade Changing after it has been Submitted

The general rule is that you can't, 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, getting dropped from the university). Besides the rules that forbid it, changing grades after they are turned in just isn't very smart. You will get the reputation of being a grade negotiator and will be besieged with change requests.

If you have made an error, the departmental secretary can give you a Change of Grade form. Fill in the required information and send the form to the Office of Student Records 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

Visit the Media Library (Alden Library, 4th Floor), 593-2665 for videocassettes, DVDs and CD-ROMs. The Media Library maintains over 13,000 videocassettes, film, and DVDs. For more information see their Web site, at www.library.ohiou.edu/media

Printing of Lectures/Notes for Students

Arrangements for the printing of study guides and lecture notes can be made through Grade A Notes (13 W. Union; 594-5100); or Kinko's Copies (5 N. Court; 592-4787).

Support Services

Office of Information Technology

If you have a question about the Office of Information Technology and its services, start by calling 593-1222. The hours are 8:00 a.m. to 5:00 p.m. weekdays.

Software can be purchased at the Tech Depot in Baker Center room 112. Walk up Technical Support is also available there. For a list of software available through Computer Services, go to the following URL:

www.ohio.edu/software

Test Score Services are provided by the Test Score Office, 117 Computer Services Center (593-1010). The office provides optical scanning and analysis of standard NCS answer sheets used for exams, instructor/course evaluations and research.

Computer Services offers computer classes to graduate students as well as faculty and staff. More information on seminars can be found at:

www.ohio.edu/technology/training/seminars.cfm

University College

David Descutner, Ph. D., Dean

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593-1935

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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. The College 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 in common. Learning Communities are available to, but not required of students in all the academic colleges. In LCs, 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.

University College includes several units dedicated to enhancing learning and improving student success. The Academic Advancement Center, located in Alden Library, offers many services for students including tutoring, Supplemental Instruction (SI), the Math Center, skills courses for reading and learning strategies, the College Adjustment Program, and a computer learning lab. The Allen Student Help Center in Baker University Center provides guidance and referrals for students with multiple concerns or those who may not know where to find answers to their questions, as well as advising and retention programs for academically "at risk" students. The ASHC also offers faculty support for student concerns, such as the Academic Alert and Attendance Tracking projects.

The College 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.

Alden Library

Who needs it?

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

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.

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 of 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 three classrooms, all on the third floor, which are used for library instruction:

- **Library Learning Labs (Alden 318 & Alden 323)**

These Library Learning Labs have twenty-two (Lab 318) and fifteen (Lab 323) workstations which are connected to ALICE, Infotree & library databases, OhioLINK and the World Wide Web. An LCD projector in each lab allows the instructor to demonstrate search techniques with large-screen viewing. Each workstation has one chair, so hands-on instruction can be provided in this room.

- **Friends of the Libraries Room (Alden 319)**

Located between the two Library Learning Labs, the Friends Room can seat 60 to 70 students fairly reasonably, but it is possible to accommodate a few more if needed. Like the Library Learning Labs, it has a projection system for computer screens or videos, but it does not allow for hands-on instruction.

Additionally, library staff members are ready and 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 Ohio University 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 Instructional Librarian Andrew Stuart at 593-2698 or e-mail at stuarta@ohio.edu.

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. For the name of the bibliographer for your department go to:

www.library.ohiou.edu/libinfo/staff/bibliographers.htm

Reference Service

Walk-in reference service is provided in all public service areas of the library. The Reference Department on the fourth floor can answer specific questions; provide general assistance with research topics; help in the use of indexes, subject headings, the use of ALICE, etc.; explain how to use reference works and suggest additional information resources. Other public service departments provide similar types of assistance in their areas.

Workshops

From time to time, the library sponsors workshops for faculty and students on a variety of topics. For news of upcoming workshops, watch for announcements or contact Instructional Librarian Andrew Stuart at 593-2698 or e-mail at stuarta@ohio.edu.

Printed Materials

We have printed materials on many aspects of library use, including:

- A floor plan of Alden Library
- Information sheets on library departments and services
- Guides to using ALICE and OhioLINK
- Quick Reference Guides on electronic databases
- General brochures on the University Libraries, OhioLINK, etc.
- “Ask a Librarian”—Chat with a librarian- Web-based chat staffed by OhioLink librarians.

Library assignments can become frustrating to students if the materials are not available when needed or if the assignments are poorly designed or out of date. Librarians are happy to work with faculty in devising assignments that will best meet the needs of a particular course and, at the same time, most fruitfully exploit the library’s resources.

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 Instructional Librarian Andrew Stuart at 593-2698. 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.

Internet/World Wide Web-Based Assignments

- Many resources are available through our web pages: www.library.ohiou.edu
- Provide the students with the appropriate URLs.
- Check that these URLs are still working shortly before you make the assignment.
- Give advice on evaluating the authority of the site: who maintains it, how timely and reliable the information is, etc.
- Inform the library about your assignment, so that we can be prepared to help your students.

Academic Advancement Center

Cynthia K. King, Director

101 Alden Library

593-2644

www.ohio.edu/aac

The Academic Advancement Center (AAC) offers support services to all OU 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 develop a positive attitude! Tutors can help with short-term or long-term needs for mastering academic material. At www.ohio.edu/aac, 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 selected 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 Web site at: www.ohio.edu/aac/supins.

Study Skills and Reading Tutors

AAC professional staff provides help with strategies for using study time efficiently, for taking lecture notes, preparing for exams and reading text book effectively. Appointments may be made online at www.ohio.edu/aac/studyskills.cfm or at the AAC.

The Computer Learning Laboratory

The Academic Advancement Center (AAC) has a 22-computer-station modern multimedia computer lab available for use by all OU undergraduate students. The lab specializes in offering individualized one-on-one computer software and hardware assistance and tutoring as needed. New video podcasts are placed on the lab's Web site several times each quarter explaining the latest trends in technology from iPods to Photoshop. Current information on the lab's software and hardware and open hours can be obtained by visiting www.ohio.edu/aac/lab.

College Adjustment Program (CAP)

CAP has provided services and opportunities to help qualified OU 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 located in the Academic Advancement Center (101 Alden Library) and is funded by a Student Support Services TRIO grant from the U.S. Department of Education and by Ohio University. CAP offers many services to help students succeed. Some of these include:

- Special academic courses in academic, reading, and computing skills
- In-depth, one-on-one academic advising
- Career planning and guidance
- Free individual tutoring
- Group tutoring for math and math-related courses
- An instructional computer lab with free printing
- Intensive support for students on probation
- Peer advisors
- Tickets to unique cultural and social events on campus and around town
- A graphing calculator loan program

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.

Tier 1:

To meet this requirement a student must demonstrate academic need by:

- having an ACT Composite less than or equal to 22 or
- having an SAT Combined Score less than or equal to 1100 or
- being ranked in the bottom 60% of his/her high school class or
- possessing a General Education Diploma (GED) or
- being on academic probation (continuing students)

If a student satisfies the Tier 1 requirement, s/he must also meet at least one of the Tier 2 requirements.

Tier 2:

To satisfy this requirement a student must:

- be a first generation college student (neither parent graduated from a four-year school) or
- come from a family whose income meets federal guidelines for low income level or
- have a documented disability and be registered with the Office of Disability Services
- applicants must also be U.S. citizens or permanent residents

Most students are admitted to CAP prior to the start of their first quarter at OU. Continuing students who meet the eligibility requirements may be admitted as long as they have earned fewer than 60 hours of credit. For more information about CAP please logon to www.ohio.edu.aac/cap. You may also contact the Academic Advancement Center at (740) 593-2644 or James Lester, Assistant Director of CAP, via email at lesterj@ohio.edu.

Center for Academic Technology

Alden Library Faculty Commons

597-2703

citl@ohio.edu

www.citl.ohio.edu

The Center for Academic Technology promotes and supports the use of information and communications technologies for teaching, learning, scholarship, and community service at Ohio University. Services offered by Academic Technology include:

- Learning Design and Development
- New Technologies
- Technology-Enhanced Learning Spaces
- Training and Support
- Web Services
- Digital Media Services
- Assessment Services

Center for Teaching & Learning

Tim Vickers, M.A., M.A., Associate Director

Alden Library Faculty Commons

593-2681

ctl@ohio.edu

www.ohio.edu/ctl

Do you have questions about your role as a teacher at Ohio University? The Center for Teaching and 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.

The Center offers many workshops and seminars throughout the year, some directed toward teaching assistants and some open to the entire teaching staff of the university. These programs include quarterly workshops on constructing the teaching portfolio for future faculty, particularly useful for graduate students who are planning on a career in higher education. Typical foci for the workshop/seminar series include: Grading and evaluating work, teaching evaluations, assessment techniques, presentation styles, syllabus construction, classroom management and effective classroom discussion strategies. You can learn more about the workshop schedule by requesting that your name be added to the mailing list; simply e-mail CTL at ctl@ohio.edu with this request. You can also find the quarterly program listed on our web site: www.ohio.edu/ctl

In addition to formal programs, much of the Center'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-quarter 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 the Center 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.

Sexual Harassment Policy

The Office for Institutional Equity

Crewson House 593-2620

www.ohio.edu/equity

Purpose

To provide a uniform policy on harassment as a form of discrimination in all areas of employment and educational relationships at Ohio University.

Policy

Harassment of students, staff or faculty is not acceptable behavior at Ohio University. No male or female member of the Ohio University community, including faculty, contract staff, classified staff and students, may harass any other member of the community. Many forms of harassment are discrimination under Title VII of the Civil Rights Act of 1964, and thereby illegal under law as well as a violation of Ohio University Policy. Ohio University is committed to maintaining an environment in which every individual can work, study and live without being harassed. Harassment may lead to sanctions up to and including termination of employment or student status.

Harassment is any conduct that has the intent or effect of unreasonably interfering with an individual's or group's educational, living or work environment. Harassment includes conduct relating to race, color, gender, disability, religion, sexual orientation, age, national origin or veteran status.

In addition, sexual harassment includes unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of a student's status in a course, program, or activity;
- Submission to or rejection of such conduct is used as the basis for decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with the individual's work, performance, or educational experience; or of creating an intimidating, hostile, or offensive environment for work or learning.
- Nonsexual verbal or physical conduct that denigrates or shows hostility toward another because of the person's gender can be the basis for a hostile, offensive or intimidating environment claim. Gender-based conduct can take the form of abusive written or graphic material; epithets; sexist slurs; negative stereotyping; jokes; or threatening, intimidating, or hostile acts.

Additional Information

Procedures

Any member of the Ohio University community who feels harassed is encouraged to seek assistance and resolution of the complaint. All persons with a complaint should contact the Office for Institutional Equity to obtain information on the procedure for handling such complaints. Ohio University provides a variety of avenues by which an individual who feels harassed may proceed so that each person follows the avenue appropriate to his or her particular situation.

Enforcement

All Ohio University employees and students are responsible for compliance with this policy. All University supervisory personnel have an affirmative responsibility to discourage and eliminate conduct inconsistent with this policy.

Complaints can be received and investigated only by employees who have been authorized by the institution. Authorization will be given only to those individuals who have completed training provided by staff of the Office for Institutional Equity. Any individual who is not authorized but is approached about concerns or complaints regarding the harassment must direct the complaint to an authorized employee. A list of authorized employees is available from the Office for Institutional Equity and the Office of Legal Affairs.

Representatives from the following offices are authorized to receive and investigate inquiries and complaints:

- Institutional Equity
- Legal Affairs
- Judiciaries

When authorized employees are contacted to receive a complaint, they must consult with staff from the Office for Institutional Equity.

Inquiries and Informal and Formal Complaints

Individuals wishing to make sexual harassment inquiries or complaints have the following options under this policy:

Inquiries

Individuals with questions or concerns about sexual harassment or the University's policy regarding sexual harassment, may, without further obligation to take action, seek information from any employee authorized to receive complaints. Consultation regarding inquiries will not require the identification of any party making the inquiry or the subject of such inquiry. No direct action can or will be taken on the basis of inquiries alone.

Informal complaints

Information complaints are designed to be resolved in an educational and preventive manner, not punitive, and therefore do not involve any disciplinary sanctions against the accused. The decision to proceed informally initially does not preclude the filing of a formal complaint at some later point prior to the completion of the informal complaint process. Nor is filing an informal complaint a prerequisite for filing a formal complaint. However, a complainant should not simultaneously maintain complaints arising from the same occurrence with more than one office.

Formal Complaints

Formal complaints are the only option under which complainants may seek disciplinary sanctions against the accused. Formal complaints must be filed in writing. Formal complaints concerning the conduct of university employees may be filed with the Office of Affirmative Action or with authorized employees as indicated in Section II. When formal complaints are filed with authorized employees outside of the Office of Affirmative Action, consultation with staff of the Office of Affirmative Action is required. Formal complaints concerning the conduct of university students may be filed only with the Office of Judiciaries.

Rights of the Complainant and the Accused

All information received in connection with inquiries, or with the filing, investigation, and resolution of sexual harassment complaints is treated as highly sensitive. Employees authorized by the University to receive and investigate complaints are required to maintain confidentiality to the extent possible consistent with the spirit of this policy and Ohio law. It is expected and anticipated that all parties involved in complaints will observe the same standard of sensitivity. It is emphasized that this practice is in the best interests of all parties. However, absolute confidentiality cannot be legally guaranteed.

Rights of the Complainant

All members of the University community have the right to seek the information and assistance afforded by this policy without threat of penalty. All reasonable action will be taken to assure that the complainant and those testifying on behalf of the complainant or supporting the complainant in other ways will suffer no retaliation as a result of their activities to enforce this policy. Retaliation is illegal and is contrary to the letter and spirit of this policy.

Rights of the Accused

All members of the University community have the right to be informed of allegations against them resulting in informal or formal complaints and to respond fully to such complaints. At the time any informal or formal complaint procedures commence, the rights of the accused will be protected in accordance with Ohio University policies and procedures.

Strategies for Successful Teaching

The strategies and ideas offered here are drawn from the experiences of faculty who have participated in the University's annual Colloquium on Teaching 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 an abbreviated form. 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 using 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. (A student reported to the colloquium that 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 as students arrive for class chatting with them.
- Collaboration with other students on everything from short, informal opportunities to discuss 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. A tool for diagnosing individual learning styles and thus discovering strategies to enhance study skills and academic success can be found by going to the Center for Teaching and Learning Web site: www.ohio.edu/ctl

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 quarter. 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. Some people take pictures of their students on the first day of class and some have their students bring in pictures with their names on the back. 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 able you will be 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

Members of the teaching colloquium discovered that successful teachers have many differences in styles, personalities, 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 who have participated in the colloquia said they enjoyed 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; a caring relationship.
- Be flexible. Several professors facilitate student input about the course itself and its structure.

During fall quarter, undergraduate students on the Athens campus cast electronic nominations for the University Professor award through a specially designed Web site 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.

3. Cultivate Good Teaching Methods

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 and easy to use, and ongoing. An often used assessment is the minute paper where students are given a minute or two 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 text 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.
- Professor of English, Loreen Giese, gives students papers written at different grade level. 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. Her detailed descriptions of grades is included in the appendices. She is happy to have you incorporate it into your own practice as long as you acknowledge her as the source.

- 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 quarter 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 on grading, including suggestions on test construction, have been included in Appendix A.

5. Avoid Behavior that Provokes Student Complaints

David Heaton, a University Professor and former University Ombudsman of eight years, offers the following list of students’ most common complaints.

- Our defensiveness when questioned about course related matters, particularly grades
- Our 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
- Our monomania (obsession with only one or a few ideas)
- Vague standards of grading
- Denigration and abuse of the course evaluation process

David also suggests that 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

Carolyn Tice offers a number of suggestions of ways to personalize a large lecture class. Although aimed at larger classes, these suggestions would be useful in classes of all sizes.

- Establish a class environment that encourages discussion by:
 - 1) arriving to class early to “mingle” with students and remaining after class for questions, and
 - 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 numerous PowerPoint slides or overhead transparencies 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).

Appendix A

General Principles of Syllabus Construction

- Include more, rather than less material
- Detailed syllabus = valuable learning tool for students
- Use lists, informal language, headings and table of contents, if long
- Create a document for all of the 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, e-mail, office hours (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 texts and names of bookstores where 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 in as clear and concise a manner as early in 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

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 & 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 Lectures

- 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
- If an item is answered correctly, but for the wrong reason, it is not measuring the outcome it was intended to measure
- Flawed items provide an advantage to test-wise students

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 stereotypic 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 3 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 T/F 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, 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 essay question format as follows; have students explain why false response 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 what 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

Alyssa Thomas

Ph.D. Candidate, Physical Chemistry, Ohio University

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, procedures for emergency situations,
- Know each experiment that is to be performed, the theory behind it, any relevant calculations, and what would be meaningful results
- 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 student's 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 & 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' 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 to 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.

University Judiciaries 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 Quarter

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 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 quarter.
- 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 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 specifically 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 University Judiciaries 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 an instructor witnesses 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.
- In reviewing the exams, if you find evidence of misconduct, schedule a meeting with the student, and describe to the student your observations and suspicions. 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 the student of possible consequences related to future suspicious behavior. Be sure to document the conversation and send a copy to the student and to University Judiciaries for information purposes.
- If 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 to the student and University Judiciaries the appropriate documentation, or
 - 2) File a formal judicial charge with University Judiciaries, along with supporting documentation. University Judiciaries 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 Judicial Referral with University Judiciaries

In order to file a formal complaint of academic misconduct, the faculty member must complete a judicial referral form and submit it to University Judiciaries.

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 his/her 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 the student is 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.

During the procedural interview, the student will be informed of the charge and possible sanction if the student is 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 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, also available online at:

www.ohio.edu/judiciaries.

For More Information

If you have any questions regarding academic integrity, please contact University Judiciaries at 593-2629, the Ombudsman at 593-2627, or your department chairperson. Please forward any written suggestions or comments to Ohio University Judiciaries located in 349 Baker University Center.

Sources

Several of the ideas in this brochure 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:

www.ohio.edu/judiciaries/academic-misconduct.cfm

We encourage you to print this information and use it as needed. If you would like a hard copy in brochure format, contact University Judiciaries.

Please e-mail comments and suggestions to:

deanstu@www.ohio.edu.

Send e-mail to Ohio University Judiciaries at

judiciaries@ohio.edu.

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Appendix C

Responding to Student Problems: A Quick Reference

Emergency

Emergency in the classroom

OUPD - 135 Scott Quad - 593.1911

Medical/fire/police emergency

911

Personal / Health

Illness, allergies, medication, physical therapy

- Student Health Service - 109 Hudson Health Center - 593.1660

Personal problems, mental illness

- Counseling and Psychological Services - 314 Hudson Health Center 593-1616
Stress, anxiety, depression, grief, anger management, relationships, procrastination, self-confidence, etc.

Alcohol or drug problems

- Student Health Service 109 Hudson Health Center 593-1660
- Health Education and Wellness 339 Hudson Health Center 593-4742
- Counseling and Psychological Services 314 Hudson Health Center 593-1616

Survivors of sexual assault

- Student Health Service 109 Hudson Health Center 593-1660
- OUPD 135 Scott Quad 593-1911
- Health Education & Wellness 339 Hudson Health Center 593-4742
- University Judiciaries 349 Baker Center 593-2629

Eating disorders

- Student Health Service 109 Hudson Health Center 593-1660
- Health Education and Wellness 339 Hudson Health Center 593-4742
- Counseling & Psychological Services 314 Hudson Health Center 593-1616

Sexual relationships, pregnancy, birth control, sexually transmitted infections

- Student Health Service 109 Hudson Health Center 593-1660
- Health Education and Wellness 339 Hudson Health Center 593-4742
- Counseling & Psychological Services 314 Hudson Health Center 593-1616

Sexual identity

- Counseling and Psychological Services 314 Hudson Health Center 593-1616
- Lesbian, Gay, Bisexual, Transgender Student Center 354 Baker University Center 593-0239

Disabilities (temporary or permanent)

- Institutional Equity - Crewson House - 593.2620

Career / Job / Finance

Identifying a career, summer jobs

- Career Services - 533 Baker Center - 593.2909

Uncertainty about career, doubts about goals

- Counseling and Psychological Services - 314 Hudson Health Center 593-1616

Seeking a job Student

- Financial Aid - 020 Chubb Hall - 593.4141

Internships, looking for

Individual academic departments coordinate internships for their majors

Problems with on-campus job

- Student Financial Aid - 020 Chubb Hall - 593.4141

Graduate study

(schools, admission testing)

- Career Services - 533 Baker Center - 593.2909

Financial problems

(financial aid, short-term loans)

- Student Financial Aid - 020 Chubb Hall - 593.4141

Legal / Judicial

In need of legal advice

- Student Legal Services - 50 S. Court St., Suite D - 594.8093 (Above College Book Store)

Referred to University Judiciaries

University Judiciaries - 349 Baker University Center - 593.2629

Suspicion of academic misconduct

(plagiarism, etc.)

- University Judiciaries - 349 Baker University Center - 593.2629

Disruption of class or other University operation

- OUPD 135 Scott Quad 593-1911
- University Judiciaries 349 Baker University Center 593-2629

Victims of crime, other safety/security issues

(harassment, stalking, threats, hate crimes)

- OUPD - 135 Scott Quad - 593.1911

Problems due to another student's misbehavior

- Resident Assistant or Resident Director (if living on campus)
- University Judiciaries - 349 Baker University Center - 593.2629

Discrimination or harassment

(including racial and sexual harassment)

- Institutional Equity - Crewson House - 593.2620

Hazing

(student organization or individual)

- OUPD 135 Scott Quad 593-1911
- Campus Life 355 Baker University Center 593-4025

Problems related to misuse of computers

- (harassing email, spam, etc.)
- OIT
112 Baker University Center
593-1222
- University Judiciaries
349 Baker University Center
593-2629

International

Immigration, visa

- International Student and Faculty Services - 348 Baker University Center
593-4330

Study abroad, wanting to

Education Abroad - 185 Lindley Hall - 593.4583

Residence / Dining Halls

Roommate conflict, residence hall maintenance

- Resident Assistant or Resident Director

Lost room or hall key

- Resident Assistant or Resident Director

Residence hall computer usage

- (maintenance, software, training)
- OIT - 112 Baker University Center - 593.1222

Dietary issues with dining halls

- Food Service - Central Food Facility - 593.2970

Room assignments

- Resident Assistant or Resident Director

Involvement

(making connections)

Looking for involvement on campus

- Resident Assistant or Resident Director
- Campus Life - 355 Baker University Center - 593.4025

Issues related to fraternity or sorority membership

- Campus Life - 355 Baker University Center - 593.4025

Commuters

(and non-traditional students)

Issues related to commuting

Commuter and Adult Student Services - 140 Chubb - 593.1935

Parking problems

Parking Services - 100 Factory Street - 593.1917

Registration

Difficulty with registration process

- Registrar - Chubb Hall (1st floor window) - 593.4191

Financial hold on registration

- Bursar - 010 Chubb Hall - 593.4130

Judicial hold on registration

- University Judiciaries - 349 Baker University Center - 593.2629

Academic hold on registration

- College office

Crises/major problems

Personal crisis

(death in immediate family, etc.)

- Office of Dean of Students -345 Baker University Center - 593.1800

Academic-related conflict

- Ombudsman - 501 Baker University Center - 593.2627

Important problems not addressed here, please bring them to the attention of chair/director of the academic department and, if not resolved, consult with academic dean's office.

Bring 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.

Dean of Students Ombudsman

345 Baker University Center - 593.1800

Prepared by the Office of the Dean of Students.

Suggestions or questions?

Contact the:

Office of the Dean of Students

345 Baker University Center

phone: 740/593-1800

fax: 740/593-0047

deanstu@www.ohio.edu

Responding to Student Problems: Disruption

Members of the 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 members 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 others, immediately contact the Ohio University Police Department (593-1911, Scott Quad 135). The police will handle all aspects of the investigation.
- If a student appears to threaten harm to themselves, immediately contact Ohio University Police Department (593-1911, Scott Quad 135) who will assess the need to involve campus or community mental health professionals. The Ohio University Police Department will work with the mental health professionals to arrange for appropriate intervention and treatment.
- If a student is disruptive, he or she 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 on the University's website at: www.ohio.edu/judiciaries.)
- 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 University Judiciaries 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 the Ohio University Police Department immediately.
- Even if the police department does not file criminal charges, the faculty/staff member may refer a student to University Judiciaries for disciplinary action. In most cases, the police department makes the referral.
- Only in an emergency, disciplinary procedures can be used to suspend a student immediately or exclude him or her from campus if a student's 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 the Ohio University Police Department 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. Questions should be directed to Director of Judiciaries at 593-2629)

The Student Code of Conduct & 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 University Judiciaries by any faculty, staff or other students for disciplinary action when they are alleged to have violated the code. University Judiciaries 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 university 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. The complete Student Code of Conduct can be found elsewhere in this handbook as well at the university's Web site at: www.ohio.edu/judiciaries.

Important Telephone Numbers and Addresses

- | | |
|---|---|
| • OUPD
135 Scott Quad
593-1911 | • Office of the Dean of Students
345 Baker University Center
593-1800 |
| • University Judiciaries
349 Baker University Center
593-2629 | |

Adapted from a publication of the University of Missouri-Kansas City. Used with permission.

Prepared by the Office of the Dean of Students.

SUGGESTIONS OR QUESTIONS?

Contact the:

Office of the Dean of Students

345 Baker University Center
phone: 740/593-1800
fax: 740/593-0047

deanstu@www.ohio.edu

Appendix D

Connecting with Students Outside of the Classroom

Research shows that there is a strong correlation between students' contact with faculty outside of 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 of 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 of them and thus improve the teaching and learning process. There are several ways that you can connect with students outside of the classroom.

Plan for informal contact

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

Participate in a Residence Life program

- Faculty-In-Residence – actually live in residence hall.
- Faculty Associates – “adopt” a residence hall.
- Contact the Department of Residence Life, 593-4095, reslife@ohio.edu

Serve as a student organization advisor

- Volunteer for a departmentally-affiliated group or advise a group based on your personal interest.
- Work directly with students you're already in contact with or contact the office of Campus Life, Baker University Center 355, 593-4025, campus.life@ohio.edu.

Attend student events

- You're less likely to connect with students if you attend random events unannounced.
- Talk with students and offer to attend events that you know they will be at.
- To learn about upcoming events, check The Post (Ohio University's student newspaper), campus bulletin boards or calendar on the university Web site.

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 University Judiciaries, 593-2629, judiciaries@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, word will spread and you'll get additional invitations.

Prepared by the Office of the Dean of Students.

SUGGESTIONS OR QUESTIONS?

Contact the:

Office of the Dean of Students

345 Baker University Center
phone: 740/593-1800
fax: 740/593-0047

deanstu@www.ohio.edu