

Handbook for Graduate Teaching Assistants

Prepared by:
School of Graduate Studies
University of Missouri-Kansas City

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School of Graduate Studies
Administrative Center – 300F
(816) 235-1161

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INTRODUCTION

This handbook is designed to help make the first teaching experience as easy and as rewarding as possible for you, the Graduate Teaching Assistant (GTA) at the University of Missouri-Kansas City. GTAs at UMKC fill a wide variety of instructional roles--full teaching responsibility, discussion leader, laboratory assistant, tutor, grader. Some parts of this Handbook may pertain to your present GTA situation, and some may not. If a section seems irrelevant to your currently assigned work, file it away for the time when your duties may expand.

Whatever role you assume in the instructional process, we at UMKC trust that you will be treated as a valued member of the faculty. Our campus takes pride in the quality of instruction. We feel GTAs are integral members of our instructional program. We want to assure you that we will do all we can to foster the best climate for learning.

The Handbook is based largely on a 1981-82 study of the needs of GTAs at UMKC and subsequent orientation and training experiences. Some of the material has been adapted and reprinted with permission from How to Succeed As a New Teacher, George W. Bonham, editor (copyright 1978, Change Magazine Press). Acknowledgment is also made to Kathleen Gordy of the UMKC Center for Academic Development for her valuable contributions to sections I and II.

How To Use This Handbook:

The information is arranged in much the same chronological order in which you will face your new teaching responsibilities:

- * GETTING TO KNOW THE INSTRUCTIONAL UNIT (DEPARTMENT, DIVISION, SCHOOL)
- * HOW TO PLAN FOR TEACHING
- * FIRST DAY AND OTHER ANXIETIES
- * CLASSROOM TECHNIQUES
- * HOW TO EVALUATE YOUR TEACHING
- * SUPPORT SERVICES AND RESOURCES

Each section presents issues and discussion followed by suggested strategies and a checklist. You should use each checklist as a self-test of whether or not you have understood the issues and as a guide to action. The last section will lead you to sources of more additional information on topics that interest you or where you need more help.

You should first skim the Handbook to familiarize yourself with the material. Then you will want to take the sections one at a time, reading each carefully, referring to materials in the Resources section, and completing the checklists. The more precise knowledge you have of your exact duties as a GTA, the more valuable will be these aids.

You will find within the readings, practical ideas that have worked for other GTAs and new instructors. Just as you must prove yourself competent in the field of knowledge that you teach, so, too, should you aspire to master instructional techniques. Scholarly and pedagogical excellence ought to be your twin goals.

I. GETTING TO KNOW THE INSTRUCTIONAL UNIT

As you begin your GTA appointment there will be a number of administrative duties to be tended to. Some will be handled by department secretaries, some by the professor in charge of the course, and some by you, the GTA. It is important that you determine as early as possible those items for which you are responsible and those things for which you will call on someone else for assistance.

If you have not already done so, you will soon sign a contract with a specific instructional unit on the UMKC campus (department, division, program, or school). Since this is the paperwork that will authorize you to be paid for your efforts, you should be sure to determine whether or not you have completed all necessary steps in the process.

Your immediate supervisor (an instructional coordinator, professor or supervisor, department chair, etc.) will provide details as to your specific roles (tutor, laboratory assistant, discussion leader, etc.) as well as precise time obligations (e.g., 10 or 20 hours/week, as specified by office hours, lab meetings, and other responsibilities). If your supervisor does not provide such information, ask for it.

The checklist on the following page covers some of the major points you need to know or clarify with your supervisor or other departmental personnel. You must be assertive rather than passive in seeking information about the expectations of the unit regarding your role. Your questions ought to clarify for you: 1) sufficient lead time so you can prepare for your teaching assignments; 2) precise obligations on fulfillment of time requirements and role descriptions for yourself for the duration of the semester; 3) a clear two-way communications channel with your supervisor through periodic scheduled sessions or unscheduled conferences; and 4) assessment and planning of the integration of your GTA responsibilities with your course work in a graduate program of study.

- | | | |
|-----|-----|---|
| ___ | 1. | Check time schedule of course(s) and classroom assignments |
| ___ | 2. | Review course description |
| ___ | 3. | Find out names, functions of faculty and department staff |
| ___ | 4. | Have office space and office hours assigned |
| ___ | 5. | Understand telephone privileges |
| ___ | 6. | Determine how to order audiovisual and other supplies |
| ___ | 7. | Find out department policies on grading, reporting grades and attendance |
| ___ | 8. | Find out what reports are required and reporting procedures |
| ___ | 9. | Know payroll information required and payment schedule |
| ___ | 10. | Find out procedures for duplicating materials, making teaching aids (overhead transparencies, slides, etc.) |
| ___ | 11. | Determine how to put books on reserve in library |
| ___ | 12. | Identify department and University personnel assigned to GTA training |

II. HOW TO PLAN FOR TEACHING

Planning and preparation are essential to your success--and to the welfare of your students. Some portion of your commitment might include an allotment of time for course preparation. You should spend more time preparing for class lessons than you actually spend in teaching. The age-old formula for students--two hours outside of class for each hour in class--is also a minimum for instructional personnel, whether professors or graduate teaching assistants.

Organization is fundamental to teaching as well as learning. You must conceptualize what information you will teach in a particular time frame, what methodology you will use, and how you will evaluate student performance. An organized course plan will save time as the semester progresses and your own academic life becomes more hectic. Clear objectives will enhance your credibility with students, particularly as you ease into your role as instructor.

Graduate assistants serve their supervisory faculty in a number of differing functions. Communication is the key to understanding your specific role and how you will plan effectively. If your work as a graduate assistant pertains to teaching or assistance in a particular course, rather than research, the following information will provide a framework by which you can organize information for instruction.

If you are given the task of creating a course, begin by considering the intended learning outcomes (ILOs) or objectives. No doubt, your department has previously established, to some degree, the purpose and intent of the course. If this appears to be vague to you, schedule time with the supervisory faculty to discuss the course and your role.

The Syllabus

The syllabus may be the only guide provided for you. Study it carefully and refer to it during the discussion with your supervisor. Like a road map, it allows you and your students to see where the course is going and to help students prepare for what is expected. Remember that students often enter a course with little or no orientation; they rely on a syllabus to get their "bearings." The syllabus should communicate WHY they need to learn this content, WHAT they are expected to know, and HOW the instruction is organized. A syllabus should include the following information:

- Course title and number
- Instructor's name, office phone number, office location
and hours
- Course rationale
- Required readings and assignments with time line of due dates
- Grading procedures and requirements

A syllabus, however, is not fixed; circumstances occasionally lead an instructor to quicken or slow down the pace as needs arise. Allow for some level of flexibility, making sure you have ample time to meet the course objectives.

Course Design

If the course design is your responsibility, a good deal of thought and organization should go into your plan. A valuable tool for designing a course is the textbook, Course Design - A Guide to Curriculum Development for Teachers by George J. Posner and Alan N. Rudnitsky. The following outline provides an abbreviated version of vital elements that should go into planning.

Course outline:

1. Rationale - *statements that present the intent and usefulness of the course.*

These should include:

- * a statement that makes explicit the values and educational goals underlying the course,
- * a statement that justifies the learnings that students are to acquire during the course, plus justifies the methods and procedures used in teaching the course,

* a statement that guides the planning of other course components and serves as a check on the consistency of the various components in terms of the values and goals. (Posner and Rudnitsky, p. 42)

2. **Objectives or ILOs** - *statements of what the student is to learn*. These statements should communicate the instructor's intentions clearly. This communication will, in turn, indicate the importance of particular elements of the course content.

Objectives will probably be written at various levels of skills. Many years ago, Benjamin Bloom and his colleagues classified the kinds of things students are asked to learn. Their two volumes, Taxonomy of Educational Objectives, identify academic objectives that range from lower-level skills (such as the ability to recall and understand facts) to understanding higher-level skills (such as the ability to synthesize and evaluate facts). The chart included at the end of this section shows six levels of skills. Under each level is a list of verbs useful in stating cognitive outcomes.

3. **Instructional activities** - *a basic description of teaching strategies employed in the course*. Lessons should be clustered into units. Describe the general methods and techniques used in each unit. Basically, this may be viewed as lesson plans. The time you spend thinking about the lesson plans will quell your anxieties, organize your thoughts, and keep you on track.
4. **Course requirements and evaluations** - *a statement explaining the criteria students must meet in order to successfully complete the course*. This should include due dates, test dates, and the grading system used in evaluation. The information should be presented clearly on the syllabus and explained at the beginning of the course. Ideally, both course requirements and performance evaluation should reflect the objectives described earlier.

Basic Planning

New GTAs, especially those who will be leading discussions in connection with a lecture course or who will be conducting laboratory sections, should follow some common sense guidelines in relation to the professors and supervisors. Essentially, you must communicate with your supervising faculty. Establish an informal, but clearly understood contract concerning expectations, schedules, and procedures.

If you will be required to present formal lectures, review the "suggestions for effective lecture preparation and delivery" and related material in *Section IV - Classroom Techniques* of this handbook. If your role is to lead discussions of content material in which you integrate lectures and text, we suggest you pay particular attention to the material on "Discussion Techniques" and "Leading Discussions" that is also in Section IV.

If your role is that of the laboratory assistant, recognize the similarities between discussion groups and lab sessions. In both settings, students need to connect information from the lectures and text to the verbiage and activities. The knowledge of and familiarity with the course content material is essential for meaningful direction in the laboratory. Students often need guidance to discover the relationship of the content material to the activities that take place in lab work. You will find yourself making the implicit more explicit. Laboratory assistants should have a solid awareness of the following items:

1. Rules and regulations for student safety
2. Departmental or mentor-designed laboratory manual for procedures in experiments and exercises
3. The content or background knowledge necessary for students to comprehend the significance of the experiment.

Specific components of these basic planning activities are listed in the section checklist.

Planning Examinations

You know that tests are directly related to the objectives or ILOs determined in the course design. If the objective calls for the acquisition of facts, the test will be factual; if it calls for the ability to apply information, the test will require the student to demonstrate that ability. Benjamin Bloom suggests that instructors use tests for two purposes. The formative test is used at the conclusion of an instructional unit to determine the need for "corrective instruction." The test is not used for grading, but lets the teacher know what the students haven't yet learned. The

CHECKLIST - HOW TO PLAN FOR TEACHING

instructor can identify common errors. At this point, the teacher reexamines the objectives and the method of instruction, and sets out to reteach that which should be mastered.

The final step is the "evaluative" or "summative" test and does contribute to the students' grades. Students' grades, then, reflect the extent to which they mastered the unit, rather than their class rank as reflected in a grade placed on the bell-shaped curve. However, be sure to work with the supervising faculty member of your department and set your path according to department policy.

Before writing the test, you should follow these recommended steps:

1. Identify for each ILO the evidence that is acceptable as proof that the student has learned that objective. As instructor, you will establish criteria by which you will create the question.
2. Prioritize the objectives, or ILOs. You will then have some basis for deciding how many questions to ask for each ILO and how much credit is attributed to each item.
3. Select the kind of question most appropriate for the level of skill of the objective or ILO. Referring to the list of verbs under Bloom's taxonomy will provide direction.

BLOOM'S TAXONOMY OF EDUCATION OBJECTIVES With VERBS Useful in Stating Cognitive Outcomes					
				6.00 EVALUATION	
				5.00 SYNTHESIS	judge appraise evaluate rate
			4.00 ANALYSIS	compose plan propose design	compare value revise score
		3.00 APPLICATION	distinguish analyze differentiate	formulate arrange assemble	select choose assess estimate measure
		interpret apply employ use	appraise calculate experiment test	collect construct create set up	
	2.00 COMPREHEN- SION	demonstrate dramatize practice illustrate	compare contrast criticize diagram	organize manage prepare	
1.00 KNOWLEDGE	translate restate discuss describe	operate schedule shop sketch	inspect question relate debate inventory solve examine categorize		
define repeat record list recall name relate underline	recognize explain express identify locate report tell review				

Adapted from Taxonomy of Educational Objectives by Benjamin Bloom and Assuring Learning with Self-instructional Packages, Self-instructional Packages, Inc., 1973.

- ___ 1. Schedule meeting with supervisory faculty member.
- ___ 2. Develop informal contract that pertains to the GTA role.
- ___ 3. Know texts, workbooks, teacher's guide, and other materials used in course work.
- ___ 4. Discuss course description and main goals of course with senior faculty.
- ___ 5. Syllabus written and approved by supervisory faculty.
- ___ 6. Models of course outlines, plans consulted with supervisory faculty.
- ___ 7. References on syllabi and weekly plans checked.
- ___ 8. References on test construction checked.
- ___ 9. Criteria for test questions established.
- ___ 10. ILOs (objectives) prioritized.
- ___ 11. Tests and grading system in line with professor/department policy.
- ___ 12. Understand standard department requirements such as term papers, exams , projects.
- ___ 13. Obtain copy of department guidelines on such matters as style of papers, footnotes, etc.
- ___ 14. Determine if previous exams, papers, are available to you and/or students for review.
- ___ 15. Arrange for professor to introduce you in first class meeting (if appropriate).

III. FIRST DAY AND OTHER ANXIETIES

All GTAs and a great many seasoned faculty are nervous when facing their first class of the semester. You can accept this as normal, but you can also prepare some activities to alleviate the worst of the anxiety. One of the concerns GTAs at UMKC have expressed in the past was how to assume authority on that first day. After all, you are still a student yourself, probably of an age with those you are teaching. The following advice excerpted from How to Succeed as a New Teacher will help get you off on the right foot.

The first class meetings set the tone for the entire session, so it is wise to plan ahead and consider carefully what you want to do that first day. Explain what you hope to accomplish and why you find the subject important. It is useful to hand out a syllabus and go over it with the class. You can include on the syllabus your name, office number and hours, phone number, the books for the course, subjects you plan to cover in class each day, information about exams, paper, and homework assignments, and an idea of how each will influence the final grade. In discussing the syllabus and course organization, explain how the lectures and discussion sections fit together. If you are at all nervous about the class, the syllabus will give you and the students something to concentrate on other than your shaky knees, and it will show them that you are organized, have planned ahead, and think that this course is important enough to warrant your time and effort.

You might want to tell your students something about yourself the first day. If the class is small, you could have class members introduce themselves. In any case, try to learn your students' names as soon as possible; it is a great help both personally and pedagogically. Some TAs pass out index cards and ask students to write down their names, addresses, and a couple of sentences telling why they are taking the course. If the class is large, you might consider using a seating chart for the first week or two. This way, not only will you learn students' names but they will also learn each others' names. If you give frequent quizzes or written assignments (as in a math class), a good way to check your memory is to pay attention to names and faces when you return papers in class.

*In general, remember this: **You know more than you think and your students will cooperate if given a chance. If you let them know what you want to do, and if it sounds at all reasonable, they will help. Be up front, honest, and human.***

In addition, some experienced UMKC GTAs offer the following advice to guide your teaching experience and to reduce your anxieties:

- Be prepared for class--it sets the tone for the rest of the semester.
- Be organized in your own teaching and be consistent in your requirements of students.
- Have firm policies on such issues as make-up exams, the grading system, office.
- Be the teacher--you are the authority in this situation.
- Maintain an attitude of open communication.
- Admit that you don't know--then find the answer.
- Do not retreat from natural fear by becoming rigid.
- Treat students with respect--do not humiliate or embarrass them in order to show off your own expertise or for any other reason.
- Show enthusiasm, concern, and caring for the students and the subject matter.
- Use experienced GTAs and professors for ideas and problem solving (these people are willing to give advice).

CHECKLIST - (Some ideas for the first day; add others as you see fit)

- 1. Provide an introduction of myself.
- 2. Develop a seating roster.
- 3. Learn the first names of at least five students.
- 4. Explain the course organization and requirements, grading procedures and time schedule.
- 5. Provide information on additional help available.
- 6. Explain office schedule.
- 7. Describe how you would like to get feedback on classroom procedures.
- 8. Ascertain expectations of the course among the students.

IV. CLASSROOM TECHNIQUES

In the previous section we described the process of developing a syllabus and course outline to guide course management. In this section we will discuss some strategies to improve your daily interactions with students. Basically these consist of the modes of lecturing and discussion. We will provide additional description of some teaching techniques found to be particularly beneficial to UMKC GTAs which we believe you will see as extensions of the planning and delivery processes. We urge you to discuss the learning process with experienced GTAs in your department and with faculty. Increased effectiveness in these processes will better enable your syllabus or course management plan to come alive in the classroom.

Suggestions for Effective Lecture Preparation and Delivery¹

Lecturing refers to both planning and delivering a classroom presentation rather than a formal speech. While both oral presentations have certain elements in common, a classroom lecture places greater emphasis on the importance of presenter-audience (instructor-student) interaction. Following is a brief listing of suggestions for effective lecture preparation and delivery. The suggestions are arranged under one of the three phases of a lecture--the introduction, the body, and the closing.

At the Beginning of the Lecture:

A. Plan an introduction to catch the listener's interest.

Suggestion: Raise a question to be answered by the end of the lecture.

Example: "By the end of the hour, you should be able to answer the question--Are essay test questions better than objective test questions?"

Suggestion: State an historical or current problem related to the lecture content.

Example: "It was conjectured by Gauss that the number of primes up to any point x was less than a certain smooth easily calculated function of x . This conjecture was supported by extensive numerical evidence. However, in 1914, Littlewood proved that, in fact, the relation becomes false for an infinite sequence of large x 's. Let's take a look at Littlewood's reasoning."

Suggestion: Explain the relationship of lecture content to laboratory exercises, homework problems, professional career interests, etc.

Example: "Today, I'll lecture on cost of living indices, a topic in macroeconomics which will help you understand the recent discussions in Congress related to inflation."

Suggestion: Relate lecture content to previous class material.

Example: "For the past few weeks, Skinner, Osgood and others who take a behaviorist view of language acquisition have occupied our attention. Today, I'll introduce another different perspective on language acquisition and learning. We'll spend the rest of this week and the next on understanding this view and comparing it with the behaviorist position."

B. Provide a brief general overview of the lecture's content.

Example: "In Victorian England the conflict between religion and science was well reflected in the literature of the time. Today we'll look at two poems, 'In Memorium' and Dover Beach," which illustrate this conflict."

¹Suggestions and examples reprinted through the courtesy of the Office of Instructional Resources, University of Illinois at Urbana-Champaign.

C. Tell students how you expect them to use the material.

Example: "Today, I'll offer a specific model of evaluation and illustrate its applicability in several kinds of settings. When you meet in your discussion groups this week, you'll be asked to apply the model as you discuss Brown vs. the Board of Education decision."

D. Define or explain unfamiliar terminology.

Example: "In physics, the term work has a precise technical meaning. The work done by a force F when the object on which it acts moves a distance s (puts a drawing on the board) is defined by $W = F^s$ s denotes the work. It is assumed that F does not change much during the motion through the distance s . F^s denotes the component of F in the direction of the motion and can be positive, zero or negative. Now let's look at this diagram and see how well you understand the definition of work."

During the Body of the Lecture:

A. Allow for some flexibility in the presentation in order to respond to student questions and comments.

B. Determine which key points can be effectively developed during the class session. It is necessary to strike a balance between depth and breadth of coverage. When every nuance, detail or instance of a topic is discussed, students often lose sight of the main ideas. Or, when too many ideas are presented and not developed, students fail to gain understanding.

C. Organize material in some logical order. Suggested organizational schemes include:

Cause-Effect: Events are cited and explained by reference to their origins. For example, one can demonstrate how the continental revolutionary movements of the late 1700s affected British politics at the turn of the century.

Time Sequential: Lecture ideas are arranged chronologically. For example, a lecturer explaining the steps in a clinical supervision model, talks about the first step to be undertaken, the second step, and so forth.

Topical: Parallel elements of different discussion topics are focused on successively. For example, a professor lecturing about the differential features of common diseases in canines and felines speaks about their etiologies, typical histories, predisposing factors, etc.

Problem-Solution: The statement of a problem is followed by alternate solutions. For example, a lecture on the Cuban Missile Crisis may begin with a statement of the foreign policy problem followed by a presentation of the alternative solutions available to President Kennedy.

Pro-Con: A two-sided discussion of a given topic is presented. For example, a lecture is organized around the advantages and disadvantages of using the lecture method of instruction.

Ascending-Descending: Lecture topics are arranged according to their importance, familiarity or complexity. For example, in a lecture introducing students to animal diseases, the diseases of primary importance may be discussed first, followed by discussion of diseases of secondary importance and concluding with coverage of the diseases of tertiary importance.

D. Allow time within the lecture to summarize key ideas.

E. Prepare relevant examples to illustrate key ideas.

F. Provide transitions that show the relationship between key ideas.

G. Throughout the lecture check on student understanding by:

1. Asking students to answer specific questions.

Example: "Okay now, who can describe in his/her own words the theory of neuron transmission?"

2. Asking for student questions.

Example: "Did you have any questions about the application of Kirchoff's rules in problem 6?"

3. Presenting a problem or situation which requires use of lecture material in order to obtain a solution.

Example: "Over the last few days we have been discussing regression analysis. How can we use this information to predict your final grade in this course when given your mid-term scores and the correlation between mid-term and final scores?"

4. Watching the class for nonverbal cues of confusion or misunderstanding.

Example: Look for loss of eye contact, talking, clock watching, etc.

Closing the Lecture:

A. Answer any questions raised at the beginning of the lecture.

B. Provide closure for the lecture. Suggestions include:

1. Use the chalkboard to briefly summarize lecture material and preview what lies ahead.

Example: "Today I have identified five phases of the reflective thinking process. Tomorrow we will see how these phases can be useful for our understanding of human learning."

2. Relate lecture material to past or future presentations.

Example: During the next lesson, we'll break into discussion groups and get some experience applying the evaluation model discussed in class today to the first three case studies in your file."

3. Ask a student to summarize the lecture's key ideas.

Example: "Who will summarize the key issues developed during today's lecture?"

C. Restate what you expect the students to gain from the lecture material.

Example: "As I stated in the introduction, given the appropriate data you should be able to plot the appropriate supply and demand curves."

D. Ask for and answer student questions.

Example: "If you were making up the exam, what question would you draw from today's lecture?"

The following outline, prepared by Fay Kircher of the Department of Communications Studies at UMKC, provides a valuable "**quick reference**" guide for your lectures:

1. Apply the speaker's basic guideline to your lectures.

- a. Tell them what you're going to tell them
 - b. Tell them
 - c. Tell them what you've told them
 - d. Check for understanding
- This may sound like too much repetition, but be assured that it is not!

2. **Speak from an outline.**

- a. If your thoughts aren't clear enough for you to put in outline format, they are not going to be clear to your class.
- b. If it's outlined, it's easy for students to follow and take notes.
- c. Speaking from an outline permits one the flexibility to elaborate if the class seems confused, or move on if they obviously comprehend.
- d. File your outlines or keep them in a notebook for future use.
- e. When dealing with a particularly difficult or complicated concept, distribute copies of your lecture outline to the class so they can easily follow along.

3. **When it is possible, relate lecture material to current events or happenings.** For example, in public speaking courses, you might plan to talk about presentation and acceptance speeches close to Academy Award time so students can see real examples of what you're talking about.

4. **In language usage, prefer concrete words to abstract terms.** If you must use abstract terms, employ specific examples and illustrations to make sure you are understood.

5. **Maintain eye contact with your students at least 90% of the time.** Eye-contact says to your students, "I have self-confidence -- I can be trusted -- I am a credible source." It also permits you to pick up non-verbal messages from the students -- is anyone listening? Do they understand? Are they bored?

6. **Be enthusiastic about your subject.** If you're excited and enthusiastic about the topic, then the students are likely to be also.

7. **Don't be afraid to let the students see you as a human.** Occasionally use examples from your life or use a story about your family to illustrate some point. It picks up attention and helps students see you as something other than an information machine.

THE FOLLOWING QUESTIONS RELATING TO LECTURE DELIVERY SHOULD BE CONSIDERED THROUGHOUT ALL THREE PHASES OF LECTURING:

Delivery-Vocal

Do you:

1. Cue important ideas by varying speech rate, volume, and pitch?
2. Speak to students and not to the blackboard, walls, notes or floor?
3. Enunciate clearly?
4. Let your sense of humor show?
5. Avoid repetition of pet words and phrases (e.g., okay, uh, you see)?

Delivery-Physical

Do you:

1. Establish and maintain eye contact with your students?
2. Use gestures and physical movements which complement your verbal statements (e.g., looking at students while asking for student questions)?
3. Practice in advance with audiovisuals?
4. Avoid using distracting gestures or physical movements (e.g., grooming, pacing)?
5. Draw up summaries at the conclusion of each major segment?

Discussion Techniques

During the preparation and execution of your syllabus plan, you are probably concerned with students acquiring concepts, principles, and changes in attitudes and thought processes. These varied outcomes require students to demonstrate their ability to apply, analyze, and engage in other thought processes outlined in the Bloom's Taxonomy Schema provided in the preceding section.

Research conducted at the Universities of Michigan and Iowa has shown lecturing alone to be very limited in developing these skills with students who lack them early in their college careers. According to this research, students need the opportunity to relate new concepts to things they already know. It is very important to help students figure out what they do and do not understand about a concept and to assist them in framing the kinds of questions they need answers to do they will understand. All good learners know how to ask such questions, but less successful learners do not know what to ask. You need to be aware of this and guide your students toward appropriate questioning techniques. At UMKC the major opportunities for student interactions are in discussion groups which may be associated with lectures and/or laboratory experiences. But learning can occur at any place, at any time--and even between classes. As a teaching assistant you carry your "role" with you in all interactions with your students.

The following material provides some information on the value of discussion as a learning aid. It also presents practical suggestions excerpted from How to Succeed as a New Teacher, and provides detailed descriptions of two innovative techniques recommended by the UMKC Center for Academic Development to help establish goals and guide a GTA in conducting discussion sessions.

Charles C. Coles, Jr., points out the value of discussion sessions as aids to learning in the following excerpt from the 1978 ERIC publication, To Improve Instruction (pp. 34-35).

Discussion is a word that refers to a variety of teaching styles that require a high degree of student participation, so Socrates may have been the best discussion leader in history. While there is nothing new about the discussion method, its potential for enhancing learning appears to be great. The discussion method is a creative process by which the instructor seeks to engage the group in the act of learning by getting them to listen and speak in a sequence that is both partially controlled and also designed to maximize thinking. The discussion method is a way by which the instructor uses facts and ideas, statements and questions to advance the class's knowledge and

understanding, and in which he attempts to get the discussants to contribute a portion of the materials to be addressed. Effective discussion requires good improvisation, great concentration, and infinite patience on the part of the professor. To succeed requires active participation by the student.

One of the advantages of group discussion is that the information learned by the student becomes more meaningful because he must rephrase it in his own language. Another advantage is that it is easier for a student to secure clarification of a point during a discussion than during a lecture. A third advantage is that the student has more of an opportunity to contribute to the direction the discussion takes and to test his own interpretation against that of the instructor and his fellow students (Eble 1976, pp. 54-56). A lively discussion fits the ideal of the 'marketplace of ideas' that people like to associate with higher education.

According to McKeachie, one of the best features of class discussion is that it quickly reveals 'the misconceptions, biases, and emotional reactions of the student. The teacher who minimizes student participation dams up one of the most useful channels of feedback.' (1969, p 230). According to Flynn and LaFaso, studies show that the discussion method produces greater changes in attitudes, beliefs, and preferences than the most passive types of educational experiences (1972, p. 103). Eble asserts that students prefer discussion to the lecture method and he attributes this preference to its contribution to the effectiveness of student learning (1976, p. 55). Although additional research is needed, it appears the discussion method is especially effective in facilitating the development of skills related to speaking, listening, and group leadership (Gage 1976, p. 213).

The following practical suggestions, excerpted by permission from How to Succeed as a New Teacher, should be a useful guide as you develop your own style in leading discussions and teaching in a laboratory setting.

Leading a Discussion Section

Before you walk into a discussion section, you should know what you want to accomplish. Do you want students to apply newly learned skills, mull over new subject matter, develop critical abilities, consider problems, or become motivated to do research? These goals are not mutually exclusive, but each discussion section has to have a focus that fits the group, the material, and the purpose of the course.

Format. Discussion sections range in format from highly directed to nondirected. Each approach has its advantages, but remember to be consistent with the one you have chosen. If you assign students the responsibility for setting the agenda for discussion, summarizing the session, or mediating disputes between participants, do not suddenly take over if the section does not go in the direction you would like.

Students should understand clearly what is expected from them in the section. Sometimes you might give the group an assignment that will provide them with a common body of knowledge or problem focus when they arrive for the section. Some sample assignments: Make a pro or con case for a debate; pick out the hidden agenda in an article; list alternative solutions to a problem; work out the solution to a set of math, chemistry, or physics problems. Reading guides can also be very helpful for students. They might include background information, bibliographic sources, questions based on the reading, or problems to solve after studying a set of examples or reading about a procedure.

Asking Questions. It is usually valuable to develop a questioning strategy for your discussion section. One three-step strategy is:

- * Ask informational questions to make sure that the students have grasped the basic data.
- * Ask questions requiring students to explain relationships among the units of information and to form general concepts.
- * Ask questions that require students to apply concepts and principles they have developed to new data and different situations. . .

Overall, you should start simply and gradually build up to more abstract and controversial questions. Your questioning strategy should take group dynamics into account:

- (1) Decide whether to ask questions of a particular individual or of the whole group. Sometimes calling on an individual may help to get a slow class going, but it can also release other students from the responsibility

of formulating answers for themselves. Directing questions to the entire class may entail waiting longer for an answer.

- (2) Leave sufficient time after asking a question before repeating it, rephrasing it, adding further information, or answering it yourself. Wait at least 30 seconds before making any change in your question. (You might want to practice asking a question and waiting 30 seconds in silence by yourself, just to see what it feels like.) Leaving sufficient time between asking and rephrasing gives students time to think and shows that you are more concerned with their learning than with being reinforced by quick and constant responses.
- (3) Avoid rapid reward for responding. Rapid reward means calling immediately on the first person who indicates that he or she has an answer or approving immediately a correct response that a student has given. This prevents other students from evaluating the response for themselves and interrupts their own thinking processes.
- (4) Avoid programmed answers. Programmed answers turn discussion sections into games of guessing and giving the section leader what he/she wants rather than thinking critically about the material. They tend to be 'yes' or 'no' questions. Here are some questions with answers programmed in: What reasons did you have for using that procedure? Was it in the lab book? Did you see it used in a demonstration? . . . What are some of the basic rules about misting plants? Do you mist the ones with the fuzzy leaves?
These questions have answers programmed into them. By asking only the original question and leaving off the 'hint' questions that follow, programming can be avoided.

Programming, too rapid response acceptance, and insufficient waiting time are three pitfalls in asking questions.

- (5) Encourage students to sit at the table or in a circle so that they can all see each other as well as you. Some students like to hide behind others; try to bring them out. Look around after asking a question, making eye contact with each student. During a section, ask students in all parts of the room for their responses. After a response has been given, ask another person to comment on it rather than commenting on it yourself. Such approaches indicate that you want the whole group to be involved and your role to be minimal.
- (6) Positively reinforce all responses, whether correct or incorrect. This helps create a safe environment for students to speak out and try new ideas. Reinforcing correct responses can be done with verbal comment and even facial expression; utilizing incorrect responses is more difficult. If you asked an informational question, e.g., In what year did the Mexican War begin? you must simply acknowledge the answer as incorrect without disparaging the person who offered it. Avoid teasing comments. If you ask an analytic question, e.g., What themes do you think dominate in Thoreau's Walden? and the response is: 'The importance of society for human fulfillment,' you can ask the student to enlarge upon what she means by 'society' or redirect her response by asking a follow-up question such as, Do you think Thoreau feels that some people are more valuable than others?

Increasing Class Participation. The discussion leader in a section should encourage participation; keep students talking to each other about the same topic; and try to help students develop insights into the material. You might not always succeed in these tasks to the same degree and consequently might sometimes choose to emphasize one over the other two.

A variety of strategies can improve learning in a discussion section. When picking one, keep in mind the needs and abilities of the students, the appropriateness of any given approach for the material you are covering, and the kinds of strategies you feel comfortable using. Here are a few possibilities:

- (1) Have students nominate topics for discussion at the beginning of a section. These can be problems, areas of confusion, interesting points, or basic ideas in the text. List the nominations; then have the group pick ones they want to cover and set the others aside, perhaps for office hours.
- (2) If the material for the section lends itself to open-ended questions, have a brainstorming session. During the first part of the session, list every idea that students come up with in response to the question you have

posed. During the second part of the session, synthesize, relate, and critically judge the ideas as you approach a solution.

- (3) If the discussion group is large, divide it into smaller units, each dealing with the same or separate problems in the reading. Float from group to group, giving guidance and answering questions when needed. When the period is nearly over, reassemble the whole group and have the small groups report to each other.
- (4) Pose an either/or question, e.g., Is the frontier or the industrial revolution more important for an understanding of the American character? Separate the class into pros, cons, and those who are undecided. As the pros and cons debate, permit the undecided to contribute at any time. Students should change groups as they change their views. This kind of debate can help students perceive value positions and levels of argument, as well as clarify the positions that they choose.
- (5) Pose a comparison question about two or more concepts in the readings. Have students list all the connections and contrasts. Then synthesize the lists and use them to analyze the concepts or theories, or to introduce a discussion and evaluation of the reading.

You can begin a class discussion by asking about a common experience and relating it to the reading. You might raise comparison/contrast questions or create a disagreement by playing devil's advocate or by presenting an alternative view. If you are brave, you can throw the ball entirely into their court and leave it. Few groups will sit in silence for 50 minutes if they have read and thought about the material. Don't think you have to fill in every pause. Look around for someone who is obviously thinking, who might want to speak out but seems hesitant, and ask if that person has something to add.

Once a few questions have focused the discussion, students may continue it themselves, with you acting as moderator, mediator, and summarizer. Some groups can keep the discussion going with little difficulty; others will need guidance and more frequent redirection on your part. You will get a feel for each particular group. It is important, however, to accept the students as they are and to believe in their ability to learn. A good discussion leader keeps his/her intervention at a minimum and gets the students involved in the material.

Creating a good climate for a discussion group is essential. Probably most important is to know and use the students' names. In addition, make sure that the students know each others' names. Try to get a comfortable room, e.g., one with chairs around a table rather than bolted down theater style, and enough seats. Ten people in a room designed for 50, or 50 people in a room designed for 10 are equally poor alternatives. You might vary where you sit from time to time. Getting to a section a little early and staying briefly afterward to talk informally with students and answer questions can also be helpful.

In discussion sections it is important to be as relaxed and unselfconscious as possible. Many students enjoy discussion groups when they sense spontaneity and excitement about learning. This does not mean that a discussion section should not be planned or at least thought out in advance. All of these possibilities involve some forethought, but they also leave considerable room for flexibility as the class progresses. If you show respect for students as people in both your demeanor and language and encourage the group to engage in a common learning enterprise, you can make the students in the group feel comfortable and ready to share ideas. Students often reflect toward each other the attitude that a teacher shows toward them. Thus, the establishment of a pecking order in a discussion section should be avoided. Your primary responsibility is to help all the students in the group learn.

Teaching in the Laboratory

Laboratory teaching by TAs usually takes place in introductory-level laboratory courses. Lab sections typically last three or four hours, during which students may be expected to complete one experiment (occasionally an experiment will require two weeks' work). You may also choose to devote some time at the beginning of the lab period to students' questions on the home work or lecture material, or to explaining some of the finer points of the experiment they are to conduct. At the beginning of the session and before each experiment, show students how to handle and care for the lab equipment they will be using. Also, make sure students know the procedures and rules for writing up and submitting the results of experiments.

Most important, a TA should come into the lab in advance and actually do the experiment or experiments that the students will be responsible for at the next meeting. That is the only way to become familiar with the subtler points of the experiments. Remember that your students will find any number of stumbling blocks while doing these experiments; both you and they will benefit if you have prepared to help them over their difficulties by becoming well-versed in the tricky or confusing parts of the experiment. The lab experience will be strengthened if you can relate something of the experiment's history, especially if it was a landmark in scientific research. Be prepared also to tell students why it is relevant, either as a technique being taught or as an application of a particular theory.

Before the session begins, you should acquaint yourself with the storeroom of the lab that you will be using. That way, you will not lose time during a lab session looking for necessary items. You should also know beforehand the location of the first aid kit, basic first aid rules, and the procedure for getting emergency assistance.

*During the lab session, circulate among the groups of students and see how they are doing. Don't wait for them to ask you questions, since they may be a little hesitant to speak up before they get to know you. A few strategic questions of your own--such as *Once you plot those points on your graph, how are you going to find the best straight line through them?* or, *Why do they tell you to make measurements with the current going both ways through the coil?*--will help you figure out what the students understand and what points they are still a little hazy on. You are really a facilitator, a person who is there to help; if you keep that in mind, you will help to make the laboratory a learning experience instead of just three or four hours of drudgery.*

Because all labs and equipment are shared, laboratory courtesy is important. Be sure to have your students clean up their lab benches before they leave. For the same reason, if a piece of apparatus breaks, set it aside with a sign saying 'Do Not Touch' and notify the laboratory supervisor as soon as possible. That way the damaged equipment can be put back into service rapidly, an important consideration when large numbers of students have to use it over a few days' time. If you will be conducting lab sessions, be sure to find out what orientations, written materials, or procedures your department provides for graduate students assisting with laboratory courses.

Special Techniques.

The following techniques, the Informal Quiz and the Reciprocal Questioning Procedure, are taken verbatim from the UMKC Center for Academic Development document, "Retention with Integrity Through Supplementary Instruction," with permission of the authors: Robert Blanc, Larry Debuhr, Deanna Martin and associates. The techniques have been extremely successful in helping the GTA to diagnose areas of weakness and to increase student involvement in both asking and answering questions within the subject area requiring a variation of thinking skills outlined earlier in the Bloom's Taxonomy Schema.

The Informal Quiz

We advocate the use of the informal quiz in all lab sessions, discussion sessions, small-group tutorials as well as class sessions with fewer than 50 students. Properly used, it reinforces and/or develops comprehension, retention of information, interest, enthusiasm, attendance, participation and attention. This quiz is not intended to be a method for formally evaluating student work.

The informal quiz is designed to accomplish the following: 1) allow weaker students to participate equally with stronger; 2) give each student an opportunity to demonstrate competence; 3) assure that students cannot fail; 4) generate student trust; 5) develop a high degree of student involvement; 6) demonstrate that continuity of a course of study is important; 7) facilitate the student's ability to interpret, answer, and predict questions; and 8) provide a mind-set for a class hour. Those goals may appear to be excessive for what can be feasibly accomplished within a class hour, but they can be accomplished in ten minutes or less.

The scenario: At the beginning of the class hour, pass out quarter sheets of paper or ask the students to take out some scrap paper. Then ask 5-10 questions, half of which are based on the previous class session, requiring one-word answers or short phrase answers which cover obvious details and/or concepts. The second group of questions are for review, some covering material from the earliest class session. These require recall of detail, concepts or principles.

Endeavor to ask questions with multiple parts so that more than one student can respond; i.e., "name one of the four factors that promotes intellectual development." Instruct students to write down the question if they don't know the answer.

After the questions, ask: "Who has an answer to a question - any question?" (Encourage students not to be bound to a sequential order.) As students raise their hands, call on the weakest students first and ask them which questions they wish to answer. Repeat the question; praise them when they are correct. On more complex questions, ask students if anyone has a different answer or stated their answer in a different way. Students need to have the experience of listening to multiple points of view when these are appropriate.

Use of informal quiz actively involves students in review. Key concepts are recalled and reinforced. Another advantage is that both you and the students have the opportunity to identify concepts that require additional clarification. Further, all of these advantages have been gained with a minimum expenditure of time.

Reciprocal Questioning Procedure

Select a very brief but important section of the textbook or a reading, not to exceed 4-5 paragraphs or a page. Prepare ten to twelve questions over the material. Include some factual or detailed questions directly from the passage and some questions that require inference, application and/or evaluation. Write at least one question that requires students to make a prediction based on the material; e.g., where the author may be going with the topic, how the topic may be related to something else, etc.

When introducing the procedure to the group, say something like this, "Here is a procedure that I think will help you improve your understanding of the material. Let's read this selection together silently. Read it at your usual study-reading rate. After we have read it, I will turn my paper (book) over and not look at it. I then want you to ask me questions that will check how well I've read the material. Ask me as many questions as you can find. After you have asked your questions, I want you to turn your paper (book) over, and I'll ask you some questions."

As students ask you questions, there are several things to keep in mind. These are listed below:

1. Make sure that students state their questions clearly. Help them frame the question, if necessary, but do not answer poorly articulated questions even if you can figure them out. Part of the goal of this procedure is to help students ask more meaningful questions.
2. Listen carefully to the questions individual students ask. You can learn a great deal about the sophistication of student thinking by attuning yourself to the kinds of questions they ask and to the clarity with which they pose their questions. Typically, students who are less able reasoners have difficulty asking or answering any question that requires application, prediction, translation, or evaluation.

At times you will notice that students ask the "wrong" question about something; e.g., one that does not make sense or does not logically follow from the information presented. You should consider this as much a "red flag" as a wrong answer. Wrong questions denote mental confusion or a misunderstanding of the author's intent. Follow up with the student by asking him or her to tell you what thoughts generated that question. Be tactful when pursuing this problem to avoid threatening or embarrassing the student.

3. When students ask questions that extend beyond the actual material in the passage; e.g., questions that require inference, application, etc., praise them: "That's a very good question. I don't remember the author's stating an answer to that." Then model your thinking for the student. For example, "From what I know...and..., I would say that...would be the case because..."

The idea here is twofold: first, your praise of higher order questions draws the other to reinforce this kind of questioning behavior. Answers to questions of this type insure more complete understanding of the material and represent the kind of thinking we want students to engage in as they read. Less able students often do not expect to understand what they read. Worse yet, they frequently do not perceive what there is to be understood in the passage and are surprised to hear what thoughts others have as they read and reflect.

Secondly, when you model your thinking in response to the question, you help students to see what specific information you are generating and recombining to derive the answer. How you are thinking about the question and how you generate your response is, in this procedure, more important than the answer per se.

4. It's appropriate when you answer higher order questions to ask the person or the group for input. For instance, you might say, "Is that what you had in mind?" or "Did I leave out anything?" or "Did someone think of a different response?" Do not, however, confront the student with his or her own question. An important consideration in this procedure is that it be non-threatening. Implicit in your instructions to students to ask you any questions they find of the kinds of questions the professor might ask is that you are radically changing the conditions under which students usually ask questions. Students are not now necessarily asking out of a posture of ignorance. They may indeed be seeking information, but then again they may have the answer themselves. Thus it is important for you to protect their privacy should they not know the answer. In this way, students feel free to ask for clarification when they might otherwise seek help.
5. For at least one question, purposefully feign ignorance. Students need to see how an intelligent self-respecting person handles not knowing the answer to something someone has asked. Again, don't turn the question back on the student who asked it, but seek assistance from the group. You might begin by telling them something you do remember, and then ask them for help. If you don't actually know the answer and if no one knows, offer to look up the information for them, or to ask the lecturer.

When students have finished asking their questions or if time constraints demand, instruct them to close their books or turn their paper over. Begin by asking a few questions for which there are direct references in the material. Questions that have not been asked before, and which require them to recall specific facts, details, definitions, steps, etc. are good openers. As students indicate their willingness to respond, call on those students you perceive to be the weakest. Praise their correct responses. Then move on to more sophisticated questions that require students to make inferences, applications, translations, evaluations, etc. Continue to seek input from others as questions are answered.

If no one knows the answer to a question, assume the responsibility for answering it. Again, tell them what you are thinking when you asked it; what you perceive the answer to be; and why you thought the answer might be important. Also be willing to admit that you may not have asked the right question. If no one can make a response, it may be likely that your question is inappropriate. If possible, leave the group with a question that asks them to predict something that follows in the reading.

This procedure should not require more than 20 minutes and can take substantially less time depending upon the length of the selection. Further, you can use this procedure over lecture notes as well as with individual students you are tutoring. A minimum of modification is required for these adaptations.

In summary, we have seen striking differences occur in students' questioning and reasoning strategies as well as in their ability to comprehend what they read. We attribute these gains in ability to the emphasis this procedure places on:

1. Modeling thinking as it pertains to questioning and answering skills,
2. Giving students the opportunity to practice these skills in a nonthreatening, rewarding environment, and
3. Allowing students to learn not only from the leader but from one another.

How to Evaluate Your Teaching

In this handbook a lot of emphasis has been placed on the importance of insuring more consistency and continuity among objectives, instructional strategies and evaluation. Procedures for both formal and informal evaluation of students, teaching, and the course have been suggested. Will doing all of these things really make a difference?

The answer is "yes." In 1981-82, the UMKC Study² conducted in seven academic units on the campus showed that GTA's who collected and utilized feedback data to change the instructional strategies did receive improved student ratings. In one instance the positive ratings increased by as much as 80 percent within one semester. During the same period of time a comparable number of GTAs not in the treatment group did not show increased positive student ratings. These results indicated that "experience alone" will not necessarily result in improved student attitudes towards the instructional process. It is highly likely, based on the findings of other students, that the ratings

²Bingman, R.M. "Use of Student Evaluations to Improve Instruction," paper presented at the American Institute of Research, Toronto, Canada, May 1983.

of the students are based among other things, on their feelings that they have been involved in the instructional evaluation. When the instructor intentionally points out to the students how he/she is using the results to improve the classroom techniques, the impact upon the ratings becomes greater. Thus you might frequently seek from students their evaluations of the learning experiences you lead.

These results are based on the premise that improved student perceptions and attitudes towards the instruction must be somehow desirable. Does this process lead to fewer failures, better classroom retention rates or better comprehension of the subject material? These are areas that require further investigation among GTAs and departments. The suggestions herein refer principally to the use of student evaluations to improve instruction. Student evaluations are often used to determine at least one dimension of effective teaching for purposes of promotions and other rewards.³ Other types of evaluations you might pursue include those of self, peer, and supervisors. While these issues go beyond the current scope of this manual, it can be said that it will be a rare teacher who is truly effective and still receives low student ratings.

³For further information, consult Criteria for the Evaluation, Support and Recognition of College Teachers, Number VI, A Special Publication of the Fund Associates in National Project III, Center for Research on Learning and Teaching, The University of Michigan, May 1977.

TEACHING TECHNIQUES FOLLOW-UP CHECKLIST:

- _____ 1. Continue to learn students by first name.
- _____ 2. Talk with other TAs and professors about alternate ways of presenting materials.
- _____ 3. Plan and present at least one lecture having an introduction, body and closing utilizing the guidelines for lectures.
- _____ 4. Plan and carry out a procedure for getting feedback on lecture delivery.
- _____ 5. File lecture or discussion outlines for future use.
- _____ 6. Use examples to clarify ideas and concepts.
- _____ 7. Occasionally stop and ask students questions to see if they understand the ideas.
- _____ 8. Review guides for discussion in the handbook.
- _____ 9. Try the Informal Quiz and Reciprocal Questioning Procedures at least once in the first month.
- _____ 10. Provide feedback comments on tests, papers, reports, etc.
- _____ 11. Encourage students to utilize appropriate campus support services.
- _____ 12. Look for continuity among objectives, strategies, and evaluation.
- _____ 13. Review strategies at least once in the first six weeks to identify strengths and weaknesses.
- _____ 14. Establish one or more areas for instructional improvement and plan a means for carrying it out.
- _____ 15. Observe another TA's class at least twice a semester.
- _____ 16. Invite someone to observe your class at least twice a semester.
- _____ 17. Revise strategies at the end of the semester for the next semester.

V. SUPPORT SERVICES AND RESOURCES

UMKC MILLER NICHOLS LIBRARY

Description of Services for UMKC Faculty, Staff and Students

The UMKC Miller Nichols Library is the main research library of the University of Missouri-Kansas City. It provides facilities, resources, and services in support of the academic programs of the College of Arts and Sciences, the Conservatory of Music, and the Schools of Business and Public Administration, Education, Pharmacy, Basic Life Sciences, and the Programs of Computer Science and Engineering. The main collections contain over 600,000 books, 3,400 serial subscriptions, 1.3 million microform documents, 400,000 government documents and 300,000 audio/visual recordings. The MERLIN online library catalog provides access to the holdings of all the libraries of the University of Missouri and St. Louis University. Over 60 different databases allow library users to search the contents of newspapers, periodicals, and other resources across a broad range of academic disciplines. Guides to library resources in specific subjects as well as instructional guides for the numerous electronic tools are available in the reference room. Guides to the library catalog are available in several languages. Reference questions, general suggestions, and recommendations for additions to the collections can be sent via forms on the University Libraries web site: <http://www.umkc.edu/depts/lib>. Separate specialized libraries are maintained to support the academic programs in the Schools of Law, Dentistry, and Medicine. Please see separate listings for addresses, telephone numbers, and hours.

Address: 5100 Rockhill Road (northwest corner)

Telephone:	Asst. Dir. Public Services	235-1528
	Circulation	235-1526
	Copy Services	235-1433
	Government Documents	235-1534
	Interlibrary Loan	235-1586
	Music/Media	235-1675
	Reference/Gov. Documents	235-1534
	Special Collections	235-1534

Hours:	Mon. thru Thurs.	7:30 a.m. to 11:00 p.m.
	Friday	7:30 a.m. to 5:00 p.m.
	Saturday	10:00 a.m. to 5:00 p.m.
	Sunday	1:00 p.m. to 11:00 p.m.

Hours are subject to change during holidays, intersessions and summer sessions.

BORROWING PRIVILEGES. To check out books or other library materials, you must present at the Circulation Desk a current UMKC photo identification card with the current semester sticker attached. Materials circulate to Graduate Students for one semester. Undergraduates may borrow books for a period of four weeks. Books may be renewed if the library has received no other requests for the material. Check out items at the Circulation Desk (Access Services). Books may be returned to the Circulation Desk or at the book drops located at the north and south entrance to the Library. After the due date, the Circulation Department sends the borrower a notice of overdue materials. An overdue fine is charged for each item not returned by the date due. In the case of lost materials, the borrower is charged for each item not returned by the date due. Overdue charges for reserves and other special materials vary. Please call the Access Services Department at 235-1526 for more information.

For more detailed information about the UMKC Libraries and Services, please refer to their web page: <http://www.umkc.edu/lib/>

COOPERATING LIBRARY IN GREATER KANSAS CITY METROPOLITAN AREA

Linda Hall Library of Science and Technology

Address: 5109 Cherry, Kansas City, MO
 Telephone: 363-4600
 Hours: Monday 9:00 a.m. - 8:30 p.m.
 Tuesday - Friday 9:00 a.m. - 5:00 p.m.
 Saturday 10:00 a.m. - 4:00 p.m.
 Sunday Closed

This private research library is open to UMKC faculty and students. In order to borrow books, request forms may be filled out at Linda Hall. The materials are then sent to the General Library, from which they may be checked out for one week only and must be returned promptly on the due date.

Computing Services

The UMKC Department of Computing Services provides facilities for computing by students, faculty and administrative staff, primarily on CCTR. UMKC computer network provides additional programming languages and packages not available on the CCTR. Advice on computer use is provided by professional staff from the departments below.

Academic Computing Services

Basement: Cockefair Hall

Senior System Programmer: Gary McDonald
 Systems Programmer II:
 Hours: Monday - Friday, 7:00 a.m. - 11:00 p.m.; Saturday, 9:00 a.m. - 6:00 p.m.
Consultation Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m. - Appointments are necessary

The Center offers on-site information, consultation and assistance with available hardware, standard programs and packages, mathematical and statistical routines, uses at system software, programming languages, program testing and data storage and retrieval. No charge is made for consultations, short answer questions by monitors or for use of the CCTR computers. To access the CCTR system, however, users must open a CCTR account at Computing Services, 102 Student Services Building (Telephone: 235-1480). Free informal, short courses on CCTR, DCL and SPSS are offered at the beginning of each semester. Details are available from staff, the Center bulletin board and the department occasional newsletter. Computer Centers are located at Miller Nichols Library, 3rd Floor, Bloch School, Room 110 and in the Basement, University Center.

Administrative Computing Services

Student Services Building
 Room 102 - 4825 Troost
 235-1481

Director: Tim Saxton
 Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.

A professional programming staff offer free consultation regarding network computer use and software packages. Large library and reference materials are available for use at the Center. An account must be opened in the Center to gain access to the Computer Network and charges are made, depending upon usage. Multiple choice tests and survey questionnaires may be read by an optical scanner, and scored and processed by the Computer Network. If you intend to use this service, contact the Center staff early in your planning stage.

Center for Academic Development

Address: 210 SASS Building
 Telephone: 235-1174

The Center for Academic Development is staffed by professionals whose academic and practical experiences offer academic support services and consultation to both students and faculty. Regular services include the following offerings:

Supplemental Instruction:

The Supplemental Instruction (SI) program is a series of regularly scheduled review sessions attached to specific courses. In SI sessions, all enrolled students are invited to discuss course material, solve problems, and explore required readings. SI Leaders are students who have successfully completed the course. They are approved by the course instructor, as well as trained and monitored by the Center. SI Leaders attend all class sessions, take notes, complete all assignments, and facilitate three SI sessions a week. Each semester the Center sponsors SI for 12 to 16 courses.

Writing Lab: David Foster 235-1146

The Writing Lab, located at 5201 Rockhill Road, offers individual and group instruction in writing skills for all levels of students, from freshman composition to doctoral dissertations. Assistance is also offered to international students who wish to improve written and spoken communication skills.

Academic Support Programs for Health Science Schools and Tutoring for Undergraduate Students: Full time staff provides group and individual assistance at the following schools.

School of Dentistry:	Dianne Beard	235-2082
School of Medicine:	Kim McNeely	235-1869
School of Pharmacy:	Shelly Janasz	235-2400

Bookstore

Textbook Buyer:	Ms. Sandi Smith
Address:	University Center, 5000 Rockhill
Telephone:	235-1401
Hours:	

	Monday -
Thursday	
	8:00 a.m. - 7:00 p.m.
Friday	
	8:00 a.m. - 5:00 p.m.
Saturday	10:00
	a.m. - 3:00 p.m.

Hours subject to change when classes are not in session.

General Academic Support and Counseling Services

The teacher's main job is to foster the intellectual and personal growth of his or her students. The dialogue between teachers and students on course planning, career decision, how to study is an integral part of teaching responsibilities. Academic, emotional, or other personal problems may check a student's progress and interfere with classroom activities. In such cases, the teacher may assist the student by referral to the appropriate support and/or counseling services.

Most general academic services are now housed together in the Administrative Center at 5115 Oak Street.

Admissions Office

Administrative Center.

Room 120 235-1111

Advisement on admissions and enrollment (up to thirty hours), change of program, including class withdrawal and auditing, all academic forms and departmental information brochures are available on a walk-in basis.

Records and Registration

Administrative Center.

Room 115 235-1121

Services provided by this office include all advance and regular registration, administration of degree processing, monitoring of undergraduate and graduate student academic probation, maintenance of all official permanent student records, and issuance of class lists, grade rolls, grade reports, transcripts and enrollment records.

Financial Aid and Scholarship Office

Administrative Center.

Room 101 235-1154

Financial assistance is available for students who otherwise would be unable to attend UMKC. Financial aid programs include scholarships and grants, low-cost short and long term loans and employment in the college work-study program. Early application and financial statements are usually required to secure such assistance. Advisors are available during office hours and appointments are not usually necessary. Hours: Monday - Friday, 10:00 a.m. - 5:00 p.m.

Finance Office

Administrative Center.

Cashiers

Room 112, 235-1365

Payroll - Human Resources

Room 226, 235-1521

Scholarship & Loans

Room 224, 235-1346

The Cashier's Office is responsible for the collection of all student fees and all other monies due UMKC. The Cashier's Office is also charged with the responsibility of reviewing residency questions and problems for the campus. Hours: Monday - Friday, 8:00 a.m. - 4:30 p.m. The Payroll Department is responsible for obtaining and disbursing all payroll checks. Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m. Scholarship and Loan: this office holds scholarship and loan checks for student pick-up and handles loan repayment. Staff are available for confidential consultation. Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.

University Counseling & Placement Center

4825 Troost

Room 206 235-1635

The Center provides direct, confidential and professional counseling at no charge to UMKC students, faculty, and staff seeking help with academic, vocational, social, mental, and personal concerns. Appointments are usually made by telephone but assistance is available on a walk-in basis. The Center provides a range of career/life planning services with workshops, support groups, testing and assessment and reference materials. The Center provides vocational information to all students at no charge. The Center provides a variety of workshops, individual career counseling, videotaped interviews and individual career testing. Staff members advise students on choice of career, full-time employment opportunities, cooperative education openings, graduate programs, part-time employment and summer employment. The Center has a career information library and a bulletin board with up-to-date vacancies is maintained. Interviews are conducted in the Center by visiting institutions and government agencies, etc. and also for on-campus jobs. Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.

Disabled Student Services

Administrative Center

Coordinator of Services for Students with Disabilities: Scott Laurent

Room 350 235-5696

A coordinator is available to assist handicapped students with all aspects of campus life - registration, class rescheduling, information, and academic support services.

Women's Center

Haag Hall, Room 111
235-1638

The Center organizes workshops, seminars and support groups to meet the educational and professional needs of women students.

Veterans Affairs

Tim Sullivan

Administrative Center
Room 111a 235-1121

Counseling, advice and special programs are available to students, veterans, and their dependents.

International Student Affairs

5235 Rockhill

Director: Dr. Ravi Kallur

235-1113

Assistance is available to international students for their special needs - visa extensions, changes in academic program, visits outside the United States, employment, etc.

Other Non-Academic Services and Benefits:

Occasionally questions arise concerning GTA benefits, parking regulations, campus mail, and recreational benefits. For information on these matters, contact the following:

	Benefits	235-1622
Parking		235-5256
Mail		235-1439
Recreation		235-2712
Payroll		235-1522

Additional Instructional Resources - Annotated Bibliography

It has become apparent that there is a vast amount of information on how to improve college instruction and teaching. In sifting through the mass of information, we have found the most relevant and useful information to come from developmental projects located at a few centers of higher education throughout the nation. The primary reason for their relevance and usefulness is that they have the following features:

1. They are based on current research.
2. They are written in practitioner "how-to-do-it" language.
3. They are simple in format (paperback, notebooks, etc.)
4. They provide a lot of examples, suggestions and recommendations.
5. They can usually be reproduced without copyright problems.
6. They are usually inexpensive.
7. They are usually under revision based on user's comments.

The following materials meeting these guidelines are available in limited quantities at the Center for Academic Development. For additional information, contact the Center.

1. Cook, John, et. al., A Handbook for University of Michigan Teaching Assistants, Center for Research on Learning and Teaching, University of Michigan.
This short publication presents ideas on three important aspects of teaching: the lecture, questioning and testing. Following these is a short bibliography on other publications recommended for GTAs by the Center for Research on Learning and Teaching.
2. McKeachie, Wilbert J., Teaching Tips, A Guidebook for the Beginning College Teacher, Seventh Edition. D.C. Heath and Company, Lexington, Massachusetts/Toronto, Canada.
This paperback publication covers a multitude of questions posed by new college teachers, to place them at ease in their assignments and get started effectively in the classroom. The recommendations and suggestions provided by the author are based on a large amount of research in the area of college teaching and learning, in addition to his many years of successful classroom experience. It is very easy to read and use, is very comprehensive and has 26 pages of bibliographical references.

3. Elbe, Kenneth, The Recognition and Evaluation of Teaching, Project to Improve College Teaching, 1259 East South Temple, Salt Lake City, Utah 84110.
This short paperback edition is a good companion document to the handbook for teaching assistants and the Procedures Manual developed on the UMKC campus. It provides many "nuts and bolts" suggestions on how to write assessment instruments and utilize them to evaluate teaching. Numerous samples of items and instrument formats are provided for easy reference and use. The author is very highly recognized for his ability to discuss the evaluation of teaching as an "art" rather than as a "science."

4. Change Magazine Reports on Teaching, Editors of Change Magazine, 1976. Educational Changes, Inc. NBW Tower, New Rochelle, N.Y. 10801
This series of four reports has been found to be extremely helpful in that the reports address the issues, strategies, and evaluation specific to subject disciplines.

Report 1:	Chemistry, History, and Psychology
Report 2:	Biology, English, and Political Science
Report 3:	Economics, Mathematics, and Philosophy
Report 4:	Geography, Music, and Sociology

The materials developed and included in the above reports resulted from the Change Magazine national project on undergraduate education. The authors encourage reproduction of the materials to increase their dissemination and use.

5. Saunders, Phillip, et. al., Resource Manual for Teacher Training Programs in Economics, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036
This 436-page resource manual provides a well-documented model for establishing a complete teaching program which incorporates all components described in this manual. While it is written specifically for economics, the format should be easily adapted to other disciplines.

6. The Assessment and Improvement of Instruction, Office of Instructional Resources, University of Illinois, Urbana - Champaign.
A series of four publications have been found to be useful to GTAs. One publication "How to Improve Your Learning" has been cited earlier. The other publications are: 1) "Improving Your Test Questions", 2) "Assigning Course Grades", and 3) "Effective Class Questioning." Each publication is presented in workbook style with numerous examples and suggestions. Materials may be reprinted freely providing source is cited.

7. Noonan, John and Kenneth E. Eble, New Directions for Teaching and Learning, Number 2, 1980, Learning Cognition and College Teaching. Jossey-Bass, Inc., Publishers, San Francisco, California
This 116-page paperback is devoted to innovative suggestions for improving teaching based on current research. The 15 generalizations near the end of the publication should provide a basis for a useful checklist for rethinking the GTA role at UMKC.

8. "Memos to the Faculty Series" from the Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Michigan
Each memo consists of five pages of information on relevant topics. The topics selected as being very relevant to UMKC GTAs are:

<u>Memo No.</u>	<u>Title</u>
35	<i>The Teacher-Made Test</i>
43	<i>Defining Instructional Objectives</i>
46	<i>Grading and Evaluation</i>
52	<i>Improving the Conditions for Learning</i>
53	<i>Evaluation of Teaching</i>
55	<i>Learning How to Learn Independently</i>
57	<i>Grading by Contract</i>
58	<i>Student Reactions to Instruction</i>
60	<i>The Lecture</i>
62	<i>The Discussion Period in a College Classroom</i>

63	<i>The Administration of Good Teaching</i>
64	<i>Comprehending Concepts</i>
65	<i>An Analysis of Research on Teaching</i>
68	<i>Options for Presenting Information</i>

9. "Reports on Development and Experiment in College Teaching," prepared and distributed by the Committee of Institutional Cooperation (CIC), established in 1959 by the Big Ten Universities. Individual reports are mailed from the Center for Research on Learning and Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48109.

10. Centra, John A., Determining Faculty Effectiveness, Assessing Teaching, Research and Service, Jossey-Bass publishers, San Francisco, California, 1981
The author utilizes a lot of research based on Educational Testing Service data as well as independent research in this publication. Chapter two, uses and limitations of student ratings has been very useful in guiding the efforts of the pilot project to develop the Procedures Manual. This publication would be of great benefit to GTAs wanting to utilize student ratings to improve instruction.

11. Ellner and Barnes, Studies of College Teaching, Lexington Books, Lexington, Massachusetts/Toronto, Canada, 1983
This recent publication is very useful to helping GTAs and departments look at new perspectives for determining effectiveness of college teachers. This document would be of most value to persons interested in reviewing recent research in college teaching and comparing findings to the results of elementary and secondary school teaching.

12. Althen, Gary, Manual for Foreign Teaching Assistants, University of Iowa, 2nd edition, 1988
A well-written concise publication which has general application for all GTAs.

13. Allen, R.R. and Rueter, Theodore, Teaching Assistant Strategies: An Introduction to College Teaching, Kendall/Hunt Publishing Co., Dubuque, Iowa, 1990. **(On reserve at the Circulation Desk of the Miller Nichols Library)**
The 10 chapters in this recent publication cover a wide range of practical topics and provide useful strategies that may be adopted by TAs in any role. Includes interpersonal relations and dealing with diversity.

VI. GENERAL REGULATIONS AND INFORMATION ON GRADUATE TEACHING ASSISTANT SHIPS

Academic Loads

Students holding graduate teaching assistant or graduate research assistant appointments should be engaged in a minimum of six hours of credit per semester (three credits in the summer session). However, GTA/GRA appointees who have completed all required course work for the degree and who are working full time on research need only enroll for the minimum of three credits. Note that this policy in no way alters the residency requirements and criteria for doctoral degrees. Further, international students holding GTA/GRA appointments must also abide by requirements of the U.S. Immigration Service and thus should consult the international student adviser.

Restrictions on GTA Appointments

Graduate Teaching Assistant appointments up to .5 FTE (approximately 20 hours service per week) may be approved within the student's academic unit. For appointment levels greater than .5 FTE, the student's major adviser must seek approval from the School of Graduate Studies. The Dean of the School of Graduate Studies must be assured that a GTA appointment of more than .5 FTE will not affect the student's academic achievement nor impede the student's progress in his or her graduate program.

Fee Remission Policy for Graduate Teaching Assistants

Each semester, students who hold GTA or GRA appointments may be recommended by their academic units for Chancellor's GTA/GRA Fee Remission awards. A limited number of these awards are available and they have been distributed among the various academic units in ratio to the number of GTA appointments the unit normally has. These awards can cover the basic graduate educational fee for six credit hours.

For students who are not residents of Missouri, an additional benefit of having a GTA or GRA appointment is that it may qualify them for a Chancellor's non-resident fee remission. A minimum FTE of 25 percent is required to be eligible for this latter award. Award forms must be processed each semester. GTA and GRA appointees should contact the administrative office in their academic unit to request a non-resident fee remission form.

Policy on Award of Teaching Assistantships to International Graduate Students.

In 1986, the Missouri State Legislature and the University of Missouri Board of Curators adopted a policy, which seeks to guarantee effective, understandable instruction for undergraduates. The state has mandated, and the Board of Curators fully supports the ruling, that graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language may not hold a teaching appointment during their first term of enrollment at any public institution of higher education in the state of Missouri. In addition, they stipulate that all such students shall be tested for their ability to communicate orally in English in a classroom setting and shall be given a cultural orientation to prepare them for teaching prior to being given an appointment. At UMKC, the following standards are in effect for international students who wish to be considered for graduate teaching assistant appointments:

- a. They must have attained a minimum official TOEFL score of 550.
- b. They must take the SPEAK test and receive a score of 50 or higher.
- c. They must participate in a course designed to provide an orientation to the culture of American institutions of higher education and prepare them for their teaching appointments.
- d. They must present a 5-8 minute simulated lecture or laboratory demonstration which will be videotaped for review and approval of their verbal communication and teaching skills by the dean of the academic unit in which they are enrolled and by the School of Graduate Studies.

International graduate students interested in being considered for appointment as teaching assistants may make arrangements for the required testing, evaluation, and orientation through the Applied Language Institute, which is located at 5301 Rockhill Road. For further information or to schedule SPEAK tests, students may call (816) 235-5399 or send an e-mail message to ali@umkc.edu. This phone has a voice message box; students should leave a name and phone number if no one is present to take their call.

VII. SUMMARY

This manual has been written to help you become an integral member of the UMKC instructional team. The desired outcome is to improve the learning climate and processes at UMKC. While some structure has been utilized to provide a framework of ideas and suggestions, the process remains open-ended to encourage you to develop your own teaching style in some type of orderly fashion. The UMKC School of Graduate Studies encourages you to use the resources described and cited throughout this handbook and to continue to experiment and improve your instructional techniques throughout your teaching career at UMKC. We hope this model of systematically planning, trying out, evaluating, and replanning will go beyond these pages to impact your future academic career and life in general.

Suggestions for improving this manual and/or its use will be appreciated. Please direct your comments and questions to:

UMKC School of Graduate Studies
300F Administrative Center (5115 Oak Street)
(816) 235-1161

APPENDICES

UMKC Policies and Procedures

Graduate Teaching Assistants should be familiar with the campus and university system policies and procedures on:

- Student Conduct
- Rules of Procedures in Student Conduct Matters
- Acceptable Use Policy
- Policy on Student Records
- Procedure for Appeal of Grades
- Academic Amnesty Procedures
- Equal Opportunity Procedures
 - Guidelines on Sex Discrimination
 - Guidelines on Discrimination on the Basis of Religion or National Origin
 - Guidelines on Sexual Harassment
 - Minimum Standards of Progress for Veterans
 - Discrimination Grievance Procedure for Students
- Policy on Positive Work and Learning Environment

The full text of each of these policies is printed in the UMKC General Catalog beginning on Page 513 or may be accessed in the on-line catalog at:

<http://www.umkc.edu/umkc/catalog/html/append/policy/0000.html>

Campus Procedures For Emotional/Behavioral Emergencies

In the event of a severe acting-out, emotional or behavioral incident which poses a hazard to the individual, to others in the university community, or to university property, the CAMPUS POLICE (#235-1515) should be called. Appropriate lines of communication are as follows:

1. CAMPUS POLICE are to be notified immediately and they take charge of the situation.
2. CAMPUS POLICE notify the COUNSELING AND PLACEMENT CENTER and request their assistance if needed. All other individuals, regardless of rank or position, should leave the scene unless their presence is requested by CAMPUS POLICE.
3. CAMPUS POLICE notify the VICE CHANCELLOR FOR STUDENT AFFAIRS or designee. The VICE CHANCELLOR FOR STUDENT AFFAIRS or designee notifies the appropriate administrative unit.

Before a student, faculty, or staff member who has been involved in an incident as described above or who has been removed from the campus can return, an evaluation may be required by the university-designated psychiatrist who can attest to the person's capability of assuming normal responsibilities. If required, this documentation will be submitted to the Vice Chancellor for Student Affairs or designee who makes a decision based upon the advice of the University's consultant psychiatrist and in concert with the appropriate administrative officer as to the person's return to the campus. Eventual return to classes or duties will be coordinated with the appropriate Vice Chancellor or designee in each administrative unit.

Approved 1/5/88

Revised 9/1/88

University of Missouri AIDS Policy Statement

Current knowledge indicates college and university students or employees with Aids, ARC, or a positive HIV antibody blood test do not pose a health risk to either students or employees in a usual academic or residential setting. The policy of the University of Missouri is to permit students and employees with AIDS to continue to engage in as many of their normal pursuits as their condition allows. Managers should be sensitive to the medical problem and ensure that such employees are treated consistent with the treatment of other employees. Students will be allowed to continue their enrollment and activities (including continued residency in student housing) as long as they continue to meet academic standards and medical evidence indicates their conditions are not a threat to themselves or others. Every effort will be made to maintain confidentiality at all times.

The University also has a legitimate interest in the welfare of all students, employees, and visitors to the campus. Every reasonable precaution will be taken to minimize the risk that an employee's or student's condition will present a health and/or safety hazard to others.

The University will not discriminate against individuals with HIV infection, AIDS or ARC, but this protection does not include individuals with secondary infections or diseases that would constitute a direct threat to the health or safety of others or who may because of the disease or infections be able to perform duties of their employment. In such cases the appropriate University personnel or student policy will determine what changes, if any, will be made in the student's or employee's academic or work program.

In the event of public inquiry concerning AIDS on campus, the Chancellor or the Chancellor's designee will provide appropriate information on behalf of the University. Existing policies regarding confidentiality of employee and student records will be followed.

Consistent with its concern for students and employees with AIDS, the University offers a range of resources through the AIDS Task Force on each campus and through other campus and UM services.

- a. Students, employee, and management education and information;
- b. Referral to agencies and organizations that offer supportive services for life-threatening illnesses;
- c. Consultation to assist employees in effectively managing health, leave, and other benefits.

The AIDS Task Force on each campus will continue to meet periodically to review and update policy and to make recommendations as new medical facts become available. Each Task Force will continue to encourage programs to educate all members of the campus community about the reality of AIDS.

To address specialized campus needs, each campus is authorized to adopt and implement special policies related to AIDS which are consistent with this policy statement.

June 2, 1988

*Passed by the Board of Curators 6/88

UMKC AIDS Policy Statement

To address special needs of the University of Missouri-Kansas City, the following policy has been adopted:

Faculty, staff and students should be aware that discrimination on the basis of race, color, religion, national origin, ancestry, sex, age and handicap (to include AIDS), is prohibited by state law. All are expected to conduct their university-related activities without any such discrimination. Failure to fulfill these obligations may subject faculty, staff and students to disciplinary action. Such action shall be taken in accordance with the following University of Missouri procedures: Rules of Procedure in Student Disciplinary Matters and the Dismissal for Cause Procedure. Those who feel they may have been discriminated against may use the grievance Procedure for Administrative, Service and Support Staff; Discrimination Grievance Procedure for Students; and Academic Grievance Procedures. The above statement is based upon the recommendations of the Missouri Human Rights Commission, and is in accordance with the statements of professional responsibility and codes of ethics of the Association of American Medical Colleges, the American Medical Association, the American Dental Association, and the National League of Nursing.

UMKC Computer Usage Guidelines

University owned or operated computing resources are provided for use by faculty, students, staff and authorized associates of the University of Missouri-Kansas City. All faculty, students, staff and associates are responsible for use of UMKC computing resources in an effective, efficient, ethical and lawful manner. The following guidelines relate to the use of these computing resources:

Computing resources and accounts are owned by the University, and are to be used for University-related activities only. All access to Computing Services' managed computer systems, including the issuing of passwords, must be approved; approvals range from displaying proper identification when requested to completion of forms. The School Dean, Department Chair or an authorized representative must approve all access to School and Departmental computer systems; approvals vary depending upon the unit.

Computing resources and accounts are to be used only for the purpose for which they were assigned, and are not to be used for commercial purposes or non-university related activities. The continued use of an account after the student enrollment or faculty/staff/associate employment ends is a non-university related activity.

An account assigned to an individual, including Student Use accounts, must not be used by others without written permission from either Computing Services or the School or the Department which granted the account. Faculty, students, staff and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends, family or co-workers to use accounts, either locally or through the Internet, is a serious violation of these guidelines. Also, faculty, students, staff and associates are responsible for choosing an appropriate password that is difficult for others to guess. Change the account password at least once per semester, particularly if someone may have seen the password being entered.

Programs and files are confidential, unless they have been explicitly (either via written approval or security systems) made available to others by the owner. Computing Services or Departmental staff may access others' files when necessary for the maintenance of computing systems, or during investigation of serious incidents. The latter would require the approval by the appropriate institutional official, or as required by local, state, or federal law.

University computing resources cannot be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed or sexual orientation. Fraudulent, threatening or obscene e-mail or graphical displays used to harass or intimidate are prohibited. Chain letters, mass mailings and repeated sending of e-mail after being requested to stop are also examples of inappropriate uses of University electronic communications resources.

No one should deliberately attempt to degrade the performance of a computer system (including network resources) or to deprive authorized users of resources or access to any University computer system.

It is a violation of these guidelines to use knowledge of loopholes in computer system security or unauthorized knowledge of a password to damage any computing systems, obtain extra computing resources, take resources from another user, gain access to computing systems or use computing systems for which proper authorization has not been given - either on-campus or off-campus.

Software use must conform to copyright laws and licensing agreements. Please review the guide published by EDUCOM and ITAA titled, "USING SOFTWARE: A Guide To Ethical And Legal Use Of Software For Members Of The Academic Community, January 1992", which is stored on-line for easy access.

For the protection of all UMKC computer users, an individual's computer use privileges may be suspended or restricted immediately upon the discovery of a possible violation of these guidelines or other campus policies. Whenever possible, users whose computer access has been restricted or suspended will be notified of the restrictions and the means for resolving the matter. The Computing Services senior staff and/or appropriate Departmental Chair/representative will judge an offense as either major or minor. A first minor offense will normally be dealt with by a senior staff member and/or appropriate Departmental Chair/representative. In the case of sponsored research or associate accounts, the account sponsor will be consulted regarding the offense. Major or additional minor offenses will be forwarded to the appropriate Dean and/or Vice Chancellor. The account may be removed or de-activated or privileges removed from one or all University computing systems permanently or until the matter is completely resolved.

Students who violate these guidelines will be subject to sanctions as outlined in section 200.010 of the Student Conduct Code. All such cases will be forwarded to the Primary Administrative Officer in the Student Life Office for appropriate action.

Students' Class Attendance Guidelines

General Principles

- Students are expected to attend and participate in classes
- Advance notice of attendance policies of academic units and/or individual instructors should be given, and such notice should be in writing
- Students should notify instructors of excused absences in advance, where possible.
- Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible.
- Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor.
- Attendance policies shall be applied in a non-discriminatory manner.

The Policy

Each academic unit and instructor may adopt an attendance policy appropriate to that unit, a particular field of study, or for a specific course. Such policy or policies must be consistent with the general principles, and must give students advance notice in writing. In the case of an academic unit, notice may be given in the appropriate section of the General Catalog, or in other materials provided to students for the purpose of informing them of the rules and regulations of the academic unit. In the case of an individual instructor, notice of an attendance policy should be given in the course syllabus.

If neither the academic unit nor the instructor has adopted an attendance policy, or if proper advance notice of the attendance policy was not given, the UMKC general attendance policy will govern. The general attendance policy is that students shall not be penalized for excused absences. "Excused absences" include absences due to illness of the student, illness of an immediate family member for whom the student must care, death of an immediate family member, religious observance (where the nature of the observance prevents the student from being present during class), representation of UMKC in an official capacity, and other compelling circumstances beyond the student's control. Students seeking an excused absence must provide documentation upon request to substantiate the excuse. Students with excused absences shall undertake appropriate make-up or alternative work to be provided by instructors of the courses in which excused absences were incurred.

Complaints concerning the application of an attendance policy or an instructor's attendance policy should be raised with the Department Chair of the instructor, or with the Dean if there is no Department Chair or the instructor is the Department Chair. If the student or instructor is not satisfied with the resolution of the complaint, the matter may be appealed to the Dean and to the Division of Academic Affairs. Complaints concerning the adoption or modification of an attendance policy by an academic unit should be raised with the Division of Academic Affairs. Complaints are to be promptly addressed at each level of review.

(Issued by UMKC Provost's Office / 7/2/2002)

Statement of Human Rights

The Board of Curators and the University of Missouri-Kansas City are committed to the policy that there shall be no discrimination on the basis of race, color, creed, sex, age, national origin, disability or Vietnam era veterans' status. This policy pertains to educational programs, admissions, activities and employment practices. Pursuant to and in addition to this policy, the University abides by the requirements of The Americans With Disabilities Act, Titles VI and VII of the Civil Rights Act of 1964, Revised Order No. 4, Executive Orders 11246 and 11375; Sections 799A and 845 of the Public Health Service Act;

Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402 of the Vietnam Era Veterans' Readjustment Act of 1974; and other federal regulations and pertinent acts of Congress. The interim director of affirmative action is responsible for all relevant programs and may be contacted at 360 Administrative Center. The telephone number is (816) 235-1323.