WELCOME!

New Teaching Assistant Orientation and Workshop: Fall 2018
Tuesday, August 14, 2018
8:15 a.m. to 3:45 p.m.
Moderator

R. Paul Duncan, Ph.D.
Senior Associate Dean, Graduate School
PROGRAM
8:15am until 12:00pm

• Welcome and Orientation Overview
• Confidentiality of Student Records and Academic Honesty
• Classroom and Testing Accommodations
• Sexual Harassment Prevention
• Planning for Learning
• Break
• Classroom Challenges -- Panel
• GAU: Creating a Professional Working Environment at UF
• Morning Evaluations and Attendance
PROGRAM
1:00 pm until 3:45 pm

• Lunch Provided by the Graduate School
• Your Syllabus and the First Week of Class
• TA Awards Program
• Advice from Panel of Experienced TAs
• TA Resources, Attendance, and Final Evaluations
Student Conduct and Conflict Resolution
Dean of Students Office
202 Peabody Hall
352-392-1261
sccr.dso.ufl.edu
Honor Pledge

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor I have neither given nor received unauthorized aid in doing my assignment.”
Process

- Gather and note evidence of academic honesty violation
- Inform your department head
- Do not discuss with other TAs or other faculty besides supervisor
Process (Cont.)

- Decide on Proposed Sanctions –
  For example, an “E” for the assignment or an “E” for course. You may also assign an educational sanction such as one of our seminars: “Avoiding Plagiarism” or “Ethical Decision Making”
Process (Cont.)

- Submit the online Honor Code Incident Report form at sccr.dso.ufl.edu
- SCCR receives your report and takes the first action
- SCCR will send formal notice, change the grade to an “N”, and prevent the student from withdrawing from your course
**Process (Cont.)**

- SCCR will meet with the student, inform them of their rights and your proposed sanctions.
- A student can agree to the charges and your proposed sanctions or:
  - have a hearing to determine sanctions
  - or a hearing to determine both responsibility and sanctions
- If a hearing needs to occur, you will be contacted to participate.
- An outcome letter will be sent to you & student once a final outcome is determined.
Student Conduct Committee

- 3 to 5 Students, Staff, and Faculty
- Witnesses, verbal information, and questions
- Formal hearing, tape recorded
- Committee sends recommendation to the Associate Vice President/Dean of Students
- Student may appeal to the Vice President of Student Affairs or his designee
- Among best trained in the country
Student Honor Code Administration

- Can assist you in understanding how to prepare for a hearing
- Advises students and faculty in honor code proceedings
- Can provide proctors for exams
Student’s Rights

- Access to review polices & procedures of Regulation 4.040
- Formal written notification of charges
- Privacy of educational records
- Advisor & support person
- A hearing
- Right to decline to answer questions
- Ask SCCR questions about the conduct process
- Provide information & witnesses
- Have relevancy of information and witnesses reviewed in advance

- Ask questions and hear answers of witnesses
- Request needed accommodations in process through DRC
- Appeal
- Participate remotely
- Provide impact statement
- Have status remain unchanged until final outcome
- Be notified of final outcome
- Select a hearing body type available for their case
Additional Resources

- sccr.dso.ufl.edu
- Turnitin@UF
  - https://lss.at.ufl.edu/help/Turnitin
For more information contact:
The Dean of Students Office
202 Peabody Hall

Student Conduct and Conflict Resolution
392-1261

Assistant Dean of Students/Director: Pamela Malyk
Associate Director: Mick Earley
Assistant Director: Christine Natal
Assistant Director: Amanda Campbell
Program Coordinator: Keondra Brown
Graduate Assistants: Katie Shirley and Christin White
Case Coordinators: Alec Lund, Hannah Beatty, Alex Hegley
U Matter, We Care

- An umbrella for care-related programs and resources for students and employees. The initiative includes a program to train people to recognize the signs of distress and to provide help. It also includes a website of care-related resources, as well as a centralized phone number (294-CARE) and email address (umatter@ufl.edu) for those seeking help or wanting to help others.
Every Gator Counts

Being a Gator means caring about the Gator Nation! If you or a fellow Gator is in distress, contact U Matter, We Care.

In case of emergency, contact the University of Florida Police Department at 352-392-1111.

352-294-CARE(2273)  UMATTER@UFL.EDU  @UMATTERWECARE
FACILITATING ACCESS: Understanding Your Role in Supporting Students with Disabilities

Disability Resource Center
Beth Roland, Assistant Director
Amanda Metzler, Assistant Director
DID YOU KNOW?

• Approximately 20% of the population worldwide has a disability
• Approximately 11% of college students have a disability
• Most students working with the DRC have Invisible disabilities
• We should move from “welcoming disability” to “expecting disability” in our classes.

• Disability can be viewed through many different lenses.
• Medical vs. Social – we like to use the Social Model
• What is the Medical Model and why don’t we use it anymore?
SOCIAL MODEL OF DISABILITY

• Disability is a social limitation that is not a result of the state of the body, but a lack of fit between the body and the environment
• Recognizes that society perpetuates disability
• Recognizes disability as an identity
• Access matters in classes and the learning environment!
How many students do you think were registered with the DRC in the 2016-2017 school year?
- 3,100 students
- ~5% of the total UF student population
  - Discrepancy between UF and worldwide data... why?

**Highest categories:**
- Mental Health Impairments
- Attention Deficit/Hyperactivity Disorder
- Learning Disorders
- Medical/Chronic Health Conditions

**Least frequent categories:**
- Hearing, Vision, TBI, Autism
- 5% Physical/Mobility Impairments
ACCOMMODATIONS PROCESS

Student self-identifies to the DRC and provides our office with documentation

DRC reviews student’s documentation and holds a collaborative discussion with student regarding access barriers and accommodations

DRC prepares accommodation letter and student provides letter to instructors in courses where accommodations are needed. Student also lets instructor know which accommodations needed in class.

Things to avoid:
• Asking students for medical documentation
• Asking students what their diagnosis is
• Telling students that they “look fine”
• Not communicating with the DRC if there are issues or concerns with accommodations

Student and/or instructor can consult with DRC at any time about accommodations: Learning Specialist listed on letter
ACADEMIC ACCOMMODATIONS

• There are many kinds of Access Barriers:
  • Classroom, Testing, Participation, Attendance

• Some accommodations that may be required to provide access:
  • Note-taking services
  • Access to course materials (e.g. copy of PowerPoint Presentations)
  • Access to course materials in an alternative format
  • Services for students with hearing impairments (e.g. captioning, interpreter)
  • Accommodated testing (e.g. access to an extended exam time, a low distraction environment, assistive technology, a scribe)
  • Educational/Lab Assistants
NOTE-TAKING SERVICES

• DRC student and note taker must adhere to attendance policy
• Instructor / TA is responsible for identifying note-taker
• DRC handles behind-the-scenes coordination and troubleshooting
• Packet available at our office or online as a writable PDF
ACCOMMODATED TESTING

- Testing accommodations are facilitated in one of the following ways:
  - Instructor accommodates students during office hours or private appointment, or
  - Instructor arranges student to test at DRC, following the process below:

1. Instructor creates a contract with the DRC.
2. The student then submits a test request with the DRC (4 business day policy).
3. The instructor receives a notification and approves it.
4. The student will be scheduled at the DRC for their exam.
5. The instructor provides all testing information.
6. The student tests during scheduled time and the exam is returned via email or pick-up.
RESPONSIBILITIES RECAP

• **Students**
  • Initiate process
  • Provide you with their accommodation letter
  • Utilize the *Accommodated Test Request (ATR)* form online to test at DRC
    • No less than 4 business days before their examination date

• **Instructors**
  • Promote Access via inclusive and accessible course design
  • Provide accommodations based on accommodation letters
  • Keep disability-related information regarding a student confidential
  • If using DRC for testing, follow the DRC testing procedures
QUESTIONS?

001 Building 0020 (Reid Hall)
P.O. Box 114085
352-392-8565
352-392-8570 (Fax)
accessuf@dso.ufl.edu
testing@ufsa.ufl.edu

If a student in your class has a disability and has access barriers in class but is not yet working with our office, you may have them contact us at the phone number above.
You can also refer them to us on our website and we can reach out to them!
Dr. Jennifer Stuart
Psychologist,
Counseling & Wellness Center
SEXUAL HARASSMENT
Sexual Harassment: An Introduction for TA’s

Presented by:

Jennifer Stuart, Ph.D.
Clinical Assistant Professor
University of Florida Counseling & Wellness Center
Box 112662/ 392-1575
Why here? Why now?

• Sexual harassment happens frequently!
  – 40-60% of working women
  – 10-20% of working men

• Sexual harassment is linked to:
  – Depression, anxiety, mental and physical health effects
  – Withdrawal from school or work
  – Absenteeism
  – Declining grades or work performance

• You are now in a responsible position. As TA’s it is your job to create an environment conducive to learning, and it is mandatory that you report sexual harassment.
Definition

Any **unwelcome** conduct of a sexual nature

- this conduct explicitly or *implicitly* affects an individual’s employment,

- it has the purpose OR effect of unreasonably interfering with an individual’s work/school performance,

- or it is severe and/or persistent enough to create an intimidating, hostile, or offensive work environment.

U.S. Equal Employment Opportunity Commission
UF Policy

• UF is committed to maintaining a workplace and educational environment free from sexual harassment.

• Sexual harassment threatens the educational experience of our students and will not be tolerated.

• Any university employee (including TA’s!) with knowledge of sexual harassment is obligated to report it.
Sexual Harassment is Against the Law

- **Title VII of the Civil Rights Act - 1964**
  - Prohibits sex discrimination in the terms and condition of employment

- **Title IX of the Education Amendments - 1972**
  - Prohibits sex discrimination with regard to educational programs and activities
UF obligations under Title IX

• Under Title IX, the University of Florida has the following responsibilities:
  – End the harassment
  – Prevent its recurrence
  – Address its effects
  – Prevent/address retaliation

• In order to do this, we must investigate every incident to some extent and at minimum provide support to the complaining party
Types of Sexual Harassment

• Quid Pro Quo (*This for that*)
  – Conduct that carries the promise or threat of consequences to employment and/or academic situation.

• Hostile Work Environment
  – Conduct that interferes with work and/or academic environment.
  – Often takes the form of a pattern of behavior.
  – Must be severe/pervasive and persistent
Myth: Sexual harassment only occurs in certain types of relationships
FACT

Sexual harassment can occur in ALL TYPES of relationships.

• in relationships of **unequal power**, often where the person in a position of **more** power harasses the one with less power
  – *Example: TA to student*

• “**Contra-power**” – where the person with less power harasses someone with more power
  – *Example: student to new faculty member*

• In **equal** (peer-to-peer) relationships
Myth: If a relationship is consensual, it cannot be considered harassment
FACT:

• A conflict of interest is created when an individual evaluates, supervises, or has decision making power affecting a student with whom he or she has a romantic or sexual relationship.

• Such relationships, even when consensual, may be exploitative.

Consensual relationships with a TA and student in class always create a prohibited conflict of interest.
Myth: If someone doesn’t intend to be offensive, it is not harassment.
FACT:

• It is the impact of the behavior, not the intent, that determines whether something constitutes sexual harassment
Examples of Sexual Harassment

- Suggestive photos, computer images, graphics, cartoons*
- Invasive use of technology
- Sexual innuendo or offensive comments about a person’s body, clothing or activities*
- Suggestive or insulting sounds
- Humor and jokes about sex that denigrate a gender*
- Sexual propositions, invitations for sexual activity
- Patting, inappropriate touching or brushing against body
- Kissing, hugging, or fondling
- Coerced sexual intercourse or sexual battery or when the other party in incapable of consenting to sexual activity due to alcohol or drug use

* When occurring repeatedly – one joke would not necessarily be considered sexual harassment
Inappropriate Behaviors at UF
(Ranked by Frequency – HRS Data)

1. Inappropriate sexual comments, advances, remarks, jokes, and questions

2. Inappropriate touching, grabbing, pinching, poking, and hugging

3. Inappropriate sexual behavior or gestures

4. Conflict of interest relationships

5. Sending inappropriate emails or instant messages

6. Viewing inappropriate websites (pornographic)
Myth: If you ignore sexual harassment, it will go away.
FACT

• Sexual harassment does not typically go away without some intervention

• As TA’s it is your responsibility to report sexual harassment
Reporting Sexual Harassment

• **In your role as TA:**
  Any TA, faculty member, or staff member with knowledge of sexual harassment of a student must promptly report the incident to the Title IX Coordinator, Russell Froman
  
  title-ix@ufl.edu

• **In your role as a student:**
  Student-on-student sexual harassment incidents should be directed to a Deputy Title IX coordinator or to the office of Student Conduct and Conflict Resolution.
Responsible Employee versus Confidential employee

• If a student approaches you and you believe they are going to share something related to sexual harassment that they would want to be kept confidential, you need to explain that you cannot do so. You are obligated under Federal Law to report sexual harassment to the Title IX Coordinator or Deputy Title IX Coordinator as once you are informed of what happened, the institution is considered on notice and MUST investigate the harassment. If the student wishes to report confidentially, you should refer them to a victim advocate or the CWC. Once you report the incident, someone will reach out to the complainant and investigate. Part of the investigation will be to determine if we can grant their request to remain anonymous or confidential.
Other behaviors that need to be reported

- Sexual Assault/battery
- Stalking
- Dating Violence
- Domestic Violence

These can be considered extreme forms of sexual harassment, and you have the same responsibility to report.
On-Line Prevention Training

As UF employees, TA’s are required to take “Maintaining a Safe and Respectful Campus” course available through myUFL

For more information and to access the training program, see the HRS website:

https://learn-and-grow.hr.ufl.edu/courses-registration/harassment-prevention/
Resources for Students

• As TA’s, you are also graduate students, and potentially vulnerable to Sexual Harassment from others

• For student resource information:
  
  ➢ go to the Student Affairs Webpage

  ➢ then go to “Faculty and Staff”

  ➢ then go to “fees, resources, and policies”

  ➢ then go to “Sexual Harassment”

http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/
Contact information

• Title IX Coordinator
  Dr. Russell Froman, titleix@ad.ufl.edu

• Deputy Title IX Coordinator for Students
  Norb Dunkel, norbd@ufsas.ufl.edu

All contacts found at: https://titleix.ufl.edu/
Questions?
Planning for Learning

MARTIN HEESACKER, PH.D.
PROFESSOR OF PSYCHOLOGY
AUGUST 15, 2018
3 Parts

1. **Generally** important ideas about planning for learning

2. Important ideas about planning for learning when you are **assisting** an instructor

3. Important ideas about planning for learning when you are the **instructor**
Part 1: Generally Important Ideas about Planning for Learning
We KNOW You’re Smart

Plan not to overwhelm the students with how smart you are. When grad students overwhelm their students with needless complexity, big words, over-the-top assignments and readings, and impossible tests, I think of Jerry Seinfeld’s McDonald’s sketch:

“And why is McDonald's still counting? This is really insecure, isn't it? 40 billion, 80 million, zillion, billion, kilion, tillion... What is this? Does it mean anything to anyone? 89 billion sold. "Ok. I'll have one."

I would love to meet the chairman of the board of McDonald's... Just to say to him: "Look, we all get it." "You have sold a lotta hamburgers."

"Whatever the hell the number is." "Just put up a sign: 'McDonald's, we're doing very well!'“ "I don't need to hear about every ...damn one of them."

What is their ultimate goal? To have cows just surrendering voluntarily? Showing up at the door: "We'd like to turn ourselves in." "We see the sign... we realize we have very little chance out there.‘“ "We'd like to be a 'Happy Meal' if that's at all possible.“ Source:
http://j0zj0z.blogspot.com/2007/05/jerry-seinfeld-im-telling-you-for-last.html
It’s Not about Your Teaching, It’s About Their Learning

• Plan for their learning, not your teaching.

• National transformation in education: from process focus to focus on students demonstrating outcomes

• Learning styles: Plan to...
  • Match for comfort
  • Cross for learning

• Plan to use multiple modalities for instructional inputs and learner outputs

• Plan to let students demonstrate competence
The False Dichotomy of Teaching vs. Scholarship

• Plan to be teacher-scholar.
• Great scholars make great teachers; weak scholars make weak teachers. Why?
  • Both scholarship and teaching require disciplined effort
  • Great scholars know the material more deeply and more directly
  • Great scholars have passion for the scholarship process, which AAU students need to understand
  • Scholarly articles, book chapters, and books are teaching tools
  • Knowledge generation is improved by conversations during instruction
  • Instruction is improved by having instructors at the cutting edge of their disciplines
• Scholarship and teaching are simply different phases of the learning process
  • Scholarship is learning for everyone involved
  • Teaching is learning for the student and only to a lesser degree for the instructor
Don’t Eat the Seed Corn

• Plan for rightsized learning.
• The future scholars come from the ranks of AAU undergraduate institutions, like UF.
• You are teaching tomorrow’s scholars. So...
  • Don’t dumb it down; appropriately challenge them intellectually
  • Don’t run them off; bring them in.
Two Lessons from Cub Scouts...

Plan to KISMIF
- KIS—Keep It Simple
- MIF—Make It Fun
You’re Not their Mom

• Plan to avoid the critical parent role
  • Assume good motives
  • They are responsible for their own affairs ("I can live with your choices")

• Plan to remember that learning comes from making both:
  • Bad choices and suffering the consequences
  • Good choices and enjoying the benefits
It’s Not Personal

- Plan not to take things personally...
- He’s reading the Alligator—it’s not personal
- She’s on the laptop and not listening to my lecture—it’s not personal
- I came in for a special appointment and he no-showed—it’s not personal
- I wrote a great test and they all hated it—it’s not personal
- He asks 20 questions a class—it’s not personal
- She challenges everything I say—it’s not personal
Part 2: Important ideas about planning for learning when you are assisting an instructor
Plan to be a TA, not a PITA

- Accept that it’s a job not a scholarship.
- Plan to work for the time you are paid to work (.35 FTE is 14 clock hours of work per week)
- Act like you want to be there
- Get very clear about what you are supposed to do and when
- Show up on time and dressed for the part
- Do a good job
- Do all the things you would want done if you were the instructor
- Understand that you are working for someone who could write you a recommendation or put in a good word for you for a job
- Never forget: What goes around comes around
How to Maximize the Benefit of being a TA on Being an Instructor

• Plan to volunteer to review the syllabus, give lectures, write exam questions, give study sessions, do the course grading and manage e-learning
• Plan to talk with the instructor about instruction issues on the way to and from class
• Plan to attend all the classes
  • Write down what you like
  • …and what you don’t
  • …and what you would do differently
• Plan to proctor all the exams
Part 3: Important ideas about planning for learning when you are the instructor
Plan on Engaging in Functional vs. Dysfunctional Instructor Thinking

DYSFUNCTIONAL THINKING

They better recognize that I’m in charge!
How *dare* they challenge me?
I have to create this syllabus/course myself.
Make the class easy so they will like me.
    Make the class hard so they will respect me.
    Lecture, lecture, lecture.
But I’m not really an expert.

FUNCTIONAL THINKING

If you think you’re in charge, you are.
Challenging the instructor helps learning.
Learn from other instructors.
Make it challenging but achievable so they can learn.
Use lots of educational tools.
Focus on their learning as you get more expert.
Plan on Avoiding the 10 Things that Make Students Hate You

1. Be unclear about grading, then chide students for caring too much about grades.
2. Show up late and/or hold class late.
3. Grade slowly.
4. Keep changing the syllabus or have no syllabus.
5. Ignore their emails and calls.
6. Lecture like Elmo; test like Einstein
7. Ask quiz and test questions not covered by the material.
8. Force students to work in groups where individual performance is not recorded.
9. Treat students like babies.
10. Act like a pompous big shot or an angry dictator, preferably both.
Summary

• **Generally** important ideas about planning for learning
  1. We know you are smart
  2. It’s about their learning, not your teaching
  3. The false dichotomy of teaching vs. scholarship
  4. Don’t eat the seed corn
  5. KISMIF
  6. You’re not their mom
  7. It’s not personal

• Important ideas about planning to assist an instructor
  1. Be a TA, not a PITA
  2. Maximize your instructor learning from being at TA

• Important ideas about planning to be an instructor
  1. Functional vs. dysfunctional thinking
  2. 10 things to make the students hate you
Questions and Comments
Thank You!
CLASSROOM CHALLENGES

Moderator

R. Paul Duncan, Ph.D.

Senior Associate Dean, Graduate School and Professor, Health Services Research, Management and Policy
Faculty and Administrative Panel

- **Dr. John Abbitt**
  Senior Lecturer,
  Department of Mechanical & Aerospace Engineering

- **Dr. Janise McNair**
  Associate Professor,
  Department of Electrical & Computer Engineering

- **Dr. Jennifer Stuart**
  Psychologist,
  Counseling and Wellness Center

- **Ryan R. Fuller, Esq.**
  Senior University Counsel,
  Office of the General Counsel
How would you deal with these potential situations?
Scenario 1 – Academic Dishonesty

William, a TA teaching COM 1010 Introduction to Communications, was pleased with his interactions with his class. The class was very complimentary about his teaching. He felt engaged with the class and was on a first-name basis with the students.

His problems began during the first major examination. He distributed the tests, talked about academic honesty, asked for questions, and then turned his attention to studying for the exam he was scheduled to take in a few hours. He occasionally heard rustling and looked up, but nothing serious registered with him.

Later, six students independently reported seeing classmates swapping exams. He was devastated to hear that his students cheated and promised to investigate.
Scenario 1 - Discussion

1. What specific steps should William take to address this situation?

2. Did he help create an environment that enabled cheating?

3. Aren’t students really responsible for their own conduct?

4. What steps should he take to assure that cheating does not occur again?
Scenario 2 – Office Hours

At the beginning of the semester, Laura, a struggling student in Teaching Assistant John’s class, used to visit John during office hours whenever she did not understand the class material. John thought the sessions were helpful, and he felt that he was establishing a real mentoring relationship with Laura.

But as the semester progressed, Laura no longer sought help during office hours, even though she performed badly on some of her exams.

When John asked Laura why she no longer came to him for help, she avoided answering the question and simply left the class.

The next day, she asked the department’s undergraduate coordinator to remove her from John’s class because she said he would repeatedly rub her back and put his arm around her as they were working in his office.

John did not deny the charges, but maintained that he was simply fulfilling his role as a caring teacher and meant nothing at all sexual by these actions.
Scenario 2 - Discussion

1. Do John’s actions constitute sexual harassment?

2. Was Laura right to report John?

3. What actions should John expect to happen now?
Scenario 3 – Stereotyping

In TA Gerardo’s class, two very tall, muscular African American students sit in the back of the room. They are very attentive, participate in class discussions, and complete all of their assignments on time.

Impressed by these students, Gerardo decided to express his satisfaction with their performance in front of the entire class. He said, “I just want you guys to know that you are two of the hardest working student-athletes I have ever met. Keep up the good work.”

One of the young men stood up and said in an angry tone, “I am not an athlete.” He left class early and did not come to class the next session.
Scenario 3 - Discussion

1. Since Gerardo’s comment was intended as a compliment, is Gerardo responsible for the student’s angry reaction?

2. What should Gerardo do now?

3. Do you think teachers should compliment specific students in class?
Scenario 4 – Communication Gap

Andreas, an international TA, is teaching his first class in the U.S. Unfortunately, his relationship with his students is strained.

He can see the students exchange glances when he explains assignments and can hear them mimic his accent when he mispronounces some difficult words.

A few days later, after having done poorly on the first two assignments, his students complain to another TA, Julie, that they weren’t able to do the assignments correctly because they can’t understand his English.

The students tell Julie that they want to switch to her class section.
Scenario 4 - Discussion

1. How should Andreas handle his students’ taunting?

2. Should he directly confront the disgruntled students? Why or why not?

3. How should Julie handle the students’ request?

4. Should she discuss the situation directly with Andreas? If so, should Andreas encourage the students to leave his class?

5. What can he do to improve the class dynamic?
WHAT IS GAU?

- Labor union that represents all graduate assistants at UF
- Fueled by volunteers
- Strives to achieve the following:
  - Competitive GA salaries and benefits
  - A forum to discuss GA needs with administration
  - A fair, efficient way to resolve disputes
  - Greater inclusion in strategic plans
Dues-paying members receive:

- Grievance team support
- FEA legal services program
- National AFT/NEA member benefits
- Local business discounts
- "With Love" t-shirt
- Solid Member card
- Full voting privileges
- Admission to members-only events

Minimum stipends
Annual raises
Fee deferrals
Tuition waiver program
Paid time off

Letters of appointment
Workload limits
Due process in discipline
Academic freedom
Fair working conditions

High-quality insurance
Low out of pocket costs
FloridaBlue coverage
Annual wellness screening
Dental checkup & cleaning
WHAT WE DO: BARGAINING

• Negotiate the terms of our employment at UF

• Collective Bargaining Agreement (CBA)

• What we have won:
  • Health insurance
  • Stipend raises
  • Increases in minimum stipend
  • Tuition waivers
  • Sick leave
  • Family Medical Leave
  • Fee Relief
WHAT WE DO: GRIEVANCES

• Our Grievances Committee ensures that the collective bargaining agreement (contract) is upheld

• If contractual violations occur, GAU’s Grievances Committee will represent members free of charge

• Professional legal representation available as needed
WHAT WE DO: ORGANIZE

• When necessary, we organize events and mobilize our membership in order to ensure that the administration hears our voice

• The goal: create and maintain an environment at UF in which GA needs are understood and respected
STRENGTH IN NUMBERS

GAU negotiates and protects the collective bargaining agreement (CBA). Last year, GAU negotiated the 2017-2020 contract and won:

• Three year extension of GatorGradCare as a robust, low-cost health insurance program
• Additional due process protection for discipline
• Gender identity protections
• Continuing employee protections with appointment changes
MEMBERSHIP & BARGAINING

- We continue to fight for:
  - Across the board, equitable pay increase
  - Additional fee relief

- Why should YOU join?
  - Strength in numbers
  - Not only a union – a community of scholars
WHERE ARE WE GOING FROM HERE?

• Become a member!
• Add your name to our volunteer email list
• Join a committee (grievance, healthcare, organizing, mental health, communications)
• Become a department steward
• Attend our happy hour on Friday!
VISIT OUR WEBSITE: www.ufgau.org

Who We Are

Graduate Assistants United is your labor union!

We represents all Teaching Assistants, Research Assistants, and other Graduate Assistants at the University of Florida. When you are a Graduate Assistant (GA), you are more than just another student, you are also an employee of the University. GAs perform over half of the academic work (teaching and research) at UF, and serve in many other support roles across campus. Our skills keep the University running smoothly. UF works because we do!

Why GAU?

Graduate Assistants United was founded in 1972 to improve the lives of all Graduate Assistants during their time at UF. As a recognized labor union, GAU gives Graduate Assistants the right to negotiate the terms of our employment through a contract with the University of Florida. Through GAU, we have won tuition waivers, free health insurance, regular pay increases, paid sick leave, due process rights, and a formal grievance procedure to enforce these rights.
LIKE OUR FACEBOOK PAGE:
Search for “UF Graduate Assistants United”
QUESTIONS? COMMENTS? WANT TO JOIN?

Email us at: organizing@ufgau.org

See you at GAU’s Orientation Happy Hour this Thursday, Aug 16, 5-7pm at Boxcar Bar (Depot Park)!

With Love, Graduate Assistants United
Winifred Cooke, PhD
Director, Teaching Center
College of Liberal Arts & Sciences

Morning Attendance and Evaluation
Attendance

Tuesday Morning,
August 14, 2018

Notice:
Please use #2 pencil
Evaluation

Tuesday Morning, August 14, 2018

Notice:
Darken Test Form Code A
Evaluations

• Tell us your thoughts…
  use the morning session evaluation form in your packet

• Turn them in before you leave
Julie E. Dodd, Ed.D.
Professor Emerita
College of Journalism and Communications

A POSITIVE START TO YOUR TEACHING:
YOUR SYLLABUS AND THE FIRST WEEK OF CLASSES
Make the most of your time now to prepare for a successful semester.
Your objectives for this session

1. Develop checklist to help you prepare to start teaching
2. Be aware of UF syllabus requirements
3. Plan for positive start for your semester
Strategies for Successful Teaching
For faculty, adjuncts and teaching assistants who want to be effective teachers

Effective transitions between classroom activities
Posted on July 17, 2018
by Julie Dodd

As instructors, we’re often so focused on the content of the lesson that we don’t think about the importance of structuring effective transitions between different segments of the class.
Develop checklist for teaching
Meet with your supervisor or course coordinator
Determine your duties
Teaching an online course
Learn how you will be assessed

Office of Faculty Development & Teaching Excellence
Ignite. Inspire. Innovate.

Student Evaluations

Topic Overview

Feedback from students plays an important role in maintaining the quality and standards of a course. Student feedback, whether formative or summative, provide students with an opportunity to voice their opinions on aspects of the course that might work well and those that might need improvement.
Learn about your course

- How does course fit into the UF curriculum?
- Course goals -- Student Learning Outcomes (SLOs)
- Course materials
- How students earn grades
- Assignment deadlines
Learn about your students

- Their reasons for taking course
- Their prior learning in subject
- Their career goals
- Number of students in the class
Locate your classroom
Try out your classroom
Plan your schedule

- Classes you take
- Classes you teach
- Office hours
- Your meetings
- Your major deadlines – your assignments, conference deadlines
- Study, fitness, meals, sleep, etc.
Peer-to-peer activity

Introduce yourself:
Name, degree program
Course you will teach
At least one question you have about teaching
Your syllabus is a contract between you and your students.
Syllabus requirements

1. Course title, instructor’s contact information
2. Office hours
3. Course objectives / Student Learning Outcomes
4. Weekly schedule of topics & assignments
5. How grades determined – assignments, grading
6. Class attendance, makeup work
7. Accommodations for students w/ disabilities
8. Required and recommended textbooks, materials
9. Grading policies for assigning grades
10. Materials & supplies fees, if any
11. Statement about online course evaluation process
12. Deadline dates for exams & other work
13. Class demeanor (late to class, technology use, etc.)
14. UF honesty policy
15. Campus resources – counseling, etc.
Think-Pair-Share Activity

* What’s something you learned about creating a syllabus?
* What’s a question you have about creating a syllabus?
* Share with classmate.
Remember: There’s more to students’ UF experience than your course

Gator sports
Other courses
UF events
Clubs/organizations
Community service
Jobs and internships
Dorm/apartment life
Religious observances
Life responsibilities
Classes start next week
A positive start to your semester
Set up e-Learning account in Canvas

• Before class starts: Post an announcement welcoming students to course & providing information about course (meeting time and location, textbooks)
• Post grades & handouts
• Assignments turned in and evaluated online
• Give quizzes
Review and edit your online persona/avatar

- UF email name
- LinkedIn, Facebook, Twitter, Instagram, Pinterest, Snapchat, YouTube, blogs, reviews
- Dating apps
Prepare for your first week of classes

- Plan for getting to campus
- Decide what you will wear
- Prepare your briefcase/backpack
Beginning in the first class, establish yourself as a teacher

You are prepared:
- Write lesson plan
- Rehearse

You are professional:
- In class
- Outside of class
- Online
Incorporate active learning

- Think-Pair-Share
- Raise hand survey – can use clickers or app
- Admission or exit ticket
- In-class writing activity
- Class discussion
- Small group activity – in-class discussion or on-going assignment (group project)
Your first week as a teacher

- Be enthusiastic, patient and calm
- Promote value of course
- Discuss the syllabus
- Utilize class time
- Get students involved
- Be available for students before and after class, office hours
- Learn students’ names
Think-Pair-Share activity

What questions do you have about preparing to teach?
Recognize your potential for growth as a teacher
R. Paul Duncan, Ph.D.
Senior Associate Dean,
Graduate School

TEACHING ASSISTANT AWARDS
Teaching Assistant Awards

• The University values contributions of TAs
• Graduate teaching assistants make a major contribution to teaching and learning at the University of Florida.
• Each academic year, the UF Graduate School recognizes the best, brightest and most industrious of the University of Florida’s graduate teaching assistants for their work.
• Deserving students are nominated by their department and award winners are selected by a university wide faculty committee.
• For more information visit: http://graduateschool.ufl.edu/faculty-staff/awards/graduate-student-teaching-awards/
Panel of Experienced TAs

- Ms. Natalie Hagler, Teaching and Learning Center
- Ms. Alexandra Lavrentovich, Linguistics
- Ms. Cristina Korb, Mathematics
- Mr. Jake Rosenzweig, Physics Engineering
BE THE CHANGE
...by simply...

BEING YOURSELF
Winifred Cooke, PhD
Director, Teaching Center
College of Liberal Arts & Sciences
TA Workshop Series, Other Resources, and Final Evaluations
Did you know . . .

• 2017 Freshman applicants ave. H.S. GPA = 4.35?

• UF students participate in over 1100 registered student organizations?

• Your classroom will have a SMART Podium equipped with SMART Ink software?

• You can set up library reserve materials for your class online?

• You can use Canvas to average and provide grades to each student confidentially?
TA Handbook (online)

Along with Other Resources

www.teachingcenter.ufl.edu
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Fall Workshops for TAs

Certificate of Participation for
10 Pedagogy and/or
10 Teaching with Technology

WORKSHOPS FOR TEACHING ASSISTANTS
Fall 2018
Sponsored by Teaching Center

University of Florida Graduate School

The following seminars workshops are free; however, for planning purposes, we request that you pre-register, and/or at TAs who complete at least 10 of the general workshops (G) and/or at least 10 of the technology workshops (T). Workshop presenters (faculty from departments across campus) will be announced later. The session titles are listed below:

I. “Orientation” (REQUIRED) – G
A general orientation to your new teaching role at the University of Florida. Campus resources and advice on becoming an effective teacher will be presented.

II. “How to be a Great Online/Hybrid TA” – T
Learn about teaching online while completing online modules using Canvas.

III. “International TAs in UF Classrooms” – G
Tips for international TAs about cultural differences in teaching methods and student interactions in the U.S.

IV. “Technology for Teaching in UF Classrooms” – T
That new (and old) technology you'll find in today's university classrooms, and how it can improve your teaching.

V. “Learning @ UF - Build and Design” – T
Learn the mechanics of Canvas. How to create pages, modules, and assignments; upload and manage syllabi.

VI. “Cyber Security and Student Data” – G
Learn how to safely handle sensitive data and find your digital identity following UF best practice.

VII. “Learning @ UF - Facilitate & Engage” – T
Learn the mechanics of Canvas. How to set up course content, manage the gradebook; see grades; track student activity.

VIII. “Leading Discussion!” – G
How to structure questions to increase learning and student participation.

IX. “URL Apps” – T
Explore options for accessing URL apps, learning tips for peak performance during best practices; creating instructors for students.

X. “Oral Presentation Skills” and “Planning Your Lecture” – G
Planning and delivering your lecture.

XI. “Best Practices for Group Work in e-Learning” – T
Design a great group assignment with individual accountability and measurable feedback mechanisms.

www.teachingcenter.ufl.edu/ta_development
Teach.ufl.edu

- Podcast: Beyond the Podium Series
- Online: How to be a Great Online/Hybrid TA
- Online: Portfolio Workshop
- The Academy of Distinguished Teaching Scholars Seminar Series
Attendance

Tuesday Afternoon, August 14, 2018

Notice:
Please use #2 pencil
Evaluation

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Notice:
Darken Test Form Code B
Evaluations

• Tell us your thoughts…
  use the afternoon session evaluation form in your packet

• Turn them in before you leave

• Have a great semester!

www.companyn.com

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