

Graduate TA training Proposal

- 8:30-9:00 Business Office and Financial Aid (Graduate student contracts)
- 9:00 – 10:00 HU Cares present Cleary Act and Title IX
- 10:00-10:30 Handling classroom behavior
- 10:30-11:00 Academic misconduct
- 11:00- 11:15 Accessibility accommodations
- 11:15-11:30 Grading and timely response
- 11:30 – 11:45 D2L – posting grades, adding comments
- 11:45 – 12:00 Banner – early alert, attendance alert, midterm grades
- 12:00 – 12:30 Syllabus essentials, adhering to the syllabus, ice breakers/
establishing good communication, using D2L Remind app for communication

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Classroom mgmt

January 15, 2016
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Cutting class

Reasons students give for cutting class

- ▶ Attendance is not taken or does not affect grade
- ▶ Instructor does not see or care if they are missing
- ▶ Class content is available elsewhere

Solutions?

- Share with students studies about success
- Grade participation

Statistics on success

- ▶ Robert M. Schmidt ("Who Maximizes What? A Study in Student Time Allocation", AMERICAN ECONOMIC REVIEW, May, 1983, pp. 23-28). In this study, the author measured the impact of time commitments by students to various course activities on the students' performance in the given class. The results were revealing. By far, the most valuable and important time commitment in a course was the time actually spent in the classroom. That time was the most important determinant of student success and each unit of time in the class itself provided, among all the class related activities, the greatest improvement in student performance.

Statistics on success

- ▶ Kang H. Park and Peter M. Kerr ("Determinants of Academic Performance: A Multinomial Logit Approach", THE JOURNAL OF ECONOMIC EDUCATION, Spring, 1990, pp. 101-111). In this research (conducted with classes where attendance did not enter directly into student grade determination), the role of class attendance was statistically significant in explaining student grades in those classes.
- ▶ Specifically, this research demonstrated that the lack of attendance was statistically significant in explaining why a student received a D rather than an A, a B, or a C grade in a specific class.

Class participation strategies

- ▶ Clickers
- ▶ Something to turn in
- ▶ Rubric - If grading participation, review expectations with students at beginning of semester and provide them ongoing feedback

Arriving late, leaving early

- ▶ State policies
- ▶ Schedule important class activities at these times
- ▶ Talk to student to find out why it's happening
- ▶ Other?

Talking out of turn/cell phone use

Cell phones

- ▶ Establish cell phone policy at start
 - ▶ Sometimes they really are using their phone for class so be careful
 - ▶ Call on them to answer something in class to see if they are engaged or texting

Chatting

- ▶ Call their name, ask them to stop
- ▶ Walk over to them and stop talking until they stop
- ▶ You may have created a class contract for conduct which you can refer to

Other?

Missing assignments

- ▶ Put policies in syllabus
 - ▶ Option 1 - auto drop
 - ▶ Option 2 - consider legitimate reasons
 - ▶ Other?
- ▶ Chronic problem
 - ▶ Solutions?

Respect

Generate respect

- ▶ Create a safe climate for expression and different points of view. Sound ground rules for class discussion
- ▶ Give attention to all students
- ▶ Praise students for answers. If answer is wrong, provide some affirmation before supplying correct answer

Handling disrespect

- ▶ Step 1
 - ▶ Do not respond in kind - address in class and talk to student outside of class in more detail
- ▶ Step 2
 - ▶ Ask them to leave the classroom
- ▶ Step 3
 - ▶ Call campus security

Motivation

- ▶ Your enthusiasm goes a long way towards exciting students in the subject
 - ▶ Be sure to explain why you are so interested
- ▶ Find out about your students - their interests and backgrounds
- ▶ Maintain classroom order to gain their respect
- ▶ Be available/communicate/remind
- ▶ If possible, allow students some voice in the content
- ▶ Highlight occupational potential
- ▶ Use a variety of activities in class: lecture, active learning, group work, discussion, videos, role play, simulations, games, case studies
- ▶ Provide learning strategies tips
- ▶ Show respect to your students, encourage and believe in them

Dealing with Disruptive Classroom Behavior and Nonacademic Misconduct

Kimberly J. Blea
Dean of Students

Presentation Outline

- I. Presentation Purpose
- II. Resolution to Student Concerns (Chain of Command)
- III. Handling Classroom Disruptions: What Not to Do
- IV. Common Violations of the Code of Conduct
- V. Expectations for Classroom Conduct
- VI. Reporting Violations
- VII. Student Due Process Rights
- VIII. Disciplinary Sanctions for Nonacademic Misconduct
- IX. Resource Areas

Presentation Purpose

- To assist teaching assistants in understanding how nonacademic misconduct is handled through the Student Code of Conduct.

Chain of Command

For Conflicts/Concerns Related to Coursework	For Conflicts/Concerns that are Non-Academic in Nature
<ul style="list-style-type: none"> • Step 1. Approach the faculty member involved in the issue and discuss the concern using the necessary documents (i.e. assignments, syllabi, assessments, etc.) • Step 2. Write a letter to the head of the department. In the letter, carefully describe the concern or conflict. Also, include appropriate documentation and an explanation of the preferred outcome. • (2A. Center Director) • Step 3. Write a letter to the school or college dean. Carefully explain the conflict or concern. Include documentation with the letter and a description of the preferred outcome. • Step 4. Write a letter to the Vice President for Academic Affairs. Carefully outline the conflict or concern, include the necessary documentation. The decision of the Vice President for Academic Affairs will be final. • Student Grade Appeal 	<ul style="list-style-type: none"> • Step 1. Approach the student, staff or faculty member involved and discuss the concern using any needed documents. If the issue cannot be resolved after talking with the person involved, consider taking the next step. • Step 2. Write a letter to the direct supervisor of the person(s) involved in the dispute. In the letter, carefully describe the situation and include appropriate documentation. If the conflict or concern cannot be resolved by discussing it with a supervisor, consider taking the next step. • (2A. Center Director) • Step 3. Write a letter to the Dean of Students. Carefully explain the conflict or concern and include appropriate documentation. The dean may refer the issue to an advisory group. Nonetheless, the decision of the Dean of Students will be final.

Classroom Disruption Scenario: What **NOT** To DO

Most Common Violations (reported by faculty*)

- **Section E. Disorderly Conduct:**
Engaging in loud behavior, physical fights or disruptive behavior. For purposes of this code, disorderly conduct is defined to include, but not limited to, acts that breach the peace, disrupt others or interrupt university operations.
- **Section O. Physical Harm or Threatening Remarks**
Taking any action, making threatening remarks or creating any situation on university premises or at university-sponsored activities that intentionally or recklessly endangers the mental or physical health of others.

*Alcohol and Marijuana Violations are Most Common in the Residence Halls

Classroom Conduct

• Section Y, Classroom Conduct:

While each individual faculty member is responsible for establishing standards for his or her class, there is a generally accepted standard of classroom conduct that must be adhered to in all classes. Students are members of a community devoted to learning and are expected to behave responsibly and respectfully toward other students and other members of the university community. Any behavior that disrupts others from learning or interferes with the efforts of a faculty member to instruct a class is prohibited.

Classroom Conduct

Unless a faculty member makes an exception, the following rules apply:

- Students are required to attend all classes and be prepared
- Guests, including children, are not permitted in class.
- Food and drink may not be consumed in classrooms.
- Use of electronic devices such as cell phones, smart phones, and gaming devices are prohibited while class is in session. Students should ensure that these types of devices are turned off or placed in silent mode. The use of earphones is also not allowed during class.
- Laptops or other devices such as electronic tablets may be used for note taking and other academic related activities only. Faculty may establish limitation on the use of computers in the classroom to include restrictions for surfing the Internet or browsing social media sites during class.

Reporting Violations

- Incidents of Nonacademic Misconduct should be made in writing to the Dean of Students
- Report Forms are available, but an e-mail or letter documenting the behavior is acceptable
- Preponderance of Evidence is the standard
- Instructors filing a report will be copied on all communication to the student.

Reporting Violations (Continued)

- Name and Contact Information of Complainant
- Name of Person whose Conduct Gave Rise to the Grievance
- Student ID#
- Class Name, Course Number, Classroom Location
- Date violation took place
- Detailed Description of the Misconduct, including the facts, circumstances, and any other pertinent information
- List any Witnesses and Contact Information if possible
- State Remedy or Relief Sought

Due Process for Student Misconduct

- Incident Report/Grievance
- Notice of Charges
- Response to Charges
- Disciplinary Conference
- Notice of Disciplinary Action
- Appeal Process/Hearing

Disciplinary Sanctions

- Disciplinary Reprimand
- Disciplinary Restrictions
- Restitution
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion
- Expulsion from Housing Facilities
- Emergency Suspension or Restrictions
- Other Disciplinary Measures

Case 1: The Persistent Student

It is natural for a GSI to give their class the impression of approachability and availability to students that need extra help. You have succeeded in making your class comfortable with you, and as a result a few students have come out of their shells to ask for your assistance both in and out of class. One in particular comes to all your office hours and asks many questions. You quickly realize that your attempts to make this student think more independently are not successful. The student asks questions about ALL aspects of the experiment and analysis and seeks your approval for every step, sometimes repeating questions. In and out of class you fear that this student is dominating your time. On occasion the student will e-mail and call you at home (you may or may not have divulged your number to the class) the night before the lab report is due. Frankly, you are starting to get annoyed.

- What gender and/or race did you imagine your student to be?
- Where do you think the problem lies? Did you initially imagine the student to be "slow"? Is it possible that the student just lacks self-confidence?
- How far does your responsibility as a teacher extend? If the student really needs this much help to do the work correctly, are you obligated to give it?
- Perhaps the problem is that your student doesn't understand what you're trying to teach, but isn't telling you. How can you identify this problem? Can you change your strategy with this student to conform to his or her learning style?
- How can you deal with this student in the classroom?
- What kind of reaction do you think being stem will engender in this student? To the student's partners? To the class?
- What does the student view as the true objective of the class and the exercises? Does he/she seek knowledge and understanding, classroom success, teacher approval and/or affirmation?

Case 2: Friendly Students in Lab

You find yourself getting along very well with one of the students in your class. This person is funny, enthusiastic, and entertaining to talk to. They ask lots of questions about the lab, and you find yourself chatting with them for five or ten minutes each time they call you over. Later, in a different group, a student tells you that they had their hand raised for some time while you were talking.

- You realize that you're spending more time with the friendly students, but also feel like you're educating them more effectively because they are interested in physics and ask intelligent questions. Is it reasonable to give more time to interested students?
- Will this behavior make other students think you're playing favorites?
- If you decide that you're spending too much time at that table, how will you tell them you need to help others?
- What if the other students don't ask many questions, so you think you might really not be needed at the other tables?
- How do the student's grades affect your decision? Are you more justified in spending extra class time with a student who is having trouble, or should you require them to come to your office hours?

Case 2b: Friendly Students Outside of Lab

It's Friday night, and you've gone out to a bar with some friends. One of your students notices you, walks over, chats briefly, and offers to buy you a drink. How should you respond?

- What are the student's expectations? Is this a reasonable gesture, or something that others can misinterpret? How will this affect your relationship with the student?
- Could this affect your relationship with other students in the class?
- What if the student buys the drink for you before you notice him or her?
- How do you imagine the student? Is it a man or a woman? Are they doing poorly in class, or are they doing well? Do these variables change your perception of the gesture?

Case 2c: Flirting Students

What would you do if a student seems attracted to you? This can take the form of flirting during the lab, making appointments to see you which don't really seem necessary, or asking you out directly. Perhaps this is the same person as the friendly student from case 2a, or perhaps it is someone **very** quiet in lab. (Believe it or not, this situation comes up a lot!)

- Can you objectively evaluate this person's work?
- Do you seem to be teaching the student effectively? Is it proper to discuss it with the student?
- You might be wrong about the student's intent. If you're unsure, should you take steps to change the student's behavior?
- Do you think other people in the class know this is going on? How might this affect the class's attitude towards you? What if the person is attractive, someone you would like to go out with under other circumstances?

Case 3: Power Struggle: an aggressive male student vs. a female GSI

Some male students have problems accepting instruction from a woman in their age group. In this scenario, you are a female GSI having problems with a male student. He is belligerent in class, complaining loudly about the course, the equipment, and the lab manual. He is also having some trouble with the material, and often does the analysis incorrectly. When you try to explain what he did wrong, he is aggressive and rude, shifting the blame to his partner or the manual if possible. One day you come to class a bit late, and find him complaining loudly to the other students about your teaching. The class falls silent, turning towards you.

- How should you react? Say nothing, and go on with the class as normal? Discuss it with the class? Ask him to stay after class and talk to you?
- If you feel a need to talk to the student, you should obviously do it in private. But should you ask him to meet with you in class or outside of it? Do you feel a need to reassert your authority to the entire class, or just with this student? How do you resolve the conflict with this student? Do you need to?
- Do you feel like perhaps the class is unhappy with your teaching? Should you discuss it with them, or perhaps hand out some anonymous feedback forms?
- On the other hand, this might be acknowledging the student's power play. Do you think discussing your teaching with the class as a response would increase or decrease the students' respect for you?

situation, how it felt when actually talking to the student, what surprises they encountered, and what they might do differently. The student players could talk about how the GSIs' reactions and questions made them feel, how well resolved the issue was for them by the time the role play ended, and what suggestions they might have based on the role play. Next, you can open up the discussion to the whole group. Remind the group that the point is not to critique the performance, but to get their input. Which approaches would they feel comfortable using? What other ways would they suggest for approaching the issue?

Scenarios

This collection is by no means exhaustive. You may wish to write up scenarios based on your own experience. Similarly, you could ask experienced GSIs to contribute vignettes based on difficult or common situations that they have had to confront.

1. I'm not doing very well in this course. I'm really worried because I'm on academic probation and I need a 'B' in this course to maintain my academic eligibility. Is there something I could do to earn extra credit, maybe a short research paper, or read an extra book? I'll do anything to get a 'B' in this course.
2. Would it be possible to get a two-week extension for turning in my term paper? I know I waited until the last minute to make this request, but I was hoping I would be able to get the paper in on time. My parents are in the process of getting a divorce and it's been causing me a lot of emotional problems and stress. I've been going home very weekend to be with my younger brother and sister to help them cope with their feelings about my parents' divorce, and that has taken up a lot of time that I would have otherwise been able to devote to my schoolwork.
3. I was really disappointed with my grade on the midterm exam. And I'm worried about how well I will do on the final exam. I attended all the classes. I took detailed notes, and I carefully read all the assigned readings. How can I do better on the final exam? What do you suggest that I do differently?
4. Would it be possible for me to take the final exam in this course earlier than officially scheduled? I'm going to Cancun, Mexico, for the Christmas holiday and if I can leave by a certain date the airfare will be much less expensive. Unfortunately, the exam for this course is the very last day of the examination period, and if I have to stay until then, I won't be able to take advantage of the lower airfare.
5. I've been trying to think of a topic for the research paper you assigned but I just can't come up with anything. This is my first course in _____ and I don't know anything about the subject matter that we are covering in this course. Also, I have never had to write a research paper before. The only papers that I have written are the short paper assignments we had in English 124. I don't know where to start. What should I do?

6. I'm sorry to call you at home, but I wanted to tell you why I missed the hour exam this morning. I studied late into the night for the exam and set the alarm clock for 7:00 a.m. But I was so exhausted that I didn't hear the alarm and overslept. By the time I got up it was already too late to get to class to take the midterm. Would it be possible for me to take a make-up exam?
7. I was really disappointed in the grade I received on this paper. I rewrote it several times before turning in the final version. I've always had difficulty expressing myself clearly in writing no matter how hard I try or how many times I rewrite the paper. The last version just never comes out well. I just don't know what to do.
8. I just transferred to U of M from Washtenaw Community College. I'm having a very difficult time here. The amount of reading I have to do in one course is more than I had to do in all the courses I took during a semester at Washtenaw. And this place is so big, classes are so large, I feel that nobody knows me or cares about me. I can't get to know any of the teachers. I'm doing poorly in all of my classes. No matter how hard I work, my grades on exams are very low. I just don't know what to do. I'm afraid that I will flunk out of UM.
9. I read your comments on my exam and I feel that you graded me unfairly. I think you have a prejudiced point of view and you didn't like my answer because it didn't agree with your prejudices. I feel that your grading was extremely subjective. I think that I have a right to protest your grade and to have the grade changed.
10. Maybe I shouldn't say this, but I often feel that when I attend lecture the professor makes sexist/racist remarks that have no place in a college classroom. I'm not sure if Professor Thompson does this consciously or deliberately, but it's very irritating and offensive to me personally. I have thought about saying something to him but I'm afraid this might affect my grade in the course. What do you think I should do?
11. I'm having trouble with my lab partner. He never reads the manual before he comes to lab, so I end up doing all the work. He either stands and watches, or he tries to help, and just messes things up because he's not prepared. I don't think it's fair that I do all the work, but he gets to use the results and he gets credit for the experiment.
12. I have a question about how you graded my lab report. You gave me a 'C' even though I got the right results. That doesn't seem fair to me. I think the things you took off points for were really picky. Why do I have to spend all this time discussing my results? I thought the main point was to get the experiment to turn out right, not to learn how to write better. This isn't an English course.
13. I'm having a lot of trouble with the problem set this week. I understand it when the professor does the problems on the board in class. I even write down all the solutions so I can use them to study from. But when I get home and try to do the problems in the book, my notes don't seem to help. Could you show me how to do #14? I think it would help if I saw how it's supposed to be done.

Figure 3.5: Prof. Helene Neu, French Program, Department of Romance Languages and Literatures, University of Michigan

OFFICE HOUR SCENARIOS

The following are some situations, which you, as an instructor, may encounter and to which you will need to know how to respond appropriately. While these may not all be typical occurrences, they do reflect some actual experiences here at the University of Michigan. Read each scenario and think how you might respond or act, based on knowledge of the responsibilities of instructors in the elementary language program and of coordinators.

1. **WORRIED ABOUT GRADE IN CLASS.** I know I'm not doing very well in this course. I'm really worried because I'm on academic probation and I need a "B" in this course to stay in school. Is there something I can do to earn extra credit? Or maybe you can let me take some old tests to make up for my bad grades on the two we've already had?
2. **SURPRISED (DISAPPOINTED) ABOUT GRADE ON TEST.** I'm really depressed about my grade on the hourly exam you just returned. I mean, I attend all the classes and I do all the homework. Up until now, I thought I was doing fine; my grades on the "contrôles" were fine. I really studied hard for the exam and I still got a lousy grade. I just don't get it; it seems like there's no relation between the amount of time I spend studying and the grades I get. What can I do to improve?
3. **COMPLAINT ABOUT GRADING.** I don't know why you took off so many points for accents and spelling on this test. I can't spell right in English, so why is spelling such a big deal in French? And besides, someone I know in another section showed me her test; she had a lot more spelling and accent mistakes than I did, but her teacher didn't take off nearly as many points as you did. It's not fair.
4. **CAN I TAKE THE TEST EARLY?** I know there's a test this Friday, but I've got a problem. My brother is getting married this weekend and my ride is leaving Ann Arbor before class, at noon, so I won't be able to make it to class to take the test. What can I do?

Would your answer be any different if – instead of a wedding – the student had told you he had a toothache and the only time he could get an appointment to see the dentist was on Friday and so he would be missing class? (Explain.)

NMHU Student Academic Integrity Policy

Approved by the NMHU Faculty: February 2, 2015

Approved by the Board of Regents: March 30, 2015

New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work.

The following describes the University's policies and procedures for faculty who discover students who use academically dishonest practices.

Definitions:

1. **Academic Dishonesty:** Any behavior by a student that misrepresents or falsifies the student's knowledge, skills, or ability including:
 - a. **Plagiarism:** The process of using the ideas, data, written work or language of another person and claiming it as original or without specific or proper acknowledgement, including, but not limited to, copying another person's paper, article, computer or other work and submitting it for an assignment; or copying someone else's ideas without attribution; or failing to use quotation marks where appropriate; or copying another person's idea or written work and claiming it as original without acknowledgment of the original author or creator.
 - b. **Cheating:** A student's use of, or attempt to use, unauthorized notes, texts, visual aids, electronic devices, assistance, copies of tests, material or study aids in examinations or other academic work to misrepresent his or her knowledge, skills, or abilities.
 - c. **Collusion:** Cooperation between students in order to cheat or plagiarize.
 - d. **Facilitation:** One student knowingly helps or attempts to help another student to violate any provision of this policy.
 - e. **Fabrication:** A student submits contrived, altered or false information in any academic work product, exercise or examination.
 - f. **Multiple Submissions:** A student submits, without prior permission from the instructor, identical work submitted to fulfill another academic requirement.
 - g. **Falsification of Records:** A student alters a transcript or academic record, without authorization, or misrepresents information on a resume, either before or after enrolling as a student in the University, to unfairly improve his or her grades or rank or those of another student.

Minor Cases:

For a minor case of academic dishonesty, faculty have discretion regarding whether to impose a penalty as well as whether to flag the incident by reporting it to the Registrar's Office. If a penalty is imposed but not flagged, the student should be informed of the penalty and the faculty member should keep documentation of the academic dishonesty action. If at the discretion of the faculty member, the student is flagged for a minor case of academic dishonesty, the procedures laid out in the rest of this document apply.

Major Cases:

For a major case of academic dishonesty, defined as a faculty imposing a penalty resulting in failing the course, or resulting in reducing the final grade by a letter grade, or resulting in failing a major assignment or test (20% or more of the final grade), the faculty must follow the procedure laid out in this document.

Documentation of Academic Dishonesty:

Faculty who impose a penalty for academic dishonesty must document the infraction. Documentation is important as evidence to support academic or disciplinary penalties, or in the event of a legal or administrative challenge to action taken as a result of a violation of this policy. Documentation needs to state the student's name, the date academic dishonesty was discovered, the type of academic dishonesty and a descriptive statement of the situation by the instructor. Supporting documents or copies of academic dishonesty need to be retained by the instructor and forwarded to the registrar by the instructor within ten (10) calendar days after imposing the penalty. Examples of situations and suitable documentation include:

1. Several students complain that other student(s) cheated on a test or assignment. Appropriate documentation is a signed letter by the students describing the incident and a copy of the assignment submitted by the student accused of academic dishonesty.
2. Several students gave identical written answers and were sitting next to each other during an examination. Copies of the exams and a note that they sat in proximity to one another constitute documentation.
3. Plagiarism can be documented with a copy of the student's work, along with a copy or citation to the source of the copied text.

Documentation should be retained as a permanent record by the registrar.

Penalties for Academic Dishonesty:

Except for minor cases of academic dishonesty which the faculty member does not wish to have flagged, any penalty imposed for academic dishonesty shall be reported to the Registrar, who will then flag the student.

Penalties for Academic Dishonesty in Courses:

A course grade of "F" for academic dishonesty cannot be expunged from the record and GPA calculations by retaking the course.

The University strongly urges faculty not to ignore academic dishonesty. Doing nothing does not prevent students from continuing the behavior in the future and is unfair to other students in a class. Meeting with academically dishonest students is the simplest means of addressing problems of cheating and plagiarism. However, instructors who have 1) informed classes about the nature of academic dishonesty and the possible subsequent penalties and who 2) document incidents of academic dishonesty can impose penalties on students. All course syllabi should

contain a statement about the academic integrity policy. Penalties must be imposed impartially; all students involved in an incident must be penalized at the same level.

The penalty for an incident of academic dishonesty is up to the individual faculty member who detects it in a class. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. The amount of the grade reduction is up to the individual faculty member. When assigning a penalty, faculty members should consider the context in which the incident occurs.

Before assessing a penalty, faculty members should interview the student to determine his or her side of the story and identify any mitigating circumstances. If more than one student is involved, they should be interviewed separately and their stories compared. Faculty members should make a reasonable effort to determine the accuracy of the students' stories. Faculty members should feel free to consult with their colleagues, department chairs, and deans before making any final decision on assessing a penalty. If the faculty member imposes a penalty for academic dishonesty, the faculty member must notify the student and the registrar in writing within ten (10) calendar days. Penalties for academic dishonesty carry substantial negative consequences for students. While academic dishonesty is a serious offense and should carry serious penalties, faculty should err on the side of caution when the evidence is circumstantial or unclear.

Appeals for Academic Dishonesty in Courses:

A student who has had an academic dishonesty penalty imposed as a result of an alleged violation of this policy and who disagrees with the allegation of academic dishonesty or with such penalty may appeal following the Academic Petition Procedure of the Academic Affairs Committee, which can be found in online documents.

Penalties for Multiple Instances of Academic Dishonesty

The registrar shall maintain a record of students who have been reported as academically dishonest. When a student is flagged twice, the name of the student is forwarded by the registrar to the Vice President for Academic Affairs and the Chair of the Student Affairs Committee. The Student Affairs Committee of the Faculty Senate shall then convene a hearing to recommend a "university-level" penalty for the student. For a second case of academic dishonesty, the penalty will often include a suspension, although the Student Affairs Committee will recommend the penalty on a case-by-case basis. Instructors are required to provide their evidence to the Committee upon request. Instructors are required to provide their evidence to the Committee upon request. The Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs of the result of the hearing, and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days.

When a student is flagged a third time for academic dishonesty, regardless of the time between flaggings, the University may expel the student after a hearing by the Student Affairs Committee.

The Chair of the Student Affairs Committee will make a recommendation to the Vice President for Academic Affairs and the Vice President for Academic Affairs will issue a written decision to the student and the registrar within ten (10) calendar days. If the decision to expel the student is not appealed, the student's transcript shall show the statement: "Expelled for academic dishonesty."

Appeals for Multiple Instances of Academic Dishonesty

A student has the right to appeal a decision of the Vice President for Academic Affairs to the President in writing within fifteen (15) calendar days of the receipt of the decision. The President will conduct an administrative review of the decision by the Vice President for Academic Affairs and will affirm the decision, modify the decision, or reverse the decision. The President will issue a written decision to the student, the faculty member, the Chair of the Student Affairs Committee, the Vice President for Academic Affairs, and the registrar within thirty (30) calendar days. The decision made as a result of the administrative review is final. If the decision to expel the student is upheld, the student's transcript shall show the statement: "Expelled for academic dishonesty".

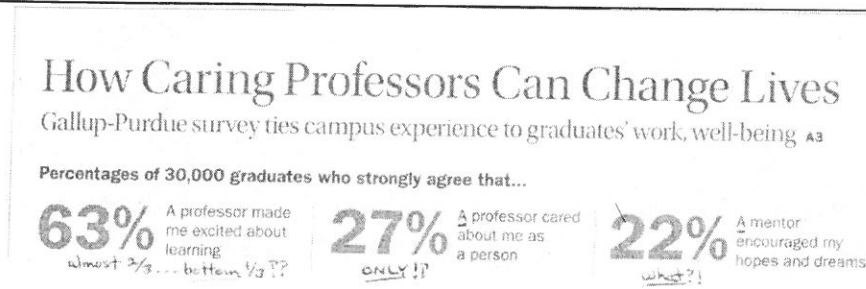
A student's failure to timely follow the filing deadlines established herein shall result in the dismissal of the appeal.

Reporting Addendum:

All cases of multiple flagging, punishments associated with such flaggings, and appeals of multiple flaggings shall also be reported to the Chair of the Faculty Senate to insure that the policy is being effectively followed. In the case that a student does not appeal the punishment for multiple flaggings, the Chair of the Faculty Senate will report this to the Registrar.

Grading and Communication Best Practices

Wilson (2006) found that students' perceptions of their professors' positive attitudes toward them (e.g. concern, desire for students to succeed) accounted for **58 % of the variability in student motivation**



First Days

- How do you establish a relationship with your students?
- What information is critical to give them right away?
- What does your syllabus look like?
- How do you know they understood everything?
- How do you establish student-student connections/build community in the class?
- What do you tell them on day 1 that will generate excitement about the subject/course?
- Do you discuss study strategies, walk them through the week's work?



Grading

- Timely
- Geared to help them improve the next version
- Take time to review feedback examples individually or as a class.
- Recycle content so the feedback has meaning (otherwise some students don't even read it)
- Use your LMS to record all grades so students don't have to ask
- Highlight good work
- Use Rubrics

Best Practices in Grading

Source: Walvoord, B. & V. Anderson (1998). *Effective Grading: A Tool for Learning and Assessment*. San Francisco : Jossey-Bass.

Developing Grading Criteria

- Consider the different kinds of work you'll ask students to do for your course. This work might include: quizzes, examinations, lab reports, essays, class participation, and oral presentations.
- For the work that's most significant to you and/or will carry the most weight, identify what's most important to you. Is it clarity? Creativity? Rigor? Thoroughness? Precision? Demonstration of knowledge? Critical inquiry?
- Transform the characteristics you've identified into grading criteria for the work most significant to you, distinguishing excellent work (A-level) from very good (B-level), fair to good (C-level), poor (D-level), and unacceptable work.

Making Grading More Efficient

- Create assignments that have clear goals and criteria for assessment. The better students understand what you're asking them to do the more likely they'll do it!
- Use different grading scales for different assignments. Grading scales include:
 - letter grades with pluses and minuses (for papers, essays, essay exams, etc.)
 - 100-point numerical scale (for exams, certain types of projects, etc.)
 - check +, check, check- (for quizzes, homework, response papers, quick reports or presentations)
 - pass-fail or credit-no-credit (for preparatory work)
- OR, give everything points, based on their relative value. Quizzes, 10 pts. Exams 100 pts, etc.
- Limit your comments or notations to those your students can use for further learning or improvement.
- Spend more time on guiding students in the process of doing work than on grading it.
- For each significant assignment, establish a grading schedule and stick to it.
 - If it's a large project, ask for and grade intermediary steps – concept/thesis statement, rough draft or outline, reference list, final paper.

Grading – general tips

- Return work to students within 1 week. That way the information is still relevant and fresh in their minds. This is particularly important if you are giving them an opportunity to "redo".
- For feedback, comment on both strengths and weakness. Help students understand what they could do better next time
- Use D2L – students can always view their progress and it does the calculations for you

Minimizing Student Complaints about Grading

- Include your grading policies, procedures, and standards in your syllabus.
- Avoid modifying your policies, including those on late work, once you've communicated them to students.
- Distribute your grading criteria to students at the beginning of the term and remind them of the relevant criteria when assigning and returning work.
- Keep in-class discussion of grades to a minimum, focusing rather on course learning goals.

Motivating Students by Responding to Their Work

Give students feedback as quickly as possible. Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors: "Cherry's point about pollution really synthesized the ideas we had been discussing." (Source: Cashin, 1979)

Reward success. Both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time. (Sources: Cashin, 1979; Lucas, 1990)

Introduce students to the good work done by their peers. Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.
- Make available copies of the best papers and essay exams.
- Provide class time for students to read papers or assignments submitted by classmates.
- Have students write a brief critique of a classmate's paper.
- Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to your lecture.

Be specific when giving negative feedback. Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded. (Source: Cashin, 1979)

Avoid demeaning comments. Many students in your class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments and avoid offhand remarks that might prick their feelings of inadequacy.

Avoid giving in to students' pleas for "the answer" to homework problems. When you simply give struggling students the solution, you rob them of the chance to think for themselves. Use a more productive approach (adapted from Fiore, 1985):

- Ask the students for one possible approach to the problem.
- Gently brush aside students' anxiety about not getting the answer by refocusing their attention on the problem at hand.
- Ask the students to build on what they do know about the problem.

- Resist answering the question "is this right?" Suggest to the students a way to check the answer for themselves.
- Praise the students for small, independent steps.

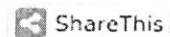
If you follow these steps, your students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

Subject: First Day of Class Activity: The Interest Inventory

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FACULTY FOCUS

HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS



July 20, 2015

[First Day of Class Activity: The Interest Inventory](#)

By Jennifer Garrett and Mary Clement, EdD

The interest inventory is a simple tool to help you acquaint yourself with your students. Unlike the typical icebreaker, the interest inventory is a paper-based activity and students do not have to give answers aloud in front of class. The interest inventory, therefore, helps you get to know your students privately and allows you to ask different questions than you would during oral introductions.

When creating your interest inventory, you need to consider what you need to know about your students in order to effectively teach them. The inventory is simply a list of questions about students' interests and backgrounds, but you decide which questions appear.

The questions should always include students' names and majors (or whether or not they have decided on a major). It is helpful to ask students their reasons for taking this course at this point in time, and what they would like to learn or get out of the class. These types of questions help you discover what their expectations are. Some fun icebreaker questions are valuable too. "What is the best book you've ever read?" "What kind of music is playing on your iPod?"

While the icebreaker questions might seem frivolous, they are helpful in building the classroom community and in establishing a warm, welcoming environment. Another strategy is to answer some of the icebreaker questions yourself. When you share information with students, it makes them more comfortable sharing information with you.

Keep in mind that although the interest inventory is private, you still want to use discretion with the questions. You don't want to ask anything very personal or anything embarrassing. In addition, the interest inventory also needs to include questions that will provide information about students' skills and preparedness. For example, you can have students solve some math

problems or write a paragraph about a favorite book. This information will allow instructors to tailor lectures by addressing any general deficiencies or accelerating material if students are adequately prepared.

A Sample Interest Inventory

In creating your student interest inventory, ask questions that will not only help you get to know the student, but that also help you understand each student's interest and background in the subject.

Get student background — name, major, year in school. Sample questions: How does this class fit into your major? What do you plan to do after graduation?

How do you learn best? What have teachers and professors done in the past that helped you to learn?

How many hours do you study outside of class? Where and how do you study? (by yourself, in groups, etc.)

Background in content. In this section, write content specific questions. This includes math problems to solve, or writing a paragraph about the subject matter. For example: In this field, there are many theorists. Name a theorist you have studied and describe why you are influenced by his/her work.

The fun questions that help us to get acquainted. What is your very favorite meal? Which restaurant is your favorite? List one hobby. If you have a completely free Saturday afternoon, how would you like to spend it? If I gave you \$5,000 to spend on a trip, where would you go?

Like it or not, your students are going to form opinions about you and your course in the first moments of the first day of class. This white paper can help you make a strong start to the semester. *Ten Ways to Engage Your Students on the First Day of Class.* [Learn More >>](#)

If You Dare

Also consider including “if you dare” questions in the interest inventory. These kinds of questions might require follow-up, so they are called “if you dare” questions because you need to be prepared for all kinds of answers and the work they might entail. However, these questions are intended to give you additional information that will help you maximize instructional efficacy.

For example, consider asking, “What did an instructor do last year that helped you learn?” Be prepared for mentions of instructors who provided exam review questions, three-hour review sessions, and pizza. You can also ask students what a teacher did that didn't help them learn. The answers to these questions will also help you understand your students' expectations of you.

Another valuable question is “What else do you want me to know about you?” Many times the answers will require that you take some kind of action. Some students might tell you that they

have Attention Deficit Disorder or a different learning disability, that they need to see written notes to understand material, or that they need extra time during exams.

You will have to determine how to respond to the answers they provide, but it often is far more useful to have the information at the start of class so that you can work with each student appropriately. Most schools have different rules and procedures to handle special accommodations for learning disabilities, but the questions allow you to have the necessary conversations with students and to direct them to available resources.

Again, be prepared for answers you have not encountered in the past. For example, a student may request unique conditions for taking exams. Knowing the information early affords the necessary time to respond to student requests prior to any exams.

Note: Be sure to bring enough copies of the interest inventory and even pencils for the first day. While the pencils may seem excessive for college-level teaching, it is important to ensure that everyone participates. You can use it as a teaching tool and tell students that you did extra work for them on the first day of class, but that the first day will be the only time you will provide them with basic tools, such as pencils, paper, or books. Let them know that you expect them to bring their materials from that point forward. Remember to state your expectations clearly; don't assume that your students know them.

This article is an excerpt from the whitepaper **Ten Ways to Engage Your Students on the First Day of Class.**

101 Things You Can Do in the First Three Weeks of Class

by Joyce Povlacs Lunde

<http://www.unl.edu/gradstudies/current/teaching/first-3-weeks>

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- [Directing Students Attention](#)
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Introduction

Beginnings are important. Whether it is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early--some say the first day of class--whether they will like the course, its contents, the teacher, and their fellow students.

The following list is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for fresh ways of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from UNL professors and from college teachers elsewhere. The rationale for these methods is based on the following needs:

- to help students make the transition from high school and summer activities to learning in college;
- to direct students' attention to the immediate situation for learning--the hour in the classroom;
- to spark intellectual curiosity--to challenge students;
- to support beginners and neophytes in the process of learning in the discipline;
- to encourage the students' active involvement in learning; and
- to build a sense of community in the classroom.

Here, then, are some ideas for college teachers for use in their courses in the new academic year:

Helping Students Make Transitions

- ✓ 1. Hit the ground running on the first day of class with substantial content.
- ✓ 2. Take attendance: roll call, clipboard, sign in, seating chart.
3. Introduce teaching assistants by slide, short presentation, or self-introduction.
4. Hand out an informative, artistic, and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
8. Give a learning style inventory to help students find out about themselves.
9. Direct students to the Academic Success Center for help on basic skills.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
- ✓ 12. Explain how to study for the kind of tests you give.
13. Put in writing a limited number of ground rules regarding absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
16. Give sample test questions.
17. Give sample test question answers.
18. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about him or her.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students' jobs; if they are working, how many hours a week, and what kind of jobs they hold.

Directing Students' Attention

22. Greet students at the door when they enter the classroom.
- ✓ 23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
- ✓ 25. Give a pre-test on the day's topic.
- ✓ 26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic.
27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day's lecture will be.
29. Ask the person who is reading the student newspaper what is in the news today.

Challenging Students

Creative Teaching

30. Have students write out their expectations for the course and their own goals for learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences.
39. Tell about your current research interests and how you got there from your own beginnings in the discipline.
40. Conduct a roleplay to make a point or to lay out issues.
41. Let your students assume the role of professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, engineer.
42. Conduct idea-generating brainstorming sessions to expand horizons.
43. Give students two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they read over summer.
46. Ask students what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan a "scholar-gypsy" lesson or unit which shows students the excitement of discovery in your discipline.

Providing Support

Review

50. Collect students' current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students' pre-requisite learning by a questionnaire or pre-test and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.

56. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, exercises in class, oral feedback.
57. Reward behavior you want: praise, stars, honor roll, personal note.
58. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.
59. Organize. Give visible structure by posting the day's "menu" on chalkboard or overhead.
60. Use multiple media: overhead, slides, film, videotape, audiotape, models, sample materials.
61. Use multiple examples, in multiple media, to illustrate key points and important concepts.
62. Make appointments with all students (individually or in small groups).
63. Hand out wallet-sized telephone cards with all important telephone numbers listed: office, department, resource centers, teaching assistant, lab.
64. Print all important course dates on a card that can be handed out and taped to a mirror.
65. Eavesdrop on students before or after class and join their conversation about course topics.
66. Maintain an open lab gradebook, with grades kept current, during lab time so students can check their progress.
67. Check to see if any students are having problems with an academic or campus matter and direct those who are to appropriate offices or resources.
68. Tell students what they need to do to receive an "A" in your course.
69. Stop the world to find out what your students are thinking, feeling, and doing in their everyday lives.

Encouraging Active Learning

what is Active Learning

70. Having students write something.
71. Have students keep three-week three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
72. Invite students to critique each other's essays or short answers on tests for readability or content.
73. Invite students to ask questions and wait for the response.
74. Probe students responses to questions and their comments.
75. Put students into pairs or "learning cells" to quiz each other over material for the day.
76. Give students an opportunity to voice opinions about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (made of posterboard) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
82. Do oral, show-of-hands, multiple choice tests for summary, review, and instant feedback.
83. Use task groups to accomplish specific objectives.
84. Grade quizzes and exercises in class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.

87. Have students write questions on index cards to be collected and answered the next class period.
88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the day's lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Building Community

92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and coursework.
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mugshots) and post in classroom, office or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups for getting acquainted; mix and form new groups several times.
98. Assign a team project early in the semester and provide time to assemble the team.
99. Help students form study groups to operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching

101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.

Syllabus Checklist

Title of the course/course number

Location/time of the course

Name of the instructor/Office location/Office hours/Office phone/School e-mail

Required text/materials

Catalog description of course/perquisites (if any)

Course objectives/learning outcomes

Policies

Attendance

Late work

Honor (cheating and plagiarism)

Accessibility

Title IX

Grading scale

Assignments with points possible or % grade weight

Calendar of assignments with due dates

Message from instructor

Disclaimer stating that this is a plan for the semester that might change as class needs develop

@ Highlands - Four Highlands Traits and how this course meets those:

Mastery of content knowledge

Critical Thinking

Effective communication

Effective use of technology

Syllabus Statements

Disability Services Information (Required)

“In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Disability Services by phone at (505) 454-3188 or 454-3252, via e-mail at desquibel@nmhu.edu, or visit Room 108 of the Felix Martinez building on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Disability Service.” David Esquibel Student Advisor/Coordinator of Testing and Disability Services

HU-CARES Information (Required)

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you are encouraged to contact the Center for Advocacy, Resources, Education, & Support (HU-CARES) located in the Student Union Building at 800 National Ave in Suite 306. If you have questions or need to speak to someone regarding a concern, please call HU-CARES at 505-454-3529 or email preventviolence@nmhu.edu. HU-CARES can support you in various ways, regardless if you want to report to police or not. **All services are confidential, student-centered, and free for all NMHU students, including center campuses.**

Additional resources available to you include:

- Student Health Center Main Campus-(Counseling) 505-454-3218
- Campus Police 505-454-3278
- NMHU Dean of Students 505-454-3020
- Human Resources, Title IX Officer 505-426-2240
- NM Crisis & Access Line (Professional Counselors available 24/7) 1-855-662-7474

Center students are encouraged to contact HU-CARES for resources near the center campuses.

Student Academic Integrity Policy (require - edit as needed for your particular class)

This course follows the Highlands Student Academic Integrity Policy as described in the catalog. New Mexico Highlands University students are expected to maintain integrity through honesty and responsibility in all their academic work. Examples of academic dishonesty include: Plagiarism, Cheating, Collusion, Facilitation, Fabrication, Multiple Submissions, and Falsification of Records. Penalties may range from a reduced grade on an individual assignment to a failing grade in the class. Students may also be flagged for major cases of academic dishonesty, and multiple flaggings of academic dishonesty may result in suspension (2 flags) or expulsion (3 flags). For additional information and more detailed definitions of academic

dishonesty, please see the Student Academic Integrity Policy in the catalog and/or student handbook.

+/- Grading System

Grade	Undergraduate	Graduate	Points
A+	Excellent	Excellent	4.0
A	Excellent	Excellent	4.0
A-	Excellent	Excellent	3.7
B+	Above average	Above average	3.3
B	Above average	Average	3.0
B-	Above average	Below average, but passing	2.7
C+	Average	Poor, but passing	2.3
C	Average	Poor, but passing	2.0
D	Below average, but passing	Failure	1.0
F	Failure	Failure	0.0

Use of the +/- grading system is optional and at the discretion of the individual faculty members.

NOTE: Faculty have indicated they wish to have the option to use this grading scale (+/-) or the “whole letter” grade scale in individual courses, and this information must be indicated in each course syllabus

See the following article by Ben Eggleston on determining percentages for +/- grading:

<https://its.nmhu.edu/IntranetUploads/003410-SyllabiStat-812201513328.pdf>

Office Hours (12.5 in the Collective Bargaining Agreement)

Faculty members are required to be available to students by scheduling and honoring office hours and by special appointment when necessary. It is required that a faculty member make herself available five hours per week, over at least three (3) days, during normal working hours. These hours shall be posted on the faculty member's office door and on Banner Web. In extraordinary circumstances, exceptions may be approved by the Dean.

Electronic Devices in the Classroom Policy

Approved by Faculty September 12, 2012

Not taken to Board of Regents

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non academic reasons. This includes emailing, texting, social networking and use of the internet. The use of cell phones during class time is prohibited. Cell Phones should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

Chapter Five Creating Inclusive College Classrooms

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. When graduate student instructors (GSIs) are successful in creating inclusive classrooms, this makes great strides towards realizing the University of Michigan's commitment to teaching and to diversity and excellence in practice.

In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among GSIs and the students in the classroom. These interactions are influenced by:

- the course content;
- the instructor's prior assumptions and awareness of potential multicultural issues in classroom situations;
- planning of class sessions, including the ways students are grouped for learning;
- the instructor's knowledge about the diverse backgrounds of students; and
- the instructor's decisions, comments, and behaviors during the process of teaching.

GSMs and faculty GSI coordinators can help create inclusive classrooms in two ways: by addressing with GSIs how they can create welcoming learning environments in their own classes, and by creating a GSI training program that is, itself, inclusive. This chapter offers ideas for accomplishing both of these aims.

Course Planning Considerations to Address with GSIs and Consider when Designing a GSI Development Program

There are a number of multicultural issues that should be taken into account during the planning process for any class, from the class that GSIs teach to the training programs you offer GSIs. Below you will find examples of the sorts of issues that might be considered in order to increase GSIs' awareness of multicultural issues during the planning process and create an inclusive training program.

Accommodations

Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. To be sensitive to the religious needs of students, it is important to provide for GSIs the "Religious Holidays and the Academic Calendar" handout provided each year by the Provost's Office so that they are aware of the holidays that occur during the semester they are teaching. Additionally, it is useful to contact Services for Students with Disabilities (763-3000) for information to provide to GSIs about ways to accommodate the needs of those students. At the beginning of the semester, GSIs should ask students to let them know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Some instructors ask for this information on data sheets that students complete on the first day of class. Likewise, as a coordinator of a GSI training course, you will need to offer similar accommodations to GSIs.

Attendance

Students who are different in a highly visible way (women who wear Islamic clothing, African Americans or Asian Americans in a predominantly white class, students who use wheelchairs, etc.) can be penalized because of their visibility. In particular, absences of such students may be noticed more easily. For this reason, it is important to work with GSIs so that they record all students' attendance at every class session (whether or not they use the information) rather than collecting a mental record of absences of highly visible students that may inadvertently and unfairly affect GSIs' evaluation of students.

Grading

When instructors use different criteria to evaluate the performance of students from certain groups, this can create tensions in the class because students tend to share their grades. Furthermore, if these criteria are applied based on assumptions, rather than on accurate information regarding the students, some students may be unfairly penalized. For example, having higher expectations for Asian-American students in Asian language classes than for other students may unfairly penalize Asian-American students who have never had any experience with the Asian language they are learning. With this in mind, GSIs should be given information about how to ask all students about their prior experiences with the course content and inform students of the criteria by which their performance will be assessed (along with the rationale for differential evaluations if such a practice will be used).

Cultural Reference Points

Instructors who use examples drawn only from their own experience may fail to reach all students in the class. Given that examples are designed to clarify key points, GSIs should collect examples from a variety of cultural reference points. For example, in 1995/1996 "Friends" was a sitcom that received high ratings. However, this show was less popular among many African American people than shows like "Living Single" and "Martin." Similarly, when using sports examples it is important for instructors to include sports in which women participate (e.g., track & field, figure skating, gymnastics, tennis, softball)

as well as those in which male participants predominate (e.g., hockey, football, baseball). This concern can also be offset by asking about students' familiarity with an example before discussing it or asking students to produce examples of their own. GSIs can also explain examples fully in order to reach a diverse classroom.

Instructional Strategies

Students bring an array of learning styles to a class. If instructors rely on a small repertoire of instructional strategies, they may provide effective instruction for only a small subset of their class. GSIs should become aware of their preferred instructional strategies. For example, are sessions with small groups of students doing problem sets always conducted by asking questions? Are whole-group discussions preferred and the only method used? Once they have a sense of students' strategy preferences, they can consider alternative techniques that will help students learn more effectively. For example, if a GSI typically gives mini-lectures to students, this strategy can be complemented by the use of visual materials (e.g., charts, diagrams, video), demonstrations, hands-on activities, cooperative group work, etc.

Controversial Topics

Class sessions that address controversial topics may result in any of the following unintended outcomes: (a) altercations between individual students or groups of students, (b) silence from students who feel intimidated or fear conflict, (c) the assertion and perpetuation of false stereotypes or problematic assumptions, or (d) the expression of offensive speech. There are no easy answers for dealing with these situations when they occur. It is best to work toward the prevention of these occurrences by investing time in the planning process. When working with a particular controversial topic, help GSIs anticipate possible responses and how they might deal with differing yet passionate views on that topic. GSIs should plan strategies that provide structure for these discussions and that foster students' ability to express their own ideas well while also increasing their ability to listen to and learn from others. In the interest of free speech, students should be encouraged to honestly share their views during discussions. Help GSIs be prepared, however, to correct stereotypes and challenge students' assumptions when comments are shared. It can be a difficult task to reconcile the tension between challenging offensive speech and not suppressing free speech. GSIs should also consider their own response to emotion in the classroom and use this awareness to inform the planning process.

Establishing agreed-upon guidelines early in the class can be an important aspect of productive class discussions. If guidelines are established early, students will need to be reminded periodically of the rules throughout the semester, especially if their behavior suggests that they are ignoring them. If such rules were not established at the beginning of the semester, it is necessary to establish them when a problem becomes apparent. (Sample guidelines can be found at http://www.crlt.umich.edu/gsis/P4_1.html.)

It is also helpful, at the beginning of the semester, to focus on group processes. Activities and assignments during the first weeks of the course should include opportunities for instructors to get to know each student and for students to get to know one another. Establishing rules for classroom dialogues, building a trusting and open environment,

modeling appropriate behavior during dialogues, and giving students the opportunity to practice these behaviors with topics that are not explosive or fearful are important for positive dialogue experiences. If you and GSIs engage in these behaviors early on, when problems arise, GSIs will be able to address the problem by discussing the rules and appropriate behaviors.

Grouping Students for Learning

There are a variety of reasons for using cooperative groups (to facilitate student learning, to improve interpersonal relationships among students, to foster responsibility for students' own learning and the learning of others, etc.). GSIs might create in-class and/or out-of-class groups (lab groups, homework groups, problem-solving groups, study groups, etc.). Because group composition can have a significant impact on group functioning, GSIs should be taught how to use a variety of methods to create groups. Such methods include: assigning students to groups (e.g., make heterogeneous groups across certain characteristics such as gender, race, and/or level of achievement in a particular discipline, or by where students live), randomly assigning students (e.g., ask students to draw a piece of paper with a group number from a bag), or allowing students to form their own groups. This latter method should be used sparingly, if possible, as it can consciously or unconsciously be used to create or reinforce social group differences within the class.

In addition to group formation issues, instructors should learn how to pay attention to the length of time students remain in the same group, particularly if the group is not working together well. It is essential that process issues are addressed when students work in groups, and some class time should be allocated in the planning of the course to discuss group process issues throughout the semester. It is often helpful for each person in a group to have a specific role (e.g., observer, encourager, summarizer) and everyone should have an opportunity to participate in every role during the semester. GSIs can help students determine a way to provide feedback to one another about group process and dynamics and a way to keep the instructor aware of within-group functioning. Feedback is particularly important for identifying social identity characteristics that might be a source of problems in groups and for figuring out how to address problems satisfactorily. The following guidelines may be useful for addressing group process.

- When groups are used, make sure that the same individuals do not always put themselves in the position of leadership. Assigning students to roles (e.g., recorder/notetaker, reporter, moderator) or asking students to rotate roles should reduce the occurrence of this problem.
- Be ready to challenge assumptions that groups will either be aided or hindered by having certain kinds of students in their group (e.g., men in math or science classes feeling they have to help the women along; white students working on a project on “rap music” who are eager to have an African American student as part of their group). One way to reduce the likelihood of such assumptions manifesting themselves in group work would be to spend some time informing the class that each individual brings a different combination of strengths and weaknesses into the group work context and that students should not make assumptions about what these might be

prior to any interaction with an individual. Group exercises that identify the specific resources that each group member brings can be useful in the early stages of group formation. It is also important to inform students of your availability to discuss group process problems that the groups themselves have been unable to successfully address.

- Instructors may need to make an extra effort to reduce the chances that a student who is different from the majority of the class will feel isolated (an African-American student in a predominantly white class; a male in a predominantly female class; an openly gay, lesbian, or bisexual student in a class composed predominantly of heterosexuals, etc.). For example, if students are shunning a classmate during small group activities because their classmate is gay and they are homophobic, you (irrespective of your personal perspective on homosexuality) have a responsibility to intervene on behalf of the excluded student. Even when guidelines have been established for participation and responsibilities within groups, problems may arise. It is essential to act quickly when they do. You could begin by reviewing the guidelines for group work. An initial change (if students are forming their own groups) would be to assign individuals to groups and make sure each individual within the group has a role. Another option would be to put students in pairs. It is more difficult to exclude an individual when there are only two participants. If all else fails, it would be important to set up a meeting with the excluded student and together you could generate a variety of actions that could be taken to improve the classroom climate. This would be a show of support to the student. While it is important to solicit student input, instructors cannot expect the student to have the time or experience to solve the problem. If efforts are made to improve the situation and little change occurs, GSIs can speak with a consultant from CRLT.

Getting to Know the Students

Part of good teaching involves spending some time focusing on building relationships with students. It is important to some students that instructors demonstrate caring and genuine concern about them. Instructors may have more positive experiences with students if you invest some time and energy into becoming informed and more aware of issues affecting students of various backgrounds.

One way GSIs can get to know students better early in the semester is to have students write a brief autobiography; it can be as short as two pages. The autobiography can be framed in ways that are relevant to the course content. For example, for math or science courses, GSIs can ask students to share their early experiences (formal and informal) with math and science. They could also be asked to reflect on what their previous experiences with math or science suggest about how they learn best. From this brief paper, GSIs would receive some valuable information about students' attitudes about the content and some of their instructional needs. This kind of assignment could help explore, early on, some of the assumptions held about your students and their experiences. It may also help students feel that real interest is being taken in them.