

# TABLE OF CONTENTS

GRADUATE DEAN'S LETTER.....	2
BACKGROUND TO TEACHING ASSISTANT PROGRAM.....	3
INFORMATION TO KNOW BEFORE THE SEMESTER BEGINS.....	5
• Understanding Roles & Responsibilities	
• Handling Classroom Assignments	
• Being Fair to Students	
• Communicating in Inclusive Language	
• Addressing Requests for Personal Advice	
• Referring Students in Crisis	
• Addressing Teaching Problems	
• Preparing	
TEACHING REQUIREMENTS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES .....	9
• Graduate School-wide Teaching Requirement for Ph.D. Students	
• Teaching and Professional Development Opportunities	
• Teaching Citation Program	
RESOURCES.....	12
• The Teaching Center	
• Teaching with Technology	
• International TAs	
NOTES ABOUT UNIVERSITY POLICIES AND PROCEDURES.....	14
• Consensual Faculty-Student Relationships	
• Sexual Harassment	
• Academic Integrity	
APPENDIX: POLICIES .....	20
• Graduate School-wide Teaching Requirement for Ph.D. Candidates	
• Consensual Faculty - Student Relationships Policy	
• Sexual Harassment Policy	
• Discriminatory Harassment Policy	
• Academic Integrity Policy for Undergraduate Students	
CONTACT INFORMATION.....	34

Dear First-time Teaching Assistant,

Congratulations on your first TA appointment at Washington University in St. Louis! You are undertaking a new role in your graduate student training, joining other dedicated graduate students in Arts and Sciences departments on the Danforth and Medical Campuses and Ph.D. programs in Business, Engineering, and Social Work. Your new teaching role is important to the mission of our University and your own professional development.

To orient and assist you in your new role, The Graduate School has produced The Teaching Assistant Handbook. This Handbook provides an overview of University policies and expectations, as well as resources available to support your teaching and professional development.

At Washington University, there is a Graduate School-wide teaching requirement for Ph.D. candidates. Departments provide the primary source of TA training through course-specific supervision and evaluation and a discipline-specific approach to pedagogy. The Graduate School and The Teaching Center provide additional interdepartmental resources for TAs. The Teaching Center organizes the annual University-wide orientation meeting for first-time TAs each fall, conducts teaching workshops for departments and student groups, and provides individual consultations. The Teaching Center, in partnership with The Graduate School, administers the Teaching Citation program for graduate students interested in enhancing their teaching skills. We encourage you to visit the Teaching Center web site (<http://teachingcenter.wustl.edu>) for additional information about their programs and services.

To recognize the importance of TA contributions to the University, the Dean of The Graduate School each year invites departments to nominate TA candidates for the Dean's Award for Teaching Excellence. The Dean selects recipients of this annual award, which currently carries a cash prize (\$1,650) and is presented at a ceremony in recognition of outstanding contributions. The Graduate School also sponsors annual Summer Web Workshops designed to assist graduate students in learning to use new technologies for professional development, with an emphasis on effectively integrating web technology into classroom teaching. Training sessions are conducted by the Arts and Sciences Computing Center on campus during the summer. A Graduate Student Lab for Teaching and Technology, located in Eads Hall lower level, is available for graduate students to produce web-based materials for classroom use. There are additional workshop opportunities for students interested in developing advanced multimedia and communication skills.

Please read The Teaching Assistant Handbook carefully. It contains much information that should prove useful to you. If you have questions regarding the contents, contact the Dean or Associate Dean of The Graduate School, or Dr. Beth Fisher, Assistant Director of The Teaching Center.

We offer our congratulations as you begin this important new role in your educational training,

Richard J. Smith, Graduate Dean

Elaine Berland, Associate Dean

## BACKGROUND TO THE TEACHING ASSISTANT PROGRAM

### Why does Washington University Have Teaching Assistants?

The graduate student teaching assistant plays an important role at Washington University in St. Louis.

- **Washington University in St. Louis believes that an important part of a graduate student's training is learning to teach well.** Increasingly, colleges and universities are asking for evidence of substantial teaching experience and accomplishment when considering candidates for faculty positions. Increasingly, research, business, and other professional positions demand evidence of a candidate's ability to communicate clearly with diverse audiences. The TA position and associated training and evaluation help graduate students become more effective teachers and communicators, and therefore more competitive candidates when applying for jobs.
- Given the institutional mission of offering both graduate and undergraduate students the best possible educational experience, the TA position provides students with additional academic support. While some TAs may teach graduate students, generally TAs will teach undergraduates. It is crucial that teaching assistants approach their role with a special dedication to undergraduate learning as well as with an enthusiasm for acquiring instructional techniques.

### What Are Washington University Undergraduate Students Like?

The undergraduate student body is geographically diverse, multicultural, and academically talented.

Of the 10,889 full-time students enrolled at Washington University, there are 7,460 undergraduates enrolled. Students represent all 50 states and more than 120 international locations. Of the entering Class of 2010, men comprise 50%, women 50%, and over 30% are multicultural or international students. Nearly 60% are from more than 500 miles away.

The largest number of entering undergraduates enroll in the College of Arts and Sciences (60%) with the rest matriculating in Engineering (20%), Business (10%), Art (6%) and Architecture (4%).

Students have been recognized for achievements in areas as diverse as genetic engineering and fashion design, and have received such prestigious graduate study awards as Rhodes Scholarships, Fulbright, Marshall, Beinecke, and Truman Scholarships, and Goldwater, Mellon, Putnam, National Science Foundation, National Graduate, and Howard Hughes Fellowships for undergraduate research.

You should consult with the professor for whom you are TAing about what the students in your course are like; e.g. what background they have in the discipline, what their reading and writing skills might be, what their fields of study are, or if there are any students who may have special needs.

## **What Constitutes The Undergraduate Curriculum?**

When undergraduate students enter Washington University they enroll in one of the five schools that offer an undergraduate program: Arts and Sciences, Art, Architecture, Engineering, and Business. (Law, Medicine, and Social Work offer only graduate and professional degree programs).

Increasingly, undergraduates are taking second majors across schools. While each school has its own distinct curriculum, the majority of undergraduates are expected to complete a number of courses offered through Arts and Sciences. Many will take courses in the biological and physical sciences, the social and behavioral sciences, the humanities, and language arts. The average course load is 15 units.

Thus, you should not be surprised to find students from a variety of schools in your course, section, or lab.

## **How Do TAs Fit Into The Undergraduate Academic Experience?**

Teaching assistants play an important role in the undergraduate learning experience. TA duties differ widely across Schools, within Schools (for example, Arts and Sciences natural sciences, social sciences, and humanities), as well as within the different departments and programs themselves. TAs can be found supervising labs, leading discussion sections, assigning and grading papers, writing, proctoring, and grading exams, conducting foreign language drills, creating course websites and online exercises, helping with lab equipment, tutoring, holding office hours, and lecturing in classes.

TAs will be involved in learning many of these functions. Course responsibilities vary from department to department.

Depending upon the department, TAs may progress to greater responsibilities as

they become more experienced. You should check with the TA faculty mentor to determine the progression of departmental TA requirements, departmental teaching assignments, and the teaching training options available in your department.

## **How Does The TA Role Fit Into The Graduate Experience?**

TAs play multiple roles. You are students, mastering a discipline to become future professionals; you are also mastering the skills of teaching through study and practice as apprentice instructors. Balancing these roles as student and apprentice instructor requires thought. As you begin to teach, remember that by selecting you as a TA, your department is showing its confidence in your potential to be an effective instructor. You will want to exhibit your own confidence in your status as a serious professional in the classes you teach.

You will evolve during graduate school as you become more knowledgeable and experienced in both your discipline and teaching. At the outset, adapting to both roles may be demanding. Time management becomes a crucial component of juggling both of your roles successfully. It is best to plan ahead: take note of what needs to be accomplished when and prioritize your list accordingly. Be sure also to consider what resources -- including people -- you will need to complete the task.

Experienced TAs and the faculty member for whom you are assisting can help you estimate how much time your TA duties will require. You should ask their advice about how much time you should budget, for example, to grade a section of mid-term examinations. After you have gained more experience as a TA, you will have a better idea of how slowly or quickly you can complete a specific task.

It is also important to realize in advance that it is often just when your work load as a student becomes heaviest that your work load

as a TA also increases: undergraduates and graduate students have the same midterm and finals weeks. During these times, it is particularly important that you plan ahead and prioritize your task lists.

Remember that the TA position is an apprenticeship. Under the supervision of the faculty, the TA develops teaching expertise and a richer understanding of the discipline.

Ultimately, it is the professor of the course for whom you are a teaching assistant who decides about issues of academic integrity, student grades, or responsibility for material.

You should consult with the course professor when you have questions or need advice. Determining what protocol the professor wants you to follow in regard to both your relationship to the students and your relationship with her/him is useful.

#### **Graduate School-wide Teaching Requirement for Ph.D. Candidates**

In 2004 the Graduate Council approved a Graduate School-wide requirement for Ph.D. candidates, effective beginning with Ph.D. students entering Fall 2004. The Graduate Council believes that a crucial component in our training of successful scholars should be helping every graduate student become an effective teacher.

Of course, the attributes associated with good teaching are also those of good scholarship: the ability to communicate ideas clearly and even vividly; the careful distinction between what constitutes acceptable and unacceptable evidence within an intellectual community; the recognition that even worthy objects of scholarly endeavor must compete with other, no less worthy, topics of research interest, given the limited resources available (whether those resources are publishing capital or hours in any given semester).

Central to effective teaching is the communication of knowledge and ideas to others. Our Ph.D. candidates should gain, during their graduate training, that experience by satisfying two formal teaching requirements. The requirements exist at two levels to emphasize differences in communication skills that come with different levels of responsibility within any field.

(see Appendix for entire text and form.)

## **INFORMATION TO KNOW BEFORE THE SEMESTER BEGINS**

### **Understanding Roles and Responsibilities**

Because a TA's functions are department- and course-specific, speaking as soon as possible with the professor for whom you are a teaching assistant is paramount. The following are some questions you probably will want to ask at your initial meeting with her/him:

1. What are my TA duties for this course? What kind of time commitment can I expect to make to my TA duties?
2. How many and what types of section/lab meetings will I be expected to hold? Will you prepare issues to discuss or will I be responsible for developing the material to be covered?
3. Are the students' participation/attendance requirements for the sessions/labs for which I am responsible detailed on the course syllabus or should I prepare a handout for the first meeting detailing these expectations?
4. Am I expected to attend course lectures? When and where does the course meet?
5. What are the required texts? Am I required to select them? How do I obtain desk copies?
6. What will my role be in testing, evaluating, and grading students? What criteria should be used?
7. What are the standards for determining a pass or fail grade for this course? How will this standard be communicated to the students? Whose responsibility is it to tell the student if she/he is failing?  
It is important to understand the particulars of the grading system, especially

the department's philosophy concerning, for example, incompletes. Be sure to check with your department and/or faculty course supervisor about grading.

8. How many office hours should I schedule? Do I have a specified office? If so, how can I get keys to it and to the building?

9. Will the two of us (or all of us if a course has several TAs) meet regularly, and if so, how often? Whose responsibility is it to schedule these meetings? How am I to be evaluated by my faculty supervisor? by my students (written evaluation forms) and by what criteria?

10. What is the protocol you expect me to follow regarding issues of academic integrity, of grade questions, or of students who seem to be academically or emotionally at risk?

### Handling Classroom Assignments

Visit your classroom **prior** to the first day of class. Familiarize yourself with the layout of the room, and with emergency exits and procedures. Know where the nearest phone is in case of an emergency. Check out the multimedia and any other equipment that you might need. If you are teaching in a University-managed classroom and you need technical support or multimedia training, or if you need to report a problem with the multimedia or classroom physical conditions, contact The Teaching Center at 935-6810. If you are teaching in a department-managed classroom, contact the department's administrative assistant for help with these issues. For classroom scheduling questions, contact John Pingree (935-4145) in the Office of Student Records.

### Being Fair to Students

In addition to your course-specific TA duties, your new role as a TA carries additional responsibilities and expectations. A few examples are included in this section; also read the Policies section carefully.

Fairness is more complicated than is usually imagined. Students are very attuned to which of their colleagues seem to get more attention from a TA. There have been cases where some students felt selected students had been given an unfair advantage by a TA.

Sometimes there is a fine line between trying to help a particularly assertive or needy student and giving that student an unfair advantage over others in securing a better grade on a test or other assignment.

There are some students who will unscrupulously take advantage of a TA by trying to ingratiate themselves in an effort to do well in a course; there are others who are simply more compulsive about taking every legitimate advantage to learn; and there are those who have serious academic problems and turn to TAs for desperately needed help. No matter what the circumstance, TAs must be careful to treat students in a consistent and fair manner. Doing so means being fair to students in the course or section who are not overtly seeking a TA's aid; the same help and information that is offered to one student should be offered to all. Preview information about a test, for example, should be available to everyone, not just to students who might be receiving special assistance.

Sometimes appearances are deceiving. A TA may not be giving special advantage to selected students, but others in the class come to think that this is the case. Being open and above-board about what type of help is available and keeping relationships with students on a professional level go a long way in establishing an atmosphere of fairness.

This is one of the most important reasons why becoming pals with students who are under your instruction is not a good idea. Students who become your social friends may inadvertently learn more than they should about what will be on a test, and, even when that is not the case, other students in the course may assume that a TA's student friends are getting more information just because of what appears to be a close relationship.

### Communicating in Inclusive Language

The use of "bigotry free" language at Washington University is especially important because we are a teaching and research institution dedicated to promoting education in a global forum for a culturally diverse population.

The challenge facing all people in education is to communicate with each other in a manner that does not reduce people to an inferior status or ostracize them because of age, color, gender, sexual orientation, religion, race, handicap or national origin. Continuous use of the pronoun 'he' in a context applicable to both sexes, for example, excludes women; the reverse is, of course, also true. Racial slurs of any sort are self-serving attempts to belittle and relegate individuals or groups to a position of inferiority.

Sometimes, however, it is not always easy to be sure which terms are or are not acceptable. Terminology may change over time, but racial slurs or derogatory comments about ethnicity are never acceptable; neither are jokes that center on race, gender, sexual orientation, national origin, religion, or the disabled.

When functioning as a TA it is important to consider the denotation and connotation of the language you use. The deliberate act of thinking sensitively about what words and examples you use in class is an important first step in effective, non-

discriminatory, inclusive discourse.

Sometimes, despite all efforts, a remark, example, or action may offend. If students feel comfortable enough in a classroom they will say why they are offended, and the incident becomes a learning situation for all. Be willing to **listen to students who are worried or offended by a comment and be appreciative of their sensitivity.**

Furthermore, texts and articles that have important value often contain excluding or questionable words. Be sure to point out to your students any language that you find problematic in resources you use, and - use as a teaching moment to discuss the implications of language.

For an expanded discussion of these basic concepts, see Francine Wattman Frank and Paula Treichler, Language, Gender and Professional Writing, Modern Language Association of America, 1989.

### Addressing Requests For Personal Advice

Students, particularly undergraduates, often seek advice from TAs. While the students may begin with academic concerns, they may end up seeking personal counsel. As you surely know, personal matters and academic issues frequently go hand in hand. If a student does seek personal advice, it is likely to be most constructive to:

1. Follow procedures provided by your department.
2. Listen carefully to understand how the student sees the situation, and tell the student that you will discuss her or his problem with a faculty member and that one of you will get back in touch with the student.
3. Consult with those people who can help plan and help the student find the campus resources that would be the most helpful. Remember that your primary responsibility is the student's academic development and that your expertise lies in your discipline.

Even if a student does not come to you directly about a problem, you may notice signs in her/his written work or in her/his class behavior that indicate the student may be grappling with personal difficulties. If such a case arises, you should bring your observations to the attention of a faculty member or chairperson in your department, the "Dean of the Day" in the College of Arts and Sciences Office, or the Student Health Service (See covers for telephone contacts).

### Referring Students in Crisis

If a student appears to be in a psychological or personal crisis, (i.e. you think he/she might cause harm to self or someone else), stay with the student and call WU Police (935-5555) if on campus or 911 if off campus. If it is not a life-threatening situation but you are still concerned, accompany the student to Student Health Services during regular business hours or call 935-6695. If after hours, call 935-6666 and press option 1. For more information on what you can do to help students with emotional health concerns, including how to recognize warning signs and make referrals, access MentalHealthEdu online at <http://shs.wustl.edu/mentalHealth/mhedu.htm>, visit [shs.wustl.edu](http://shs.wustl.edu) or call 935-6695.

### Addressing Teaching Problems

Specific problems encountered in a class or lab should be taken to the course supervisor, lab supervisor, or the graduate faculty advisor in your department.

Questions about the kinds of situations TAs are likely to encounter and how they might be avoided or handled are often best answered by experienced TAs as well as by appropriate departmental faculty or supervisors. Dr. Beth Fisher, assistant director of the Teaching Center, is a helpful out-of-department source for teaching advice. She can be reached at 935-5921 or [bfisher@wustl.edu](mailto:bfisher@wustl.edu).

### Preparing

Students expect and appreciate good preparation. Careful organization of material for presentation is an indication that you are serious about teaching. In addition, good preparation will make your lessons run more smoothly; a few extra minutes of thinking about what you want to accomplish can save you from what might seem like an eternity of embarrassment in front of students. Probably the single most important step in gaining respect and establishing authority is to be prepared. Students will admire and respect a teacher who takes their time seriously and who has worthwhile things to do with that time.

It is important to not only be prepared but also to be predictable. Learning is best conducted in an environment in which the obligations and responsibilities of all parties are clear and consistent.

#### Teaching Center Professional Development Programs for Graduate Students

- TA Orientation
- TA Training
- The Teaching Citation
- Workshops
- Teaching Evaluations
- Individual Consultations
- *Teaching Manual for Graduate Students*

<http://teachingcenter.wustl.edu>

# TEACHING REQUIREMENTS AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

## Graduate School-wide Teaching Requirement for Ph.D. Students

In 2004 the Graduate Council approved a Graduate School-wide requirement for Ph.D. candidates, effective beginning with Ph.D. students entering Fall 2004. The Graduate Council believes that a crucial component in our training of successful scholars should be helping every graduate student become an effective teacher.

Central to effective teaching is the communication of knowledge and ideas to others. Our Ph.D. candidates should gain during their graduate training that experience by satisfying two formal teaching requirements. The requirements exist at two levels to emphasize differences in communication skills that come with different levels of responsibility within any field.

Ph.D. candidates should accumulate a minimum of 14 units of teaching experience at the basic level and at least 4 units of teaching experience at the advanced level. (see Appendix for entire text and form.)

## Teaching Professional Development Opportunities

### Overview

At Washington University, each department serves as the primary source of Teaching Assistant (TA) training, through course-specific supervision and evaluation and through discipline-specific instruction in pedagogy. The Graduate School of Arts & Sciences, The Teaching Center, and some departments provide additional opportunities for graduate students to develop their teaching.

The chart below outlines the three levels of teaching development, starting with the elements required by the departments and the Graduate School.

REQUIREMENT	ENHANCEMENT (Optional)	ADVANCED FOR-CREDIT (Optional)
<p><b>Department Teaching Requirement</b></p> <ul style="list-style-type: none"> <li>• Discipline-Specific</li> <li>• Varies by Department</li> <li>• Includes TA Assignment</li> </ul> <p><b>Graduate School-Wide Teaching Requirement for Ph.D. Students</b></p> <ul style="list-style-type: none"> <li>• Effective beginning with doctoral students entering Fall 2004</li> <li>• Requirement of minimum teaching experiences at a basic level and an advanced level</li> </ul> <p>For more information, see <a href="http://artsci.wustl.edu/GSAS/Policies/policies.html">http://artsci.wustl.edu/GSAS/Policies/policies.html</a></p>	<p><b>Teaching Citation</b> (approved 4/20/2006)</p> <p>Graduate School-wide opportunity for graduate students to enhance their teaching knowledge and skills (see detailed description, below)</p> <ul style="list-style-type: none"> <li>• Requirements:               <ul style="list-style-type: none"> <li>• Non-credit workshops on teaching</li> <li>• Varied teaching experiences</li> <li>• Faculty and student evaluations</li> <li>• Teaching philosophy statement</li> </ul> </li> </ul> <p>For more information, see <a href="http://teaching.center.wustl.edu">http://teaching.center.wustl.edu</a>, under “Graduate Students—then Teaching Citation”</p>	<p><b>Graduate Teaching Certificates</b></p> <ul style="list-style-type: none"> <li>• Advanced discipline-specific training</li> <li>• For-credit program with course requirements (generally 15 credit units)</li> <li>• Examples of existing certificates:               <ul style="list-style-type: none"> <li>• College Writing</li> <li>• Language Instruction</li> </ul> </li> <li>• New certificates require approval by Graduate Council</li> </ul>

## Teaching Citation Program

### TEACHING CITATION

Approved by the Graduate Council April 20, 2006; Effective Immediately

#### Introduction

In an increasingly competitive academic marketplace, job candidates for many positions who can demonstrate knowledge of teaching and evidence of teaching skill have an advantage. In addition to Department Teaching Requirements and the Graduate School of Arts & Sciences Teaching Requirement for Ph.D. students, the Graduate School and The Teaching Center administers an optional Teaching Citation designed to provide additional opportunities for interested students to enhance their teaching knowledge and skills before they begin applying for academic positions.

#### Teaching Citation

Award of the Teaching Citation is contingent on satisfactory completion of all departmental teaching requirements, the Graduate School Teaching Requirement for Ph.D. students, and Teaching Citation requirements.

Written approvals by the Director of Graduate Studies from the student's home department, The Teaching Center, and the Dean of the Graduate School of Arts & Sciences need to be obtained for specific activities required for award of the Citation. Award of the Teaching Citation will be printed on the graduate student's University transcript; the Citation will be awarded at the time the Ph.D. degree is awarded.

Students interested in earning the Citation should use the Registration Checklist for Teaching Citation (available on the Teaching Center Web site at <http://teachingcenter.wustl.edu>, under "Graduate Students", then "Teaching Citation").

The Teaching and Professional Development Committee of the Graduate Council serves as an advisory board for the Citation.

#### Requirements

Graduate students interested in earning a Teaching Citation must successfully complete the following:

**1. Department Teaching Requirements** (check with home department)

**2. Graduate School Teaching Requirement for Ph.D. Students**

(See <http://artsci.wustl.edu/GSAS/Policies/TeachingRequirementPhD.htm>)

**3. Workshops (5)**

Students should complete five approved workshops that expose them to the major models and methods of teaching. These workshops should ordinarily cover such basic elements as the following:

- (a) Course planning and development: The goals and philosophy of teaching
- (b) Syllabus preparation and textbook selection
- (c) The teaching environment
- (d) Lecturing
- (e) Leading discussions
- (f) Seminars and tutorials
- (g) Writing assignments
- (h) Other teaching tactics and assignments
- (i) Testing and assessment
- (j) Grading and evaluation
- (k) Ethics: Cheating, confrontations, and other problems
- (l) Evaluating teaching
- (m) Advising and mentoring
- (n) Technology
- (o) Diversity
- (p) Research and resources on teaching

Students may complete the workshop requirement through participation in five workshops or seminars that span different elements. Workshops that satisfy the requirement are offered by The Teaching Center (examples listed below) and by Arts & Sciences Computing (Summer Web Workshop). Other workshops may count toward the requirement only with pre-approval by the Department Graduate Studies Director.

Examples, with elements shown:

Workshops Co-Sponsored by The Teaching Center and the Graduate Student Senate  
Spring 2005  
Effective Course Design (a, b)

Fall 2005

Designing Teaching Philosophies and Portfolios: What You Need to Know (l)  
Assessing Learning: Strategies You Need to Kick Start a Teaching Career (i, j)

Spring 2006

Pursuing a Job in Academia: The Different Types of Positions (c)  
Planning a Course/Designing a Syllabus (a, b)

#### 4. Teaching Experiences (3)

Students pursuing the Citation must engage in multiple teaching experiences and demonstrate teaching proficiency appropriate to their disciplines. Given the wide variety of departmental opportunities and the unique demands and expectations of individual disciplines, specific teaching experiences will not be dictated. Students should design a series of teaching experiences that meet the following general guidelines:

Students must participate in at least 3 separate teaching experiences. A “teaching experience” can include being a Teaching Assistant for a lecture or laboratory course, having primary responsibility for teaching a significant portion of a course (at least 3 weeks of a semester-long course), co-teaching a course, having full responsibility for teaching a course, or other kinds of intensive or extensive teaching activities that meet these guidelines and are approved by the department faculty. Students must demonstrate proficiency in at least two different approaches or methods of teaching (e.g., formal course lecturing, leading discussion groups, or organizing laboratory exercises) in fulfilling this requirement. It is recommended that any non-TA experience be approved in advance by the appropriate faculty member or graduate studies director in the home department.

#### 5. Written Evaluation of Teaching

The teaching experiences become an integral part of training when they are evaluated carefully and constructively. Accordingly, each teaching experience listed for the Citation will be formally evaluated. These evaluations must have the following components:

- (a) An evaluation by the course director, faculty advisor (in the case when a participant is the course director), or other designated personnel (in the case of off-campus teaching experiences). A basic checklist of teaching evaluation guidelines is available at <http://teachingcenter.wustl.edu>, under “Graduate Students.”
- (b) An evaluation by the students, such as student course evaluations or student checklist guidelines. A sample student evaluation form is available at <http://teachingcenter.wustl.edu>, under “Graduate Students.”

The faculty evaluator is asked to provide written feedback to the student. It is recommended that the faculty evaluator use or adapt the evaluation guidelines developed by the Teaching and Professional Development Committee and The Teaching Center (see 5(a), above). (When appropriate, teaching experiences may be videotaped so that written feedback can be used most effectively to target specific behaviors or methods; a teaching consultation with the Assistant Director of The Teaching Center or a designated faculty member may also be requested.) It is recommended that students provide their faculty evaluators with the basic checklist guidelines, in advance of the teaching experience to be evaluated.

#### 6. Development of a Teaching Philosophy

Each participant will develop an acceptable teaching philosophy using the guidelines established by the Teaching and Professional Development Committee and the Teaching Center. Students may get guidance in developing a suitable teaching philosophy from the Teaching Center. Both the department graduate studies director and the Teaching Center must approve the philosophy statement. In preparing to write the teaching philosophy, students are encouraged to reflect on the experiences they have had while pursuing the Teaching Citation, and to articulate the ways in which these experiences have shaped their current approach to teaching and their teaching philosophy.

#### **Form:**

A registration checklist for the Teaching Citation is available online at The Teaching Center website: <http://teachingcenter.wustl.edu> Click on "Graduate Students, "Teaching Citation".

## RESOURCES

### The Teaching Center

The **Teaching Center** in 105 Eads Hall provides a wide range of programs and services to help graduate students improve their teaching skills and expertise.

The Teaching Center offers **workshops** throughout the year on such topics as

- designing syllabi,
- developing effective teaching methods,
- creating and evaluating writing assignments,
- writing a teaching philosophy statement,
- creating a teaching portfolio,
- improving presentation skills,
- managing classroom dynamics, and
- teaching to different learning styles.

In addition, Beth Fisher, assistant director of The Teaching Center, provides **teaching evaluations and consultations** for graduate students who would like individualized guidance on improving teaching effectiveness. The Teaching Center works with departments to provide TA training and organizes the University-wide **TA Orientation**. The **Teaching Center** administers the **Teaching Citation**, in coordination with the Graduate School of Arts and Sciences.

The Teaching Center's *Teaching Manual for Graduate Students* contains ideas, guidelines, and suggestions for graduate students interested in developing their expertise in teaching. This manual is distributed at the University-wide TA Orientation and is also available at The Teaching Center. For additional resources, including a schedule of upcoming graduate-student workshops, visit the Teaching Center Web site at <http://teachingcenter.wustl.edu>.

For more information or to schedule a workshop or consultation, contact Dr. Beth Fisher at 935-5921 or [bfisher@wustl.edu](mailto:bfisher@wustl.edu).

## Teaching With Technology

Goals of integrating technology into classroom courses are focused on the pedagogical enhancement of teaching and learning. If you are planning to integrate technology into your classroom teaching consider:

- Pedagogy: identify course goals and students' learning needs.
- Technology: determine in what ways technology does and does NOT enhance your in-classroom teaching.
- Support: identify resources and personnel available on campus to help you , e.g. GradLab, computing center, The Teaching Center.
- Student access: identify what type of access your students have.
- Training: identify the training you may need and the time it will require to develop useful resources and manage their use effectively throughout the course.
- Copyright: identify that part of your content which may require notification or permission from original sources.

### TEACHING WITH TECHNOLOGY RESOURCES

**Graduate Summer Workshops:** Graduate School initiative which includes introductory workshops in teaching with technology and more advanced opportunities for fellowships to develop teaching projects:

**Introductory workshop:** <http://artsci.wustl.edu/~gssw/>  
Contact Kathy Atnip, 935-6692 or [atnip@wustl.edu](mailto:atnip@wustl.edu) for other options.

**GradLab:** Graduate Student Lab for Teaching & Technology, Eads 015, for graduate Arts & Sciences TAs. See <http://www.artsci.wustl.edu/GSAS/GradLab>

**Arts & Sciences Computing:** Eads Hall, Lower Level <http://artsci.wustl.edu/ASCC/> or send Email to [help@artsci.wustl.edu](mailto:help@artsci.wustl.edu), for basic computing support including email accounts and computer labs, assistance with Telesis course management system, integrating technology into teaching.

**Telesis Course Management System:** <https://telesis.wustl.edu>, for making course syllabus, calendar, announcements, files, etc. Available to students electronically. Send email to [elesis@wustl.edu](mailto:elesis@wustl.edu) for assistance.

**The Teaching Center:** Rm 105, Eads Hall-- If you would like to be trained on how to use the multimedia technology in your classroom, contact The Teaching Center at 935-6810.

## International TAs

International TAs may face additional challenges of teaching in a different educational system and culture. American students tend to be less formal in dress and manner both in and out of the classroom. They are known to keep their baseball hats on all the time, usually backwards; are likely to spread themselves out over two or three chairs; and may cheerfully challenge what an instructor has to say and expect to have a discussion where they can voice their opinions.

Help in understanding typical U.S. higher education and typical student behavior and learning expectations is available to international students in several places. The English Language Program (935-4813) provides international TAs a chance to enhance their oral communication skills and gain a greater understanding of American university students and the American higher education system through courses, workshops, tutorials, and a conversation-partner system. In particular, there is a three-unit course which gives students a chance to practice teach with undergraduate students. The course U15 ELP 470, Language, Culture, and Interaction Strategies is offered in the Fall. Go to the English Language program website for more information about courses for International TA's:

<http://www.artsci.wustl.edu/~esl/itacourses.shtml>

Informal gatherings sponsored by the International Students and Scholars Office and community organizations are good opportunities to share experiences with other international students. In addition, departments are an important place to ask questions about classroom techniques and student behavior.

Excellent fluency in English is essential for TA's; students can hone their language skills by engaging in conversation on a regular basis. Information about the conversation partner program can be found at: <http://www.artsci.wustl.edu/~esl/commconn.shtml>

International TAs are valued sources of information about their culture, country and region. U.S. students can benefit greatly from perspectives offered by international TAs in formal and informal conversation.

## NOTES ABOUT UNIVERSITY POLICIES AND PROCEDURES

### Introduction

As a new TA it would be strongly advisable to familiarize yourself with University-wide policies and procedures governing both academic and non-academic conduct. Below are three important Washington University policies that concern you directly as a teaching assistant: Please read carefully.

### Consensual Faculty-Student Relationship

Washington University adopted a Faculty-Student Relationship Policy in April 1996. The complete text is reprinted in Appendix A:

**For purposes of this policy, TAs are included in the definition of faculty, and are considered to be in a position of authority when making an evaluation of a student for course work, promotion, financial aid, research funding, suspension or other discipline.**

The policy requires that when a faculty/student consensual relationship, such as a dating, romantic, sexual, or marriage relationship, exists or develops, your position of authority with respect to the student must be avoided or terminated. Inform the course professor or your department chair immediately. Your failure to avoid or terminate a position of authority can lead to sanctions ranging from verbal warnings to dismissal or termination.

It should be noted that in some rare instances some TAs might have other graduate students in their sections or labs. Anytime you have authority over another graduate student, this policy applies. The policy also advises TAs to be sensitive to the perceptions of other students that a student who has a consensual relationship with a TA may receive preferential treatment from him/her even when the TA has no professional responsibility for the student.

### Sexual Harassment

Washington University's Policy on Sexual Harassment prohibits "any unwelcome sexual advance, request for sexual favor, or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis, or threatened to be used as the basis, for employment or academic decisions or assessments affecting an individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating, or will persist despite the objection of the person targeted by the speech or conduct."

According to University Policy, examples of conduct which may constitute sexual harassment include but are not limited to:

- requests for sexual favors
- hugging, rubbing, touching, patting, pinching, or brushing another's body
- inappropriate whistling or staring
- veiled suggestions of sexual activities
- requests for private meetings outside of class or business hours for other than legitimate mentoring purposes
- use in the classroom of sexual jokes, stories, or images in no way germane to the subject of the class
- remarks about a person's body or sexual relationships, activities or experience
- use of inappropriate body images to advertise events

TAs have authority over students whom they teach or supervise in a classroom, laboratory or tutorial. It is **unacceptable** for teaching assistants to intimidate students with sexual advances.

### **Allegations of Sexual Harassment**

A person who believes he or she has been sexually harassed has a number of formal and informal options within the University, as well as legal remedies outside the University. You should familiarize yourself with these options, which are detailed in the Policy.

If a student comes to you with a complaint of sexual harassment -- or if you hear allegations of sexual harassment from another source -- you should normally inform the course instructor. If the complaint or allegations concern the course instructor or if there is any other reason that you do not wish to proceed in this manner, you should contact the Danforth Sexual Harassment Response Coordinator or one of the Advisors. You are obligated to inform one of these people.

If you become aware that a student has made an informal or formal complaint against you, you should immediately inform your course's instructor and/or the Chairperson of your department. If you think a student has accused you of sexual harassment, contact the Coordinator and Advisors as described in the Policy on Sexual Harassment.

The complete text of the Policy on Sexual Harassment is reprinted in Appendix.

Sexual Harassment Response Coordinator and Advisors for the Danforth Campus:	
Coordinator: Ann B. Prenatt	935-7746
Advisors: For complaints by Faculty, Staff and others:	
Lorraine Goffe-Rush	935-8046
For complaints by students and others:	
Kathy Steiner-Lang	935-5910
For complaints by faculty and others:	
John Drobak	935-6487

## Academic Integrity

Washington University exists to facilitate the pursuit, acquisition, and transmission of knowledge. Thus, academic integrity is essential to our activity as researchers, teachers, and students. As a teaching assistant, you should approach the issue of academic integrity both from the perspective of encouraging integrity as well as from the perspective of preventing cheating. You are encouraged to review the faculty course master about your role as TA and to familiarize yourself with the following general guidelines below and Academic Integrity Policies for Undergraduate Students (see Appendix); and graduate student policies.

### What Can TAs Do To Prevent Integrity Violations?

Cheating, unfortunately, is not a rare occurrence among undergraduates. Deceit takes many forms, ranging from the furtive glance at another student's work during a test to extensive plagiarism on a lengthy written assignment.

Four challenges confront every TA with regard to potentially dishonest behavior:

1. The first is to give clear direction to students about what constitutes acceptable behavior.
2. The second is to make clear during the early stages of student contact that plagiarism, cheating, data fabrication, and other forms of academic dishonesty are unacceptable.
3. The third is to create an environment that makes dishonesty more difficult.
4. If, despite all efforts at prevention, some students cheat anyway, the fourth challenge is to deal with the infraction in an appropriate manner.

In the past, TAs have often found an integrity incident fraught with trauma. Many have felt betrayed while others have imagined it was their inadequacy as an instructor that invited the behavior.

It is important to remember that integrity violations occur in the classrooms of full professors as well, and the violations are not primarily due to instructor incompetence. More often than not, misconduct is the result of panic, pressure to make good grades, fear of failure, or poor values.

Sometimes students are truly confused about what constitutes cheating or are poorly educated with regard to proper conduct. **It is not safe to expect that students have already learned from their high school experience what is acceptable.** This is especially true regarding citation of source material and plagiarism, including internet sources.

### How Can TAs Establish The Right Expectations?

Place a statement about academic integrity in the course syllabus and devote some time to the issue on the first day of class. You might also remind students to read the information on academic integrity policy for undergraduate students at the beginning of the College of Arts and Sciences section of the [Washington University Course Listings](#). This policy is also available at: [www.artsci.wustl.edu/~college/Policies/](http://www.artsci.wustl.edu/~college/Policies/) (full text is printed in this handbook, Appendix D)

Cautioning students that you will not hesitate to take an integrity question to the Dean's Office (or to the lead instructor if you are helping a professor) emphasizes your commitment to ethical behavior. Making sure that your students understand that you view integrity as an important element in your class goes a long way in creating a positive learning environment.

### How Can TAs Best Clarify The Rules On Source Citation, Take-home Exams, And Assignments?

Sometimes the specific rules regarding citation of sources become murky during the progression of a course. Clear instructions are crucial in clarifying obligations of the students. On take-home exams, for example, students often become confused about whether and which sources may be used and if so, what sort of attribution is acceptable. The same is true for papers. If formal citation is expected, a safe bet is to recommend or even require that a particular manual or style sheet be used.

If homework is given on a regular basis, it is important to define whether collaboration is acceptable or not, and if so, what level of collaboration. Rules about group projects require special delineation.

Writing the rules and giving each student a copy is the best way to make your expectations clearly understood. Writing rule-reminders on the board can help to reinforce these concepts.

### **What Preventive Measures Can You Take To Reduce Integrity Infractions On Tests And Papers? Tests**

Testing in a crowded room is often an invitation to cheat. Temptation is particularly high when students are crammed together taking an objective exam. Some recommendations for testing include:

- On multiple-choice or short answer tests, make two or three versions by mixing up the order of the questions.
- Instruct students to put all books and belongings in the front or back of the room before taking an exam.
- Issue dated and numbered blue or pink books or provide answer sheet paper.
- Construct a seating chart in advance to discourage collaboration.
- If room permits, avoid having students sitting right next to one another or right in front or behind one another.
- If room does not permit and the desks are not fixed to the floor, turn every other row in the opposite direction.
- Be sure to observe the entire room during the exam by walking around the room and standing in the back.
- If you believe that students may be taking exams for others, consider checking IDs.

### **Papers**

Certain prudent steps make it more difficult for a student to turn in a plagiarized paper or someone else's work. They include:

- Make absolutely sure your expectations regarding citation are clearly understood; a short lesson about attribution is always a good idea. Providing your rules in writing is best.
- Be sure students know you are open to discussion about style and construction on an individual basis.
- Getting a good in-class writing sample from students early in the course or asking to see an early draft of a paper helps to ensure that submitted work is the student's own.
- Providing a restricted list of topics or questions can minimize temptation to use previously written material.
- Constructing a list of acceptable sources also makes checking doubtful passages easier.

### **How to Avoid High-Risk Situations**

[This section: "How to Avoid High-Risk Situations" is taken from Gordon Harvey's "Writing with Sources: A Guide for Harvard Students." The President and Fellows of Harvard University, 1995.]

Students who misuse sources usually don't set out to; they usually plan to write a thoughtful paper that displays their own thinking. But they allow themselves to slip into a situation in which they either misuse sources out of negligence or come to believe that they have no choice but to misuse sources. Here are some suggestions for avoiding such situations, based on Administrative Board records of students who did just the opposite.

1. ***Don't leave written work until the last minute***, when you may be surprised by how much work the assignment requires. This doesn't mean that you need to draft the paper weeks in advance (you can start working on a paper by simply jotting a few words or thoughts somewhere), but it does mean looking over the instructions for the assignment early on, jotting any first impressions, clearing up any confusions with your instructor, and getting the topic into your subconscious mind, which can help you flag potentially useful material in subsequent reading and lectures.

2. ***Don't use secondary sources for a paper unless you are asked or explicitly allowed to.*** Especially, if you feel stuck or panicked, don't run to the library and bring back an armload of sources that you hope will jump-start your own thinking. Chances are they will only scatter and paralyze your thinking. Instead, go to your instructor or section leader for advice or try jump-starting your paper in another way (e.g. by free writing or brainstorming, by re-analyzing the assignment itself, by formulating a hard question for yourself to answer, by locating a problem or conflict, by picking a few key passages and annotating them copiously).
3. ***Don't rely exclusively on a single secondary source for information or opinion*** in a research paper. If you do, your paper may be less well-informed and balanced than it should be, and moreover you may be lulled into plagiarizing the source. Using several different sources forces you to step back and evaluate or triangulate them.
4. ***When you take notes, take pains to distinguish the words and thoughts of the source from your own,*** so you don't mistake them for your own later. Adopt these habits in particular:
  - Either summarize radically or quote exactly always using quotation marks when you quote. Don't take notes by loosely copying out source material and simply changing a few words.
  - When you take a note or quote from a source, jot the author's name and page number beside each note you take (don't simply jot down ideas anonymously) and record the source's publication data on that same page in your notes, to save yourself having to dig it up as you are rushing to finish your paper. Save even more time by recording this information in the same order and format you will use for listing references on your final draft.
  - Take or transcribe your notes on sources in a separate word-processing file, not in the file in which you are drafting your paper. And keep these files separate throughout the writing of the paper, bringing in source material from your notes only as needed.
5. ***Take notes actively, not passively.*** Don't just copy down the source's words or ideas, but record your own reactions and reflections, questions and hunches. Note where you find yourself resisting or doubting or puzzling over what a source says; jot down possible arguments or observations you might want to make. These will provide starting points when you turn to write your paper; and they will help keep you from feeling overwhelmed by your sources or your notes.
6. ***Don't try to sound more sophisticated or learned than you are.*** Your papers aren't expected to sound as erudite as the books and articles of your expert sources, and indeed your intelligence will emerge most clearly in a plain, direct style. Moreover, once you begin to appropriate a voice that isn't yours, it becomes easier accidentally to appropriate words and ideas to plagiarize. Also remember that, when asked to write a research paper using secondary sources, you are expected to learn from those sources but not to have the same level of knowledge and originality, or to resolve issues that experts have been debating for years. Your task is to clarify the issues and bring out their complexity. The way you organize the material to do this, if you take the task seriously, will be original.
7. ***If you feel stuck, confused, or panicked about time, or if you are having problems in your life and can't concentrate, let your instructor or section leader know.*** Make contact by e-mail, if it's easier for you, but do make contact even if you feel embarrassed because you haven't attended lectures or section or think you're the only student in the class who is having trouble (you aren't), or if you will have to lose points for a late paper. Losing points will be a much smaller event, in the story of your life, than being required to withdraw for plagiarism.
8. ***Don't ask to borrow another student's paper*** if you are stuck or running late with an assignment. Reading it will probably discourage or panic rather than inspire you, and it may tempt you to plagiarize. Instead, ask the student to help you brainstorm some of your own ideas.

9. ***Don't write a paper from borrowed notes***, since you have no way of knowing the source or the words and ideas. They may, for example, come directly from a book or lecture, or from a book discussed in lecture.
10. ***Don't do the actual writing of a paper with another student***, or split the writing between you unless you have explicit permission. Even if you collaborate on a project, you're expected to express the results in your own words.
11. ***Don't submit to one class a paper or even sections of a paper that you have submitted or will submit to another class***, without first getting the written permission of both instructors and filing the permission with your Senior Tutor or Assistant Dean.
12. ***Always back up your work on diskette, and make a hard copy each time you end a long working session or finish a paper***. This will reduce your chances of finding yourself in a desperate situation caused by computer failure.

*The above excerpt "How to Avoid High-Risk Situations" can also be found online at:  
<http://www.fas.harvard.edu/~expos/sources>*

### **What Can TAs Do If A Student Cheats Or Plagiarizes?**

Before accusing a student of any integrity infraction, be sure the evidence supports the accusation. Mere suspicion is not enough. If the matter is taken before an Academic Integrity Committee, you will need to convince a majority of the Committee that it is more likely than not that the student breached the rules of academic integrity.

For TAs who are assisting a professor, suspected integrity issues should be taken to that faculty member.

For TAs with full-course responsibility, any question regarding honesty in the College of Arts and Sciences (undergraduate students) should be addressed to Dean Dirk Killen. His telephone number is 935-6066. At University College, call Dean Steve Ehrlich at 935-4806. In Engineering, call Dean J. Christopher Kroeger at 935-6169. In Business, call Dean Gary Hochberg at 935-6380. Questions regarding academic integrity of graduate students in Arts and Sciences should be addressed to the appropriate graduate school Dean's Office.

Since most TAs will teach within the College of Arts and Sciences, it is important to note that "when cheating is suspected, a student should **not** be given a grade for the course pending a hearing before the Academic Integrity Committee and action upon its report by the Dean of the College" (from Memo, Academic Integrity Committee, February 1990).

## APPENDIX: POLICIES

- Graduate School-wide Teaching Requirement for Ph.D. Candidates
  - Consensual Faculty-Student Relationships Policy
  - Sexual Harassment Policy
  - Discriminatory Harassment Policy
  - Academic Integrity Policy for Graduate Arts & Sciences Students
  - Academic Integrity Policy for Undergraduate Students

### Graduate School-Wide Teaching Requirement For Ph.D. Candidates

(Effective beginning with Ph.D. students entering Fall 2004)

The Graduate Council believes that a crucial component in our training of successful scholars should be helping every graduate student become an effective teacher. Of course, the attributes associated with good teaching are also those of good scholarship: the ability to communicate ideas clearly and even vividly; the careful distinction between what constitutes acceptable and unacceptable evidence within an intellectual community; the recognition that even worthy objects of scholarly endeavor must compete with other, no less worthy, topics of research interest, given the limited resources available (whether those resources are publishing capital or hours in any given semester). The scholar who has received effective training in pedagogy and sufficient experience in front of a class will also become a colleague who ably represents his or her research in the scholarly symposium or, more locally, the departmental coffee room. If teaching is not separable from any of our academic tasks, it also cannot be presumed thereby to require no special training or experience. For that reason, we strongly encourage every Ph.D. program to provide teaching opportunities as they are appropriate to individual disciplines.

Central to effective teaching is the communication of knowledge and ideas to others. Our Ph.D. candidates should gain, during their graduate training, that experience by satisfying two formal teaching requirements. The requirements exist at two levels to emphasize differences in communication skills that come with different levels of responsibility within any field. At the basic level, is the communication of fundamental elements of knowledge, or training in basic skills, such as can occur in introductory or lower-level undergraduate courses. At the advanced level, the communication more likely concerns ideas: their development, their evaluation, their defense, and their formal testing through argumentation or experimentation, such as can occur in upper-level courses, graduate seminars, and graduate-level journal clubs or formal discussion groups.

A unit of teaching may be defined broadly as an hour spent communicating with a group of students or scholars. As such, holding one-on-one office hours, grading exams, or note-taking, while often part of Teaching Assistantship duties, should not count toward the formal accumulation of teaching units.

Ph.D. candidates should accumulate a minimum of 14 units of teaching experience at the basic level. There are many ways these units could be obtained, such as giving an actual lecture in an undergraduate class, conducting discussion sections, introducing /interpreting laboratory exercises or conducting formal help sessions.

Ph.D. candidates should also accumulate at least 4 units of teaching experience at the advanced level. The Graduate School recognizes that opportunities for such experience will vary widely across the disciplines within the University, and so is flexible as to what experiences count toward this accumulation. For example, presenting one's research at a regularly scheduled colloquium or seminar that is attended by other graduate students and faculty, would satisfy one unit of advanced level teaching. Another possibility would be presenting a paper at a conference, including conferences organized by scholarly societies as well as local conferences, such as the yearly Graduate Student Research Symposium at Washington University. Another possibility would be presenting and leading the discussion of a journal article in a journal club or formal discussion group at the graduate level. In certain cases lecturing in an advanced (300-level or 400-level) undergraduate class or running an advanced undergraduate laboratory might be appropriate.

The above examples of teaching at both the basic and advanced levels are by no means exhaustive or exclusive: there may be other types of excellent teaching or communication experiences which are discipline specific. Moreover, the appropriate group size or composition may vary from discipline to discipline. For these reasons, every graduate program is encouraged to draw up guidelines for meeting the graduate school requirement. This requirement does not preclude departments from creating additional discipline specific teaching requirements.

In meeting these requirements, graduate students will ideally have opportunities to learn the skills and practice the art of scholarly communication.

Approved April 2004, Graduate Council

#### **Form:**

Form for Teaching Requirement for Ph.D. Candidates is available from the Assistant Registrar at the Graduate School, and online at: <http://artsci.wustl.edu/GSAS/Policies/policies.html>

## **Consensual Faculty – Student Relationships Policy**

Interactions between faculty and students at Washington University are guided by mutual trust, confidence and professional ethics.

Professional faculty/student relationships have a power differential between faculty and students; personal faculty/student relationships carry risks of conflict of interest, breach of trust, abuse of power and breach of professional ethics.

### **A. POLICY**

Faculty members shall not engage in consensual relationships with students whenever the faculty member has a professional position of authority with respect to the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Should a consensual relationship develop, or appear likely to develop, while the faculty member is in a position of authority, the faculty member and/or the student shall terminate the position of authority. Even when the faculty member has no professional responsibility for a student, the faculty member should be sensitive to the perceptions of other students that a student who has a consensual relationship with a faculty member may receive preferential treatment from the faculty member or the faculty member's colleagues.

### **B. DEFINITIONS**

1. Faculty, for purposes of this policy only, consists of all full or part-time faculty, teaching assistants, graders, member of dissertation committees and all other personnel who teach, coach, evaluate, allocate financial aid to or guide research by students.
2. Students are all full or part-time students.
3. A consensual relationship is any dating, romantic, sexual or marriage relationship.
4. Position of authority includes, but may not be limited to situations in which the faculty member makes or is responsible for an evaluation of a student for admission, coursework, promotion, financial aid, research funding, suspension, expulsion or other discipline. (Faculty providing instruction without evaluation are not necessarily in positions of authority.)

### **C. PROCEDURES**

When a faculty/student consensual relationship exists or develops, a faculty position of authority with respect to the student must be avoided or terminated. Avoidance or termination includes, but is not limited to: the student not enrolling in a course; a qualified alternative faculty member or teaching assistant taking the position of authority; transfer of the student another course, section, seminar, etc., taught by a different faculty member or teaching assistant; assigning or transferring the student to another academic advisor; the student dropping a course.

### **D. NON-COMPLIANCE WITH POLICY**

Any credible allegation of a faculty member's failure to avoid or terminate a position of authority while in a consensual faculty/student relationship obligates the department chair, dean or other responsible person to conduct a prompt and thorough inquiry to determine whether the allegation is true. Where it is concluded that a position of authority in a faculty/student consensual relationship exists and the faculty member and/or the student involved refuse(s) to terminate the position of authority, the department chair or dean shall terminate the position of authority and can impose sanctions against the parties involved.

### **E. SANCTIONS**

Persons in violation of this policy shall be subject to sanctions ranging from verbal warnings to dismissal or termination. Persons who knowingly make false allegations that a faculty/student consensual relationship overlaps with a position of authority between the two shall be subject to the same sanctions.

### **F. FACULTY RIGHTS**

Nothing herein shall abridge the rights of faculty as outlined in the Washington University Policy on Academic Freedom, Responsibility, and Tenure.

# Sexual Harassment Policy

## I. INTRODUCTION AND POLICY STATEMENT

Washington University is committed to having a positive learning and working environment for its students, faculty, and staff and will not tolerate sexual harassment.

Sexual harassment is an attack on the dignity of individuals and the integrity of the university as an institution of learning. Academic freedom can exist only when every person is free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is reprehensible and threatening to the careers, educational experience, and well-being of all members of our community.

Sexual harassment is a form of discrimination that violates University policy. It is also illegal under state and federal law.

This Policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the processes by which complaints of sexual harassment may be brought forward, and provides sanctions for sexual harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. If you believe you have been sexually harassed, Sections IV and V describe options about what you can do and where you can get help. If you believe you have been falsely accused of sexual harassment, the procedures set out below are also available to you. Those charged with implementation of this Policy will, whenever appropriate, encourage and assist those who believe they may have been sexually harassed to pursue the assorted informal means outlined in Section IV below for securing the cessation of unwelcome and offensive conduct.

## II. WHAT IS SEXUAL HARASSMENT?

For the purposes of this statement, Washington University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for an academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, or other unwelcome verbal or physical conduct of a sexual nature, whether committed on or off campus, when

- (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
- (2) submission to or rejection of such conduct by an individual is used as the basis, or threatened to be used as the basis, for employment or academic decisions or assessments affecting an individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating, or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member's or supervisor's position. Sexual harassment can be verbal, visual, physical, or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment - such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend on the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.), and the specific setting. The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Examples of conduct which may constitute sexual harassment include but are not limited to:

- requests for sexual favors
- hugging, rubbing, touching patting, pinching, or brushing another's body
- inappropriate whistling or staring
- veiled suggestions of sexual activities
- requests for private meetings outside of class or business hours for other than legitimate mentoring purposes

- use in the classroom of sexual jokes, stories, or images in no way germane to the subject of the class
- remarks about a person's body or sexual relationships, activities or experience
- use of inappropriate body images to advertise events

Members of the University community can expect to be free from sexual harassment, and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness or the accuser's perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

### **III. CONFIDENTIALITY**

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address sexual harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Sexual Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of sexual harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist, or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listing in *Bearings, Ternion, and Safety and Security on the Hilltop Campus*. In addition, any member of the University community may contact the Student Counseling Services at 935-5980 for a confidential discussion and, if desired, referral to off-campus resources.

### **IV. SEEKING ADVICE; MAKING A COMPLAINT**

If you believe that you have been sexually harassed, you have a number of response options, both formal and informal. Some people may wish to pursue informal means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Hilltop or Medical Center Sexual Harassment Response Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with sexual harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

#### **A. Informal Procedures**

I. If you feel comfortable dealing with the situation without assistance, you can:

- A. Clearly say "no" to the person whose behavior is unwelcome.
- B. Communicate either orally or in writing with the person whose behavior is unwelcome. The most useful communication will have three parts:
  - (1) A factual description of the incident(s) including date, time, place and specific action.
  - (2) A description of the writer's feelings, including any consequences of the incident.
  - (3) A request that the conduct cease.

Frequently such a communication will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.

II. If you would like to proceed informally, but with the assistance of someone else, you may:

- A. Ask the person's supervisor, e.g., department chair, dean, director, housing office representative, academic advisor, or resident advisor, to speak to the person whose behavior was unwelcome. The purpose of such conversations is the cessation of unwelcome behavior.
- B. Consult with the Coordinator or one of the Sexual Harassment Response Advisors listed in the Appendix and specifically charged with responding to sexual harassment inquiries and complaints.

These individuals are thoroughly familiar with University policy on sexual harassment and are available to consult with victims of sexual harassment, those charged with sexual harassment, witnesses, and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss University policy on sexual harassment and procedures for resolving complaints.

- C. Ask the Coordinator to mediate or arrange for mediation. Mediation is discussion and negotiation, with the help of a third party, designed to permit the parties to reach a mutually agreeable resolution of a dispute. If a person complaining of sexual harassment seeks mediation, the person accused of harassment agrees, and the Coordinator concludes that the mediation would be consistent with the University's legal obligations in responding to and preventing sexual harassment, the Coordinator may mediate or arrange for mediation.

#### **B. Formal Procedures**

Whether or not you have attempted to resolve a sexual harassment claim through informal means, you may initiate a formal sexual harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. If this is the course you wish to take, the Coordinator can assist you in filing a complaint.

Complaints, prepared with or without the assistance of the Coordinator, can be filed with the following Committees, with a copy to the Coordinator for your campus:

#### **Complaints against faculty or staff:**

- Faculty and Administrative Affirmative Action Committee  
(complaints by faculty and administrators)
- Discrimination and Title IX Grievance Committee  
(complaints by students)
- Human Resources Advisory Committee  
(complaints by staff)

All of these committees may be contacted:

c/o Office of Human Resources  
North Brookings Hall, Room 126  
Campus Box 1184  
935-5990

Hearing procedures are set out in the Washington University Discrimination and Sexual Harassment Hearing Procedures. These procedures may be obtained from the Office of Human Resources or from any of the Sexual Harassment Response Coordinators or Advisors.

#### **Complaints against students or student groups:**

Director of Judicial Programs  
Residential Life Center 10  
Campus Box 1250  
935-4174

Hearing procedures are set out in the University Judicial Code, found in *Bearings* and *Washington University Faculty Information*. These procedures may also be obtained from the University Judicial Administrator or from the Sexual Harassment Response Coordinator or Advisors.

Whether or not you choose to file a formal complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

## **V. PROTECTION OF RIGHTS**

The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist, or participate in any investigation, proceeding, or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation -- or any encouragement of another to retaliate -- is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. If you believe you have been subjected to retaliation in violation of this rule, you may use the procedures described above to complain and seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment typically have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of sexual harassment, whether in a formal or informal context, will be treated as a serious offense under this policy and, where it applies, the University Judicial Code. If you believe you have been falsely accused of sexual harassment you may use the procedures of this policy or the University Judicial Code, where applicable, to seek redress. See section IV, above.

## **VI. OBLIGATIONS OF VIGILANCE AND REPORTING**

The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to *promptly* come forward with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report it to those charged with responding to such allegations and reports: the appropriate dean, director or department head or other similar administrator or to the Sexual Harassment Response Coordinator or one of the Advisors. It shall be the responsibility of these individuals to respond to allegations and reports of sexual harassment or refer them to other University officials for such response.

Any dean, director or department head, or other similar administrator who become aware of information indicating a significant likelihood of sexual harassment must report such information to the Sexual Harassment Response Coordinator for the appropriate campus. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators may wish to consult with the Coordinator or any of the Advisors prior to investigating or otherwise responding to any situation involving alleged harassment.

## **VII. POSSIBLE SANCTIONS**

Possible sanctions for a person found guilty of behavior in violation of this policy include but are not limited to the following:

- oral or written reprimand, placed in personnel file
- required attendance at a sexual harassment sensitivity program
- an apology to the victim
- oral or written warning
- loss of salary or benefit, such as sabbatical or research or travel funding
- transfer or change of job, class or residential assignment or location (i.e. removing the person from being in a position to retaliate or further harass the victim.)

- fine
- demotion
- suspension, probation, termination, dismissal or expulsion

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol is involved in the sexual harassment, such counseling may include an alcohol abuse program.

If students or student groups are guilty of sexual harassment any of the sanctions set forth in the University Judicial Code may also be invoked.

## **VIII. EDUCATION**

The best way to deal with sexual harassment is to prevent it. Education is essential to eliminating sexual harassment. Washington University has developed an ongoing training program. Please call a Sexual Harassment Response Coordinator or Advisor to find out more about these programs, what sexual harassment is, how to respond to it, and what to do when someone asks for advice about sexual harassment.

### **APPENDIX: Sexual Harassment Coordinators and Advisors** (as of January 2007)

#### **Danforth Campus**

Coordinator: Ann B. Prenatt - 935-7746

Advisors:

Lorraine Goffe-Rush: (complaints by faculty, staff, and others) - 935-8046

Kathy Steiner-Lang: (complaints by students and others) - 935-5910

John Drobak: (complaints by faculty and others) - 935-6487

#### **Medical Campus**

Coordinator: Legail Chandler - 362-4900

Advisors:

Legail Chandler: (complaints by faculty, staff, and others) - 362-4900

Dr. Leslie Kahl: (complaints by students and others) - 362-7481

Sandra Sledge: (complaints by faculty, staff and others) - 362-4937

Apryle Cotton: (complaints by faculty, staff and others) - 362-7198

## Washington University Policy on Discriminatory Harassment

**I. POLICY STATEMENT.** Washington University is committed to having a positive learning and working environment for its students, faculty, and staff. University policy prohibits discrimination on the basis of race, color, age, religion, gender, sexual orientation, gender identity or expression, national origin, veteran status or disability. Harassment based on any of these classifications violates University policy and will not be tolerated. In some circumstances such harassment may also violate federal, state or local law.

In 1996, the University adopted a new policy on Sexual Harassment. Since that time, allegations of discriminatory harassment on bases other than sex have been handled in a similar manner. This Policy confirms that allegations of any sort of discriminatory harassment are subject to the policies and procedures described in the Sexual Harassment Policy.<sup>1</sup> That Policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the processes by which complaints of harassment may be brought forward, and provides sanctions for harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. School of Medicine students and employees may, alternatively, rely on the School's Abusive Conduct Policy.

In an academic community, the free and open exchange of ideas and viewpoints reflected in the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some. Indeed, the examination and challenging of assumptions, beliefs or viewpoints that is intrinsic to education may sometimes be disturbing to the individual. Neither the Policy on Sexual Harassment nor this Policy is intended to compromise Washington University's traditional commitment to academic freedom or to education that encourages students to challenge their own views of themselves and the world.

**II. WHAT IS DISCRIMINATORY HARASSMENT?** Discriminatory harassment is unwelcome and objectively offensive conduct that (a) has the purpose or effect of unreasonably interfering with an individual's work or educational environment, (b) is directed at a particular individual or individuals because of the individual's/individuals' race, color, age, religion, gender, sexual orientation, gender identity or expression, national origin, veteran status or disability, and (c) is abusive or severely humiliating. Some conduct obviously constitutes harassment, such as a statement that all members of a disfavored group will be required to work in the basement because their supervisor does not, on the basis of their group membership, want to be near them. Whether particular conduct constitutes harassment often depends on the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (for example, supervisor-subordinate, colleague), and the specific setting.

**III. CONFIDENTIALITY.** The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

---

<sup>1</sup> This Policy is published in many places, including *Bearings*, the *Record*, and the *Faculty Information* booklet. It may also be found at <http://www.wustl.edu/policies/sexharas.html> or obtained from the Danforth or Medical School Human Resources office.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listed in *Bearings, Ternion* and *Safety and Security on the Hilltop Campus*. In addition, any member of the University community may contact the Student Counseling Services at 935-5980 for a confidential discussion and, if desired, referral to off-campus resources.

**IV. SEEKING ADVICE; MAKING A COMPLAINT.** If you believe that you have been harassed, you have a number of response options, both formal and informal. Some people may wish to pursue informal means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Danforth or Medical Center Harassment Response Coordinator (listed in the Appendix), whose responsibilities include assisting students, faculty and staff with harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

**A. Informal Procedures**

1. If you feel comfortable dealing with the situation without assistance, you can communicate either orally or in writing with the person whose behavior is offensive. The most useful communication will have three parts:

- a. A factual description of the incident(s) including date, time, place and specific action.
- b. A description of the writer's feelings, including any consequences of the incident.
- c. A request that the conduct cease.

Frequently, such a communication will cause the offensive behavior to stop, particularly where the person may not be aware that the conduct is offensive.

2. If you would like to proceed informally, but with the assistance of someone else, you may:

1. Ask the person's supervisor, e.g., department chair, dean, director, housing office representative, academic advisor or resident advisor, to speak to the person whose behavior was offensive. The purpose of such conversations is the cessation of offensive behavior.
2. Consult with one of the Coordinators listed in the Appendix and specifically charged with responding to harassment inquiries and complaints. These individuals are thoroughly familiar with University policy on harassment and are available to consult with victims of harassment, those charged with harassment, witnesses and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss University policy on harassment and procedures for resolving complaints.
3. Ask the Coordinator to mediate or arrange for mediation. Mediation is discussion and negotiation, with the help of a third party, designed to permit the parties to reach a mutually agreeable resolution of a dispute. If a person complaining of harassment seeks mediation, the person accused of harassment agrees and the Coordinator concludes that the mediation would be consistent with the University's legal obligations in responding to and preventing harassment, the Coordinator may mediate or arrange for mediation.

**B. Formal Procedures**

Whether or not you have attempted to resolve a harassment claim through informal means, you may initiate a formal harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. If this is the course you wish to take, the Coordinator can assist you in filing a complaint.

Complaints, prepared with or without the assistance of the Coordinator, can be filed with the following Committees, with a copy to the Coordinator for your campus:

**Complaints against faculty or staff:**

Discrimination & Faculty and Administrative Affirmative Action Committee or  
Discrimination and Title IX Grievance Committee or  
Human Resources Advisory Committee

All of these committees may be contacted:  
c/o Office of Human Resources  
North Brookings Hall, Room 126  
Campus Box 1184  
935-5990

Hearing procedures are set out in the *Washington University Discrimination and Sexual Harassment Hearing Procedures*. These procedures may be obtained from the Office of Human Resources or from any Harassment Response Coordinator or Advisor.

**Complaints against students or student groups:**

Director of Judicial Programs  
Residential Life Center 10  
Campus Box 1250  
935-4174

Hearing procedures are set out in the University Judicial Code, found in *Bearings* and *Washington University Faculty Information*. These procedures may also be obtained from the University Judicial Administrator or from the Harassment Response Coordinators or Advisors.

Whether or not you choose to file a complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

**V. PROTECTION OF RIGHTS.** The University will not tolerate retaliation or discrimination against persons who report or charge harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of harassment. Any such retaliation -- or any encouragement of another to retaliate -- is a serious violation of University policy and law, independent of whether the particular claim of harassment is substantiated. If you believe you have been subjected to retaliation in violation of this rule, you may use the procedures described above to complain and seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of harassment typically have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of harassment must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation of harassment, whether in a formal or informal context, will be treated as a serious offense under this policy and, where it applies, the University Judicial Code. If you believe you have been falsely accused of harassment you may use the procedures of this policy or the University Judicial Code, where applicable, to seek redress. See Section IV.

Approved by the Washington University Faculty Senate Council, November 25, 2002

Approved by the Washington University Faculty Senate, December 19, 2002

Approved by the Washington University Faculty Senate Council, November 27, 2007

Approved by the Washington University Faculty Senate, December 12, 2007

## **APPENDIX: Discriminatory Harassment Coordinators/Advisors (as of September 2006)**

### Danforth Campus:

Professor Sally Goodman, 935-7545 (complaints by students)

Lorraine Goffe-Rush, 935-8046 (complaints by faculty & staff)

Ann B. Prenatt, 935-7746 (complaints by faculty, staff, and others)

### Medical Campus:

Dr. Leslie Kahl, 362-7481 (complaints by students)

Legail Chandler, 362-4900 (complaints by faculty, staff, and others)

Apryle Cotton, 362-7188 (complaints by faculty, staff, and others)

---

## **ACADEMIC INTEGRITY POLICY FOR UNDERGRADUATE STUDENTS**

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Washington University is a responsibility that is shared by faculty, students, and administrative staff.

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students are governed by policies in each graduate school or division. The purpose of the statement is to clarify the University's expectations with regard to undergraduate students' academic behavior and to provide specific examples of dishonest conduct. The examples are only illustrative, NOT exhaustive.

Students are expected to adhere to the highest standards of behavior, and the vast majority of Washington University students do so. Each year, however, a few students behave dishonestly. The following material describes the most common types of dishonest behavior.

It Is Dishonest and A Violation of Student Academic Integrity If You:

### PLAGIARIZE

You commit plagiarism by taking someone else's ideas, words, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

- Enclose every quotation in quotation marks, and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person, and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information, and page reference.
- Acknowledge material obtained from lectures, interviews, or other oral communication by citing the source (name of the speaker, the occasion, the place, and the date).

- Cite material from the internet just as if it were from more traditionally published sources. Follow the citation style or requirements of your instructor.

### CHEAT ON AN EXAMINATION

You must not receive or provide any unauthorized assistance on an examination.

During an examination you may use only materials authorized by the faculty.

### COPY OR COLLABORATE ON ASSIGNMENTS WITHOUT PERMISSION

*Unless the instructor explicitly states otherwise*, it is dishonest to collaborate with others when completing graded assignments or tests, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

- Never use, copy or paraphrase the results of another person's work and represent them as your own, regardless of the circumstances.

When you submit work with your name on it, you are in effect stating the work is yours and only yours, unless you acknowledge in an endorsement all the help of persons who have contributed to the completion of the assignment.

If the instructor allows group work, you must be sure you understand the degree of acceptable collaboration.

- It is never appropriate to simply copy another's work, or to permit another student to copy your work.
- If you have any questions regarding the instructor's definition of allowable behavior, it is *your* responsibility to ask for clarification prior to engaging in the collaboration.

It is dishonest to turn in work as a collaborative effort if you did not contribute your fair share of the effort.

### FABRICATE OR FALSIFY DATA OR RECORDS

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or other circumstances; fabricate source material in a bibliography or "works cited" list; or provide false information on a resume or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as your own.

### ENGAGE IN OTHER FORMS OF DECEIT OR DISHONESTY

Do not submit the same work for more than one course without explicitly obtaining permission from all instructors. When a paper or project builds on work completed earlier in your academic career, you must bring that fact to the attention of the instructor.

Do not request any academic benefit, including an extension of time, a better grade, or a recommendation, from an instructor when the request is based on false information or deception.

Do not make any changes (including adding material or erasing material) on any test paper, problem set, or class assignment being submitted for a re-grade.

Do not willfully damage the efforts or work product of other students.

Do not steal, deface, or damage academic facilities or materials.

Do not collaborate with other students planning or engaging in any form of academic misconduct.

Do not engage in any other form of academic misconduct not covered here (since no list is necessarily exhaustive). If you are ever in doubt, ask the professor or teaching assistant for guidance.

#### FACULTY RESPONSIBILITY

Faculty are strongly encouraged to report incidents of student academic misconduct to the academic integrity officer in their school or college, so that the incident may be handled in a consistent, fair manner, and so that substantiated charges of misconduct may be noted in students' records.

#### STUDENT RIGHTS AND RESPONSIBILITIES

If you are accused of an academic integrity violation by a professor, teaching/graduate assistant, or academic integrity officer, you are entitled to do the following:

- Review the written evidence in support of the charge
- Ask any questions you have
- Offer an explanation as to what occurred
- Present any material that would cast doubt on the correctness of the charge

After you are notified of a charge of academic misconduct, you have several options:

- You may deny the charges and request a hearing in front of the appropriate academic integrity panel.
- You may admit the charges and accept the imposition of sanctions.
- You may request a leave of absence from the University. However, the academic integrity matter will have to be resolved prior to your re-enrollment.
- You may request to withdraw permanently from the University with a transcript notation that there is an unresolved academic integrity matter pending.

You have the following responsibilities in resolving the charge of academic misconduct:

- You must admit or deny the charge. This will determine the course of action to be pursued.
- You must provide truthful information regarding the charges. It is a student judicial code violation to provide false information to the University or anyone acting on its behalf.

#### SANCTIONS

If, after a hearing, you are found to have acted dishonestly, or if you have admitted the charges prior to a hearing, the school academic integrity officer or hearing panel may do one or more of the following:

- Issue a formal written reprimand
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics
- Recommend to the instructor that you fail the assignment
- Recommend to the instructor that you fail the course
- Recommend to the instructor that you receive a course grade penalty less severe than failure of the course
- Place you on "Disciplinary Probation" for a definite period of time, or until defined conditions are met. The probation will be noted on your transcript and internal record while it is in force.
- In cases serious enough to warrant suspension or expulsion from the University, refer the matter to the University Judicial Board for consideration

Withdrawing from the course will not prevent the academic integrity officer or hearing panel from imposing or recommending sanctions, including a failing grade in the course.

If the charges of academic misconduct are not proven, you may withdraw from the course in question without prejudice. Whether you complete the course or not, no record of the allegation will appear on your transcript or in your student file.

#### APPEALS

If you believe you did not receive a fair hearing from the academic integrity officer or the hearing panel, or if you believe the sanction imposed for misconduct is excessive, you may appeal to the University Judicial Board within fourteen days of the original decision. Appeals are governed by Section VII. C. of the University Student Judicial Code.

#### REPORTING MISCONDUCT BY OTHERS

If you observe other students violating this policy, you are strongly urged to confront the student(s), report the misconduct to the instructor, and/or seek advice from the academic integrity officer in the school in which the misconduct is occurring.

#### ADMINISTRATIVE PROCEDURES

Individual undergraduate colleges and schools are free to design specific procedures to resolve allegations of academic misconduct by students in courses offered by that school, so long as the procedures comply with this policy and with the University Student Judicial Code.

#### ADMINISTRATIVE RECORD-KEEPING RESPONSIBILITIES

It is the responsibility of the academic integrity officer in each school to keep accurate, confidential records concerning academic integrity violations. When a student has been found to have acted dishonestly, a letter summarizing the allegation, the outcome, and the sanction shall be placed in the student's official file in the office of the School or College in which the student is enrolled.

Each school's academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the director of University Judicial Programs, who shall maintain a record of each incident. When a student is formally accused of academic misconduct and a hearing is to be held by an academic integrity officer, a hearing panel, or the University Judicial Board, the person in charge of administering the hearing shall query the director of Judicial Programs about the student(s) accused of misconduct. The director shall provide any information in his/her records concerning that student to the integrity officer. Such information is to be used ONLY in determining sanctions if the student is found to have acted dishonestly in the present case. Evidence of past misconduct may not be used to resolve the issue of whether a student has acted dishonestly in a subsequent case.

School and College academic integrity officers are encouraged to make periodic (at least annual) reports to the students and faculty within the school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the students involved.

If you have any questions or concerns regarding Academic Integrity, you may contact Dirk Killen in the College Office. See <http://www.wustl.edu/policies/undergraduate-academic-integrity>.

Note: Reporting a possible academic integrity violation by a graduate student in the Graduate School of Arts and Sciences (this includes Ph.D. students on the Danforth and Medical Campuses; Ph.D. students in Business Administration, Engineering and Social Work), should follow procedures outlined in the "Academic Integrity Policy for Graduate Students Handbook," which is available online at <http://arts.wustl.edu/GSAS/Policies/> or in the Graduate School Office, N. Brookings Hall, Room 155.  
Please forward questions to Associate Dean Elaine Berland, 935-7355.

## CONTACT INFORMATION

### IN CASE OF EMERGENCIES PLEASE CALL THE FOLLOWING:

**Danforth Campus—935-5555**

**School of Medicine Campus—362-4357 (HELP)**

Students, faculty and staff all need to know where to go and what to do during an emergency. Before an emergency occurs, take some time to become familiar with the ways to respond to potential emergencies by visiting the following URLs:

[www.police.wustl.edu](http://www.police.wustl.edu)

<http://emergency.wustl.edu/>

For TAs who are assisting a professor, we recommend that you first talk to that professor about issues that affect your students. TAs with full-course responsibility should first consult with the TA faculty director in your department and then call the appropriate office on the list below if you feel a student needs special help, or if you want advice on how to handle a student concern.

#### Arts and Sciences

Vice Chancellor and Dean Jim McLeod	935-6800
Freshman: Dean Delores Kennedy	935-6800
Integrity: Dean Dirk Killen	935-9457
Ombudsman: Professor Robert Hegel	935-7476

#### Business

Dean Jeffrey Cannon- Undergraduate	935-4691
Dean Joe Fox – MBA	935-6322

#### Engineering

Dean J. Christopher Kroeger – Undergraduate	935-6169
---	----------

#### Art & Architecture

Dean Georgia Binnington - Undergraduate	935-6532
---	----------

#### Student Services

Assistant Vice Chancellor/Dean of Students	Justin Carroll	935-4329
Assistant Vice Chancellor/Director of Campus Life	Jill Carnaghi	935-5994
Habif Health and Wellness Center	Dr. Alan Glass	935-9626
Student Health Services (includes Medical, Mental Health, and Health Promotion Services)		
Located in Nathan Dardick House, South 40	http://shs.wustl.edu	
International Students	Kathy Steiner-Lang	935-5910
Judicial Administrator	Tamara King	935-4329
Disability Resource Center	Sarah Scott	935-4062

CREDITS: The Teaching Assistant Handbook is produced by the Graduate School of Arts and Sciences. Editor is Associate Dean Elaine Berland, Graduate School of Arts & Sciences. Special thanks to Dr. Beth Fisher, Assistant Director, The Teaching Center; Dean Chris Kroeger, Engineering; and Rachel Pepe, Administrative Assistant. Also, Christina Linsenmeyer; former Dean April Hamel, and Jennifer Romney for their work on earlier versions.

Originally created by the Graduate Council Teaching Assistant Committee of 1991 in cooperation with the Graduate School of Arts and Sciences and The Teaching Center, the current version of The Teaching Assistant Handbook, was updated and reprinted Summer 2008.