

University of Idaho

College of Graduate Studies

2014-15

Teaching Assistant Handbook



Teaching Assistant Handbook

Greetings from the Dean

Congratulations to each of you on your appointment as a Teaching Assistant (TA) at University of Idaho (UI)! Only 15% of the graduate students at UI are selected for this appointment. Thus, each of you should be proud of yourself for being selected for this great honor and for this important role.

Serving as a TA—by either independently teaching classes or assisting professors in classes—will significantly enhance your learning experience and personal development here at UI. First of all, being a TA will help you acquire skills critical for your future professional career, such as communication skills, organizational skills and people skills. Other lasting benefits from serving as a TA include a thorough understanding of your academic and research field, development of long-term professional relationships with your mentors, and attainment of social maturity.

Serving as TA also contributes significantly to the mission of the University in teaching. For example, many foundational undergraduate courses in various subject areas are taught by TAs at UI. As students themselves, teaching assistants identify with their fellow students and hence can be strong motivators for fellow students. Moreover, TAs help facilitate communication between students and professors, because TAs are often perceived by students as more accessible.

This handbook is designed to provide you with the basic guidance for your role as a TA. It offers some imperative information about important policies and procedures related to your role as a TA, and some very useful tips for your success as a TA. I believe that you will find this handbook very useful.

Finally, on behalf of my colleagues in the College of Graduate Studies, I wish each of you great success as a TA as well as a graduate student at UI!

Sincerely,

A handwritten signature in cursive script that reads "Jie Chen".

Jie Chen

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Part 1: The Teaching Assistant Program at the University of Idaho

Responsibilities

As a teaching assistant, your primary responsibility is related to the instruction and management of the course or courses you are assigned. These responsibilities will be determined by the supervising faculty member or in some instances, the department administrators. As a TA you are expected to prepare as any faculty would for the course, be available to your students and hold regular office hours. You should respond to students in a professional and conscientious manner with an understanding of the needs of young adults. Your duties as a TA may include: reading course texts and materials which will assist you in the preparation of the course; attend lectures from faculty in other courses; assisting during lectures by your supervising faculty member; leading discussion, recitation sections, or lab meetings; and grading assignments and exams.

Workload

Teaching assistants are appointed as a .50 FTE. This means your teaching responsibilities are 50% of your total effort, allowing for the remaining 50% dedicated to your personal coursework and academic responsibilities. By policy (FSH 1565H2), the duties of a teaching assistant should not exceed, on average, 20 hours per week. The time devoted to the assistantship may vary from day to day and week to week, given the fluctuation of demands during the typical semester, but the total workload for the semester should not exceed the cumulative average. Furthermore, a teaching assistant should never work more than 8 hours a day or more than 40 hours a week, and deviations to the 20-hour standard should be kept to a minimum. If you find that you are consistently working more than 20 hours a week, consult with your faculty supervisor or department administrator. It is important that you have adequate and sufficient time to focus on your degree pursuits. Some TAs seek outside employment, however, it is generally not advisable given the demands of full-time study and teaching assistant responsibilities.

Compensation

Compensation for teaching assistants will vary across departments. Your stipend is provided by your department and if you are an out-of-state student, your out-of-state tuition waiver comes from the College of Graduate Studies. Typically, the University of Idaho's TAs are responsible for their in-state tuition and health insurance.

Training and Support

As a requirement of Human Resources and the College of Graduate Studies, employment as a Teaching Assistant is contingent upon completion of the mandatory TA/RA Institute. This Institute is required of all new full and part time TAs and RAs located on the Moscow campus. The institute is designed to improve the quality of your teaching and/or research assistantship experience. Off campus students not able to attend the institute will be required to complete a BbLearn course. Failure to complete the BbLearn modules by the end of the term will result in non-renewal of the assistantship for the following term. Exceptional or emergency circumstances that preclude completion of the course must be petitioned directly to the College of Graduate Studies.

The institute begins with two ½ day sessions at the start of the spring and fall terms. Some departments have additional training for TAs and you will be responsible for attending that training as well as the TA Institute.

International TAs are required to attend one additional ½ day training at the beginning of the term, and register for [INTR 508 - Teaching and Learning Strategies for International Teaching Assistants](#). The course is a one-credit offering which meets three evenings throughout the term and is designed to provide an understanding of the American college student as well as techniques and tactics which can be employed to be an efficient and effective TA.

Employee Responsibilities

As a teaching assistant you are hired by the department and are considered an employee through the Human Resources department of the university. Once your department and COGS has approved your teaching appointment your next step is to report to the Office of Human Resources at 415 West 6th Street (next to Taco Time) as soon as possible after you get to campus. The forms below must be completed in order to get you into the payroll system. It will be necessary for you to bring the appropriate identification to the Human Resources office.

A list of acceptable identification documents may be found on page 9 of the I-9 form which is linked below:

Link for I9 form: <http://www.uidaho.edu/~media/Files/orgs/Finance-and-Administration/Human%20Resources/Required/I9%20Form.ashx>

W4 and Direct Deposit set-up link: <http://www.uidaho.edu/~media/Files/orgs/Finance-and-Administration/Human%20Resources/Required/W-4%20and%20Direct%20Deposit%20online%20instructions.ashx>

Conflict Disclosure: <http://www.uidaho.edu/~media/Files/orgs/Finance-and-Administration/Human%20Resources/Convert/Conflict%20of%20Interest%20Form.ashx>

Affirmative Action (optional): <http://www.uidaho.edu/~media/Files/orgs/Finance-and-Administration/Human%20Resources/Review/Affirmative%20Action.ashx>

Voluntary Self Identification of Disability (optional):
<http://www.uidaho.edu/~media/Files/orgs/Finance-and-Administration/Human%20Resources/Review/Voluntary%20Self-Identification%20of%20Disability%20CC-305%20Final.ashx>

Payroll is on a bi-weekly pay cycle (every 2 weeks) and is on a two-week lag. Lag pay means you work for two weeks, and then you will be paid two weeks later.

Vandalweb is where you will be able to view/print your paycheck stubs and make changes to your direct deposit and W-4 forms after they have been submitted to HR.

Part 2: Managing Dual Roles as Instructor and Student

Age Differences

Not only are many TAs close in age to their students, but some have graduated from the same program in which they are now teaching. As a result, often a TAs most pressing concern is how to gain respect and credibility in the role of instructor. Maintaining a professional distance is one way to establish your presence as instructor. If you feel you cannot fairly evaluate someone whom you have known socially, speak to the professor in charge and/or the department chair to get their advice before you ask the student to change to a different section. Tell the professor or chair that there may be a potential conflict of interest if the student does not switch sections. If a switch is not possible, establish clear rules ahead of time with the student.

Control and Respect in the Classroom

Instructors at any level want to be seen as likable, approachable, and in touch with undergraduate concerns; however, being too sociable and extroverted can undermine credibility, especially for teaching assistants. We suggest that TAs establish explicit, reasonable guidelines early in the term and adhere to them consistently. The guidelines and the rationale for each one should be included in the syllabus or distributed as a separate handout. By establishing boundaries at the course onset, the TA is then free to focus on those strategies that will make learning fun and enjoyable.

Balancing Roles as Student and Teacher

Reinforced by their teaching successes, TAs may increasingly spend more and more time on teaching preparation at the expense of their own coursework. TAs need to remind themselves continually that their primary objective as graduate students is to complete their degree. TAs finding they are falling behind in their own coursework because of the demands of the courses they teach should seek advice in their department in order to discuss ways to create more balance in their schedules.

Maintaining Professionalism

Undergraduates expect a TA to conduct class with the same professionalism as faculty. Consider the following pointers on maintaining professionalism:

- Maintain confidentiality and adhere to the FERPA guidelines on student records.
- Do not socialize extensively with students outside of class unless it is a whole-class activity.
- Make certain you understand the University's policy on sexual harassment and discrimination.
- Evaluate students' work fairly and impartially.
- Prepare for all student-instructor encounters.
- Meet classes as scheduled and keep scheduled office hours.
- Use appropriate language and humor.
- Try to stay on track with course topics.
- Submit your grades accurately and on time.

Interpersonal Problems

It is important to remember that the University serves a diverse student population, and you can expect a range of student abilities, attitudes, and learning styles. Providing a safe and tolerant learning environment is one of the requirements for any instructor. Often, just talking to a student one-to-one and calmly pointing out a problem will solve it. If the problem continues, you might invite your faculty mentor to observe your class and offer suggestions. If the behavior is especially disruptive or difficult, you may wish to consult the staff at the University of Idaho's [Counseling and Testing Center](#) or encourage the student to seek assistance from them. It will usually magnify the problem if you embarrass the student in front of the class or if you resort to sarcasm or anger.

Managing Your Workload

To avoid crisis situations, begin the semester by creating some rules for yourself. You may not always be able to keep them, but you should try to adopt them as general guides.

1. If you must establish priorities (and sometimes you must), remember your own graduate work. One of your greatest responsibilities is to your graduate program. Thinking practically, you must realize that your teaching assistantship is dependent upon successful completion of your own courses.
2. Do not let the work pile up. Break down long-term goals into short-term goals. Large blocks of free time are difficult to find once the semester gets underway; instead, calculate how many papers you would have to read every day to return the papers to students in a reasonable time. If you have 30 students in a class, reading four or five papers each day will enable you to read them all in one week.
3. Be willing to ask for help as the semester progresses, if you find yourself consistently behind with both your graduate work and your teaching responsibilities, it is time to reassess your methods. Speak to your faculty advisor or TA supervisor about your problem.
4. Learn to say "no." Many TAs take on too many responsibilities. It is better to do a few things well and completely rather than to do many things poorly and incompletely.

Time Management Tips

1. Rank all tasks in their order of importance, which will give you a realistic perspective.
2. Make an outline of all deadlines you must meet during the semester. This way you can determine what is due and what you can delay quickly.
3. Enter all tasks and deadlines in a date book or calendar. Looking at this date book daily will allow you to maintain a realistic notion of what remains to be done. Flag important dates in the calendar, and write a reminder in your calendar before the due date for each task, allowing yourself enough lead-time to complete it.
4. Each evening, make up a prioritized "to-do" list for the next day. Each morning, before you begin your work, go over this list to plan your day, starting with the most critical tasks first.
5. Consider creating a wall chart with critical tasks and dates marked. Post it over your desk so that you can read it every day.
6. Use project-management software on your computer to schedule critical tasks and dates.

Part 3: [Teaching Policies at the University of Idaho](#)

[Admission to Classes](#)

Instructors do not admit anyone to class whose name does not appear on the class roster. UI instructors are given the authority to grant or deny access to classes by visitors.

[Auditing Classes](#)

Auditing a course consists of attendance without participation or credit. Audited courses will be recorded on a student's permanent record. The permission of the instructor is required before a student may audit a course. Seating preference in a course will be given to students who are completing the course for credit.

[Registration for Courses without Completion of Prerequisites](#)

Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

[Registration of Lower-Division Students in Upper-Division Courses](#)

All academic programs give priority in the first two years to meeting the general requirements for the appropriate degree and acquiring the foundation for advanced study; therefore, freshman students may not take upper-division courses. Exceptions may be made for students who have fulfilled the prerequisites and who are well prepared in their field of study. In such cases, the instructor may, with the concurrence of the student's advisor, authorize the exception.

[Adding/Dropping Full Semester Courses](#)

Refer to the Office of the Registrar's [Academic Calendar](#) to ensure you advise students correctly about the add/drop period and other pertinent dates that affect their registration. In addition, make sure that students realize that simply staying out of class is NOT the same as dropping the course.

[Attendance](#)

Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance and in-class participation. Students are responsible for class attendance. Students are accountable for communicating with the instructor and making up missed work in the event of any absence. Instructors shall provide reasonable opportunity for students to make up work when the student's absence from class resulted from: (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care, or d) other compelling circumstances.

Drop for Non-attendance

Students are responsible for notifying their instructors through the Office of the Registrar when extenuating circumstances not covered as an official absence as defined in section M-1 of the General Catalog prevent their attendance during the first week of the semester. Instructors may notify the Registrar to drop students who have not attended class or laboratory meetings nor notified the instructor through the Registrar by the end of the sixth business day following the start of the class. Valid reasons for missing classes do not relieve the student of making up the work missed.

FERPA

The Family Educational Rights and Privacy Act of 1974, as amended, also known as the Buckley Amendment, is a Federal law that governs the confidentiality of student records. Generally, the law requires that educational institutions maintain the confidentiality of what are termed "education records," ensures that each student has access to his or her education records, and provides students with a limited opportunity to correct erroneous education records.

FERPA applies to the education records of persons who are or have been in attendance at the University of Idaho. With certain exceptions, education records are those records maintained by the University which are directly related to a student. This is an extremely broad definition.

Additional information regarding FERPA can be found at: www.uidaho.edu/registrar/faculty/ferpa

The general rule of [FERPA](#) is that you may not have access to, or release "education records" to third parties without the student's written consent.

- Most information provided to the University by a student for use in the educational process is considered a student education record. The storage media of the information is not relevant and can be hard copies or electronic.
- Student educational records are considered confidential and may not be released without written consent from the student.
- All faculty and staff have a responsibility to protect education records in their possession.
- Access to student information is granted only for legitimate educational use for completion of your responsibilities as a University employee and cannot be used for any other purpose.
- Some information is considered public or directory information. This information can be released without a student's permission unless they have requested it remain confidential. Directory information is: student name, local address & phone number, permanent address & phone number, email address, class standing, academic major, college, withdrawal date, dates of attendance, individual photo, full or part time status, academic & other honors, heights & weights of athletic team members, specific athletic achievements, high schools & other institutions attended, scholarships awarded, degree earned and date conferred, and leadership positions in University organizations.

To Avoid Violations of FERPA

- **DO NOT** use the student ID number in a public posting of grades.
- **NEVER** link the student name and ID number in any public manner.
- **NEVER** leave graded exams or papers in a stack for students to pick up by sorting through.
- **NEVER** circulate a printed class roster with student name and ID numbers, or grades, as an attendance roster.
- **NEVER** discuss the progress of any student with anyone other than the student without the student's consent being on file with the Registrar.
- **NEVER** provide anyone lists of students enrolled in your classes for any commercial purposes.
- **NEVER** provide student schedules or assist anyone is locating a student other than authorized University employees.

Grades

For purposes of reporting and record, academic work is graded as follows: A-superior; B-above average; C-average; D-below average; F-failure; I-incomplete work of passing quality ([see regulation F](#)); W-withdrawal; WA-withdrawal to audit; WU-withdrawal from the university; P-pass (see below); IP-in progress ([see E-2](#)); N-unsatisfactory and must be repeated (used only in [Engl 090](#), [Engl 101](#), and [Engl 102](#) and [Chem 050](#)); S-satisfactory (used only in CEU courses); CR-Credit, and NC-No Credit (may be used only in professional development courses).

Grades of P may be reported at the option of the department on a course-by-course basis in noncompetitive courses such as practicum, internship, seminar, and directed study. Grades of P are also reported in courses carrying the statement, "Graded P/F," in the course description. In courses in which Ps are to be used, the method of grading will be made known to the students at the beginning of the semester, and the grading system will be uniform for all students in the courses. Grades under the pass-fail option are not affected by this regulation because the conversion of the regular letter grade is made by the registrar after instructors turn in the class rosters.

Mid-semester grades in undergraduate courses must also conform to the above regulations. It is permissible to report Ps at mid-semester ONLY in courses that have been approved for grading on this basis.

Replacing a Grade by Repeating a Course

A student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA.

Incompletes

A grade of "Incomplete" is assigned only when the student has been in attendance and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session. It may be assigned only upon agreement of the student and course instructor when extenuating circumstances make it impossible for the student to complete course requirements on time (Extenuating circumstances include serious illness, car accidents, death of a family member, etc. It does

not include lateness due to procrastination, the student's desire to do extra work to raise his/her grade, allowing a student to retake the course, etc.). If a grade of "Incomplete" is submitted, the instructor will assign a reversion grade in the event the missing work is not completed. The instructor must also specify conditions and requirements for completing the deficient work, as well as any deadline shorter than the maximum time period allowed in [F-2](#) of the [catalog](#).

Reporting Grades

- Grades are reported to the registrar for all courses at the end of each academic session and at mid semester for undergraduate courses ([see deadlines in the academic calendar](#)).
- The assignment of grades and corrections of grades are the sole prerogative of the instructor and are reported by the instructor directly to the Registrar's Office via the UI Faculty Web.
- All grades except "I" and "IP" ([see regulation F and E-2](#)) are considered final when assigned by an instructor at the end of a term.
- An instructor may request a grade correction when a computational or procedural error occurred in the original assignment of a grade. No final grade may be revised as a result of re-examination or the submission of additional work after the close of the semester.
- Grade corrections must be processed within one year of the end of the term for which the original grade was assigned.
- In the event the instructor leaves the university, the departmental administrator may assign the final grade.
- Grades MUST be submitted on time.

Disability Support Services

At Disability Support Services (DSS), the goal is to provide services and support to ensure that students are able to access and participate in the opportunities available at the university. In keeping with this objective, students are expected and encouraged to utilize the resources of DSS to the degree they determine necessary. Although a significant degree of independence is expected of students, DSS is available to assist, should the need arise.

Students are asked to notify DSS as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, note-takers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.

In addition, the [Tutoring and Academic Assistance Programs \(TAAP\)](#) provide additional academic support services through [Student Support Services \(SSS\)](#) and [Tutoring and Learning Services \(TLS\)](#) which many students with disabilities find helpful.

Student Evaluation of Teaching

Student evaluation of teaching has two purposes. First, student evaluations assist individual instructors in improving their own teaching. Second, they assist academic administrators in counseling instructors about their teaching and they are carefully weighed as a factor in judging the teaching component in tenure, promotion, and salary determinations. To achieve the first of these purposes instructors are urged to provide their students mechanisms for evaluation throughout the academic term. All students will have the opportunity to evaluate each of their instructors in all sections of all courses during every academic term. The evaluation shall take place during the last three weeks of the academic term (excluding final exam week) or the proportion thereof for courses of less than a semester in duration. Instructors will be able to view the student responses for their courses after final grades have been submitted. A system for mid-term formative evaluation of instruction will be available to encourage student input for faculty seeking to improve teaching. The electronic data generated through the formative evaluation process shall be for evaluative use by the faculty member. The data are not considered part of the faculty member's record. The evaluation is conducted through VandalWeb.

- For additional information: [Student Evaluation of Teaching System](#)
- [Formative Assessment of Teaching \(FAsT\)](#): this has one purpose—to assist individual instructors in their efforts to continuously improve and refine their teaching skills. FAsT is a survey tool designed to be used by instructors during the semester to create customized surveys to gather information from their students. Questions and responses are only visible to the instructor and student responses are anonymous.

Academic Honesty

Instructors and students are responsible for maintaining academic standards and integrity in their classes. Consequences for academic dishonesty may be imposed by the course instructor. Such academic consequences may include but cannot exceed a grade of "F" in the course. If the student deems the grade unfair, he or she may appeal through the appropriate departmental administrator and college dean, and finally to the Academic Hearing Board.

In addition to the academic consequences, disciplinary penalties for academic dishonesty may include suspension or expulsion and must be handled by the Student Judicial System, which is described in the Student Code of Conduct section of the "Policies & Information of Interest to Students" booklet and the Faculty-Staff Handbook.

From the Student Code of Conduct in the UI Faculty/Staff Handbook:

1. Cheating on classroom or outside assignments, examinations, or tests is a violation of this code. [Plagiarism](#), falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty and, as such, are violations of this code. Because academic honesty and integrity are core values at a university, the faculty finds that even one incident of academic dishonesty seriously and critically endangers the essential operation of the university and may merit expulsion.
2. The operation of UI requires the accuracy and protection of its records and documents. To use, make, forge, print, reproduce, copy, alter, remove, or destroy any record, document, or identification used or maintained by UI violates this code when done with intent to defraud or misinform. Entrance without proper authority into any private office or space of a member of the faculty, staff, or student body is a violation of this code.

3. Instructors and students are responsible for maintaining academic standards and integrity in their classes. Teaching assistants and research assistants should contact the course professor immediately upon suspecting plagiarism. Consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include but cannot exceed a grade of "F" in the course. The instructor must notify the student of the suspected academic dishonesty and give the student an opportunity to respond. The notice and the opportunity may be informal and need not be in writing. Penalties for any disciplinary infraction must be judicially imposed.
4. Instructors may report incidents of academic dishonesty to the dean of students. Upon receiving such a report, the dean of students shall provide the student with written notice that a report has been made and an opportunity to meet with the dean to discuss the report. The dean of students shall maintain the report and any record of the meeting for a period of time deemed appropriate by the dean. The dean of students may file a complaint against the student after the meeting has taken place or the student has elected, either affirmatively or through inaction, not to meet with the dean.

Student Code of Conduct

The university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community. See: [The Faculty Staff Handbook](#) for such topics as academic dishonesty, harassment, and discrimination.

Discrimination and Harassment Complaints

These procedures apply to all complaints of illegal discrimination, harassment, including sexual harassment, and retaliation in which the alleged perpetrator is a University of Idaho employee, contractor, or volunteer. Complaints against University of Idaho students are investigated by the Office of the Dean of Students in consultation with the Director, Human Rights, Access and Inclusion ("Director").

These procedures include general policies and procedures, which apply to all investigations and the following complaint resolution options: (1) informal resolution; or (2) formal complaint investigation. Throughout these procedures, supervisor, department chair, dean, faculty member and unit manager are collectively referred to as "supervisor."

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Office Hours

Teaching assistants are responsible for being available to students by appointment and hold an appropriate number of office hours each week; schedules are to be posted near each TA's office door.



Part 4: Campus Resources

[Academic Support and Access Programs](#): Commons 306; (208) 885-6307; includes the following

- [Student Support Services](#)
- [Tutoring and College Success](#)
- [Disability Support Services](#)

[Campus Copy Center](#): Commons, 1st floor; (208) 885-7377

[College of Graduate Studies](#): Morrill 104; (208) 885-6243

[Counseling and Testing Center \(CTC\)](#): Continuing Education Building, 3rd Floor; (208) 885-6716

[Dean of Students Office](#): TLC 232; (208) 885-6757

[Information Technology Services Help Desk](#): TLC 128; (208) 885-4357(HELP); helpdesk@uidaho.edu

[POLYA Math Learning Center](#): Brink Hall 300; (208) 885-6742

[Registrar's Office](#): SUB 119; (208) 885-6731

[Statistics Assistance Center](#): Commons room 329; (208) 885-4683

[Student Computing Labs](#): There over 500 computers in 15 labs.

[Student Health Center](#): UI Campus: 831 Ash Street; (208) 885-6693

[University of Idaho Library Services](#): (208) 885-6584

[Women's Center](#): Memorial Gym Room 109; (208) 885-6616

[Writing Center](#): Commons 323; (208) 885-6644

Part 5: Tips for Teaching Success

Seven Principles for Good Practice in Undergraduate Education

The "[seven principles of good practice in undergraduate education](#)," originally framed by Arthur Chickering and Zelda Gamson in 1986, is a concise summary of decades of educational research findings about the kinds of teaching/learning activities most likely to improve learning outcomes. Its principles are still applicable today.

1. **Good Practice Encourages Student - Faculty Contact.** Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
2. **Good Practice Encourages Cooperation Among Students.** Learning is enhanced when it is more of a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.
3. **Good Practice Encourages Active Learning.** Learning is not a spectator sport. Students do not learn just sitting in classes listening to the teacher, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.
4. **Good Practice Gives Prompt Feedback.** Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during the semester, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5. **Good Practice Emphasizes Time on Task.** Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.
6. **Good Practice Communicates High Expectations.** Expect more and you will get it. High expectations are important for everyone for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves.

7. Good Practice Respects Diverse Talents and Ways of Learning. There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Chickering, A.W., and Gamson, Z.F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*, 47, Fall 1991. San Francisco: Jossey-Bass.

Bringing Out the Best in Your Students!

Students are in charge of their own success. Their choices on a daily basis will determine what they learn in your class and their ability to apply it to future coursework. However, as a faculty member, you have significant influence over their learning and study behaviors. Here are some proven strategies for “bringing out the best” in your students.

1. Require students to attend class.
 - Take attendance: many instructors are using technology (PRS or clickers) to make this easier. (And experience shows that course pass rates increase when attendance counts!) Include a provision in the syllabus about how unexcused absences will impact their final grade.
 - Give quizzes periodically and/or on days that students are likely to skip class.
 - Encourage attendance and share your own rationale about why it is important.
 - Refer students to their dean’s office to discuss their options if they are missing class excessively for health or personal reasons.
 - Give timely feedback on tests and homework assignments so that students know where they stand and can get help early if needed.
 - Design your syllabus so that students know their grades on several assignments and/or tests by the beginning of the 7th week (last week to drop classes) or the 8th week (mid-term). This will give them time to make changes or get help!
 - Make grading a time-sensitive priority and use Blackboard’s grade book to post grades.
 - Provide ways for students to review their test errors so they can learn from them.
2. Make it personal -- get to know students individually as much as possible. Use the photo roster to learn their names and then use them in class.
 - Encourage students to visit during your office hours.
 - If class size permits, include an individual or group meeting with the instructor as part of the course requirements.
 - Meet with students individually to discuss disruptive or inappropriate behavior.
3. Encourage the highest level of academic integrity among your students.
 - Discuss the Academic Honor Policy on the first day of class.
 - Change your test material for different sections and for each semester.
 - Break large writing assignments into stages (e.g., topic/outline, draft, final).
 - Develop unique writing assignments that make it difficult for students to use another’s work.
 - Require students to submit their assignments via Safe Assign.
 - Meet with a student immediately if you suspect an academic honesty violation.
 - Contact the Dean of the Faculties Office for guidance regarding this process.

4. Take the time to teach study skills and success strategies in the context of your discipline.
 - Give advice about how to take notes on your lecture. (Math notes are different from history notes – and printed PowerPoint slides don't always make good notes!)
 - Post sample problems or study resources on Blackboard. Utilize techniques that promote student engagement with course content beyond passively sitting and listening (e.g., panel discussions, student debates, or team-based learning). Provide examples of how successful students have studied for your tests in the past (e.g., practice essay questions for higher level thinking vs. memorization).
 - Encourage students to consult with the Reading/Writing Center or other tutors as they work on draft papers or projects.

5. Let students know what you expect in the classroom and how you grade.
 - Review your syllabus on the first day to highlight important policies, dates, and expectations.
 - Explain your grading rubric to students – what constitutes an “A” grade vs. a “C” grade?
 - Provide clear directions on assignments and establish deadlines in advance so that students can plan accordingly.
 - Provide individual and group feedback on returned assignments. Share examples of high-quality work so that students can better understand your expectations.

6. Identify and encourage talent.
 - Discuss your research agenda and your discipline with students who express an interest in learning more about you and your career.
 - Agree to serve as a faculty mentor for an undergraduate student interested in research opportunities. Contact the Office of Undergraduate Research for more information.
 - Encourage the Honors in the Major (thesis) for outstanding undergraduate students.
 - Contact the University Honors Program for more information.
 - Make students aware of opportunities to compete for national scholarships or fellowships, especially as related to your discipline or experience. Contact the Office of National Fellowships for more information.
 - Encourage your best students to become a tutor with one of our tutoring programs

7. Refer students to on-campus academic support services if they need outside help with tutoring, study skills, or time management.
 - Let students know about review sessions, study groups, or on-campus tutoring opportunities in class, via Blackboard, and on your syllabus.
 - Make struggling students aware of the UI Tutoring and College Success office. <http://www.uidaho.edu/studentaffairs/asap/tutoring-and-college-success>
 - Remind students about the INTR 101 Focus on Success courses. Students can register for the course as late as 7 weeks into the semester.
 - Suggest students attend college success workshops and seminars.

Organization

- Be prepared and organize the class time
- Beginning: Short review of lecture or last week
- Middle: This is the content for that class period; present problems with examples and be aware of where students typically have problems.
- Conclusion- Discussion of next class time, assignments, and/or what they should have learned during this class.

Conducting a Laboratory Session

A laboratory session implies active learning! It is a chance for students to work with and talk to each other, to experiment, explore, discuss, reflect and draw appropriate conclusions from their work. Some lab sessions aim to acquaint students with practical skills and techniques relevant to the discipline whereas others may focus on the development of skills in scientific inquiry.

Tips:

- Get familiar with all equipment, materials and procedures of the experiment
- Be knowledgeable on procedures for coping with emergencies
- Conduct an effective demonstration with explanation, emphasizing important points
- Interact with students throughout the process
- Seek help when you can't deal with any emergency situation or potential danger

Prepare Ahead

- Get notes and other preparatory materials together ahead of time
- Preview textual materials and lab manuals
- Discuss lab session expectations with lecturer beforehand

Know the Lab and the Safety Procedures

- Get familiar with all the equipment and materials to be used
- Find out where essential supplies are stored and ascertain who is responsible for ordering them
- Know how to cope with equipment breakdown
- If possible, perform the experiment once in advance to ensure it works

Post-lab Feedback

- Jot down notes for future improvement
- Share notes with the faculty, technicians and other researchers

Professionalism

- Dress for respect
- Start class on time/ end class on time
- Show respect for students

Communication

- Get to know your students (on a professional level)
- Come early to class, stay a few minutes late
- Learn names; use their names; make eye contact
- Tell them a little about yourself (your educational background, why you're interested in this discipline, why you chose the University of Idaho, and any previous teaching experience)
- Promote interaction by encouraging questions- (verbal cues: "Why is that true?", "How is that different from?", "Can you elaborate?")

Interact with Students

- Provide clear and complete instruction at the very beginning of the lab session
- Try to break down the demonstration (of equipment, the experiment process or both) into several meaningful steps
- Explain and emphasize the main points. It is very desirable to check understanding from students by asking relevant questions or inviting a few to try on the equipment
- During the session, you may ask process questions like:
 - How did you begin?
 - Where did you first experience difficulty?
 - Are there other options available to you?

Coach Students

- In case of difficulties, avoid jumping right in and completing the task for the students
- Use process questions to help students identify their own problems and solve them
- Help develop the skills in scientific inquiry among the students.
- Get the whole group together for debriefing
- Try not to lecture
- Summarize what the students have said and highlight major learning points