

# **GUIDELINES FOR GRADUATE TEACHING ASSOCIATES**

**SCHOOL OF ENVIRONMENT AND  
NATURAL RESOURCES**

**THE OHIO STATE UNIVERSITY**

Developed by the TA Development and  
Enhancement Committee

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# INTRODUCTION

These Guidelines are a resource provided by the SENR TA Development and Enhancement Program (TADEP) to clarify, structure, and orient Graduate Teaching Associates (GTA) in the School of Environment and Natural Resources (SENR) regardless of graduate program or specialization, academic background, or current research interest. This document is an “employee handbook” where GTAs can find resources and explanation of their roles and responsibilities as a GTA in SENR while a graduate student at Ohio State University.

The goal of this document is to collect and formalize information that exists as rules and regulations in diverse places, or as norms and practices not formally stated but accepted as common or best practices, or as useful ideas about teaching that have been gained through experience.

Graduate Associates (GAs, which includes GTAs, GAAs, and GRAs) are expected to be graduate students in good standing making adequate progress academically within their graduate program (overseen by the advisor, Advisory/Examination Committee, Graduate Studies Committee, and the Graduate School) while simultaneously being employed by SENR (overseen by a faculty or staff supervisor who is often an instructor and/or principal investigator) in teaching, administrative, or research duties that can be related to (but are not the same as) their academic development.

The TA Development and Enhancement Program website is a repository of helpful information and links to more resources – please check it often for updates and email us with suggestions for additional resources!

<http://senr.osu.edu/graduate/phd/tadep>

There is also a SENR TA Resource page in Carmen developed and maintained by the SENR Graduate Teaching Fellows with the University Center for the Advancement of Teaching (UCAT). Thanks to Angela Thatcher and Adam Kautza for spearheading this valuable effort for current and future GTAs!

Thank you for your contribution to SENR through your duties as a Graduate Teaching Associate!

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# I. GRADUATE TEACHING ASSOCIATE (GTA) APPOINTMENTS

SENR is allocated funds by the university to provide GTA positions based on a formula that factors in the size of course enrollment, course instruction level, and the rank of undergraduate students enrolled in the course; funding for GTAs also depends on budgetary considerations that may be beyond the School's control. The Associate Director of SENR distributes Graduate Associate (GA) positions to graduate students in good academic standing each semester/session, which includes GTAs (Graduate Teaching Associates) in SENR courses, GRAs (Graduate Research Associates) under faculty advisor through grant projects or "start-up" funds provided to new faculty, and GAAs (Graduate Administrative Associates) working with SENR faculty/staff. All GAs (Graduate Associates) -- whether specifically assigned as a GTA, GRA, or GAA -- receive the same benefits of tuition fee authorization and student health insurance subsidy.

Assignments for GTA positions are made each semester by the Associate Director to courses who meet the following priorities:

1. School Core, GEC, courses with labs and/or recitations
2. Major required courses, with labs and/or recitations that meet enrollment minimums (undergraduate enrollment minimums for 5000 U/G courses)
3. Other undergraduate and 5000 U/G courses with labs and/or recitations that meet undergraduate enrollment minimums
4. When undergraduate enrollment minimums are not met for a single course multiple courses in the same topic area may share one TA

The process of assigning GTA positions will be based on SENR needs, GTA experience, faculty recommendations, academic standing, and previous GTA performance. The Associate Director will attempt to assign GTAs to courses that match or are related to their academic background or goals, though occasionally an assignment will be in a field that may be outside the GTA's expertise based on the needs of the School. Faculty advisors make recommendations for courses their advisees may be GTAs when they submit the [Faculty Request for SENR Graduate Associate \(GTA, GRA, GAA\) Funding](#) form to the Associate Director for all new ENRGP students before or shortly after matriculation.

If a graduate student, instructor, or faculty advisor wishes to make a particular request about GTA assignments, s/he should email the School Associate Director and the SENR graduate program coordinator with the details of their request for consideration. When considering the request, the Associate Director will also consider the student's satisfactory participation in the TA Development and Enhancement Program (e.g. attendance of meetings and university teaching development activities), previous performance assessments such as student feedback (such as the Student Evaluation of Instruction Reports or an individualized evaluation form), and evaluations by faculty and/or staff members who have supervised or monitored the student's performance. The Associate Director may also consult with the SENR graduate program coordinator to insure that the graduate student is in good standing with a cumulative graduate GPA of 3.0 or higher (see *Graduate School Handbook* excerpt below), is making adequate progress toward their degree (which includes the timely submission of graduate program forms) on an as needed basis. As noted earlier, the School's ability to support continuing graduate students depends upon budget considerations beyond the School's control.

## ***A. Requirements for Appointment***

To be eligible for a SENR GTA position, a student must meet the minimum requirements set by the Graduate School (*Graduate School Handbook*, section IX).

**Eligibility.** To hold a GA appointment, a student must satisfy the following eligibility requirements.

The student

1. must be pursuing a graduate degree at this university
2. must meet minimum Graduate School registration requirements:
  - **eight credit hours during each semester a 50 percent or greater GA appointment is held, except during the summer session, when the minimum is four [emphasis added]**
  - four credit hours during each semester a 25 percent appointment is held, except during the summer session, when the minimum is two
  - for doctoral students who have passed the candidacy examination, three credit hours each semester or session a 50 percent GA appointment is held. Students who were admitted to the Graduate School Autumn 2008 and after are required to be continuously enrolled after passing the candidacy examination (Section VII. 8).
3. must be in good standing [i.e. cumulative graduate GPA 3.0 or higher] in the Graduate School when the appointment or reappointment becomes effective
4. must maintain reasonable progress toward a graduate degree. It is the responsibility of each Graduate Studies Committee to determine what constitutes reasonable progress in its degree programs
5. must certify proficiency in spoken English before assuming GTA duties involving direct student contact (applies only to international non-English speaking graduate students)
6. must satisfy other requirements published by the Graduate Studies Committee or appointing unit
7. must, if enrolled in a bachelor's/master's combined program, hold only a GA appointment that does not involve teaching of other students

In addition, SENR prefers that graduate students in the Environment and Natural Resources and Rural Sociology Graduate Programs enroll for a minimum of 16 semester credit hours in each semester/session of appointment unless the student is approaching or will approach the state-mandated 174 semester credit hour limit; the 16 hours can include **graduate and undergraduate classes graded A-E and independent study/research hours and courses graded S/U** (see also *Environment and Natural Resources Graduate Program Handbook*, section 6). Student are recommended to take two to four graduate courses (depending on the course) and "fill-in" with research (e.g. ENR 8998) hours. **Post-candidacy PhD students must be continuously enrolled** (except summer) in three (3) credit hours per semester/session until graduation to be considered full-time.

PLEASE REMEMBER THAT YOU MUST BE REGISTERED IN THE REQUIRED NUMBER OF HOURS FOR GA ELIGIBILITY **AT LEAST one week prior to the first day of classes** (earlier is better!) IN ORDER FOR YOUR TUTION AUTHORIZATION TO BE POSTED TO YOUR ACCOUNT!

The School also requires that students achieve satisfactory levels of academic and employment performance and progress toward completion of their degree, such as following graduate program deadlines and attending TA Development and Enhancement meetings/events.

Only eligible graduate students may be appointed and serve as GTAs. As established by the



Graduate School, “Volunteer” GTAs do not exist at Ohio State University, both to protect the instructors, graduate students, and the students enrolled in courses from liabilities, grading issues, etc. Graduate students who are appointed as Graduate Fellows on university, OARDC, or external awards may not concurrently hold GA appointments without an advance request to the Associate Director and permission of the Graduate School (*Graduate School Handbook*, section IX).

Under no circumstances should graduate students serve as “volunteer” GAs where they are expected to provide service with no stipend, at a stipend not commensurate with the expected load, or without an appropriate payment of tuition and fees. Course credit cannot be awarded to a student performing in the role of a GA in lieu of a stipend. Circumstances that may warrant an exception to this policy must be approved in advance by the Graduate School on a case-by-case basis.

## **B. Training Requirements**

All newly-appointed Graduate Teaching Associates are *required* to attend the TA Orientation hosted by the University Center for the Advancement of Teaching (UCAT, [www.ucat.osu.edu](http://www.ucat.osu.edu)) during the week before Autumn Semester. You are also encouraged to attend any additional sessions and UCAT workshops throughout the year and in future years that seem useful to you as your schedule permits. To complement the university-wide orientation, the School provides an orientation to acquaint new GTAs with School policies as part of the TA Development and Enhancement Program in SENR.

All GTAs working in Environment and Natural Resources and Rural Sociology courses (regardless of home academic graduate program and employing unit) for a given semester are *required* to attend and participate in the beginning- and end-of-the-semester meetings as part of the TA Development and Enhancement program. All SENR graduate students who are not assigned as GTAs in a given semester/session are also welcome to attend. SENR-funded Graduate Teaching Associates must initial beside the “Orientation and Training” section of the GA contract to acknowledge that they understand the requirement to attend the TA Development and Enhancement meetings.

Beginning-of-semester meetings provide workshops and other valuable professional development information. End-of-semester meetings provide important reflection/discussion with other GTAs about what worked/didn't work this semester so that each GTA's personal performance and satisfaction can improve each semester. This is not only for your own benefit with developing your teaching portfolio for future job searches but also for the benefit of your students and faculty supervisor and thus the School and the University.

GTAs will be notified by the SENR graduate program coordinator of each meeting and must provide notice in writing if the GTA will attend or will not attend the meeting. GTAs unable to attend due to an “excused” absence due to a time conflict, e.g. TA duties, attending a class, a health emergency, may be asked to submit meeting materials in advance and attend an alternate meeting to go over the meeting material and discussion/activities and submit the *Make-Up Meeting Report* form to the Associate Director and SENR graduate program coordinator. GTAs who choose not to attend and do not inform the SENR graduate program coordinator in advance will receive a “warning” email, copied to their academic advisor and Associate Director, that will be kept in their human resources file for consideration of future GTA assignments; these GTAs must also attend the alternate meeting.

GTA's are encouraged to take advantage of resources on the UCAT website, the Younkin Success Center, courses in the Educational Policy and Leadership graduate program, the Graduate Minors in College and University Teaching and/or Educational Technology, and the Preparing Future Faculty program ([www.gradsch.osu.edu](http://www.gradsch.osu.edu) under Current Students, Career Development).

Graduate students may teach independent sections of courses under special circumstances or as part of an approved SENR Doctoral Teaching Scholar Program. Prior to teaching an independent section, graduate students must satisfactorily complete prior teaching duties under the supervision of the faculty instructor for the particular course for one or more terms. Arrangements to teach an independent section or class should be made well in advance with the student, faculty advisor, course instructor, and SENR Associate Director. If teaching duties require a greater than 50 percent GTA appointment, the Associate Director must request advance permission from the Graduate School and give the necessary approval for the GA contract.

### ***C. Term of Appointment and Hours of Work***

All Graduate Associates are paid a monthly stipend and are required to work 20 hours/week for a 50 percent appointment. This is an average, not a weekly ceiling, and GAs should plan for teaching duties to be higher or lower depending upon the workload detailed in the course syllabus and by the instructor. In all semester/sessions of appointment, GTAs should be available to meet with the supervising faculty or staff member before classes begin and should plan to continue work through the end of exam week and submitting of grades. Grades are due on the Monday following final exam week (the Friday of exam week for graduating students).

Pay dates are on the last working day of the month of the appointment. For example, though the *service* dates for Autumn semester may be a Monday in the last two weeks for August through the last day of final exam week in December, the *pay* dates do not begin until the end of the first full month of appointment (September). This is "made up" by the GTA receiving pay in December even though the last duty day of finals is in the first two weeks of December.

Direct deposit is the preferred method of pay disbursement and GAs may view the details of their paystub on [www.theworknumber.com](http://www.theworknumber.com). Clarification on appointment dates, service dates, and pay dates for GAs is listed below and on GA contracts. Please note that if a graduate student is employed as an **hourly** employee instead of as a GA, the student must turn in timesheets through <https://etimesheet.osu.edu> **each week** and may need to work more than 20 hours/week to be compensated at the same level as the monthly stipend when employed as a GA; hourly employees should discuss number of working hours with the supervisor in advance.

If a GA is appointed for Autumn Semester (4.5 Months):

- the *appointment dates* are August 16, 2013 – December 31, 2013
- the *service dates* are the Monday prior to the first day of classes in August to the last day of final exam week in December
- the *pay dates* are August 31, September 30, October 31, November 30, and December 31 (or the last working day of the month, whichever is soonest)

If a GA is appointed for Spring Semester only (4.5 Months):

- the *appointment dates* are January 1 to May 15
- the *service dates* for Spring Semester are the Monday that is the first day of classes

in January 1 to May 15 or the last working day in May – **note:** you must continue to work until the end of May even if you graduate in the May commencement!

- the *pay dates* are January 31, February 28, March 31, April 30, and May 31 (or the last working day of the month, whichever is soonest)
- Duties for GTAs in the May Session may include typing/tallying peer and instructor student feedback/evaluations from current and previous terms, cleaning/restocking laboratories and equipment in classrooms, helping instructors prepare class materials for future terms, etc. GTAs will need to use the *May Session Duty Report* form to list their plans and have supervisors sign in approval of completion of duties in May and submit to the SENR graduate program office for HR records.

If a GA is appointed for Spring Semester appointment with a **supplemental May** appointment:

- the *appointment dates*, *service dates*, and *pay dates* are the same as above but the supplemental duties are **in addition to** the Spring Semester duties and the GA receives additional pay for the May stipend only.

If a GA is appointed for Summer Session (3 Months):

- the *appointment dates* are May 16 to August 14
- the *service dates* are the May 16 to August 14
- the *pay dates* are May 31, June 30, July 31 and August 31 (or the last working day of the month, whichever is soonest)

What is May Session? (excerpt from the My Switch website <http://myswitch.osu.edu/>)

- May Session will offer great study abroad opportunities, special topics courses, and much more.
- Registration for the May Session (and all the summer enrollment periods) will begin during Spring semester, typically before spring break.
- Students enrolled full time in Spring Semester may take up to three credits during the May Session with no tuition costs. Other fees, however, will continue to be charged. Tuition for enrollment beyond three credits will also be charged. Both tuition and fees will be charged for the Summer Term and Summer Session.
- The May session is considered the first part of the Summer Term, not the concluding part of the Spring Semester. Credit hours earned in the May Session will be added to credit hours earned in the Summer Session to determine the amount of a student's federal financial aid eligibility.
- Students who finish their coursework during the May Session will graduate at the end of Summer Term in early August.
- Students not otherwise enrolled during Summer Term cannot be required to attend school during the May Session. Accordingly, although required courses may be offered during the May Session, such courses will not be offered only during the May Session. Some exceptions to this general rule are possible, especially in the health sciences.

About May Session GA Appointments

A typical GA appointment is for Autumn and Spring semesters; however, work patterns are determined locally and may vary due to the May session. For example, a unit may hire a 50 percent time GTA to teach for Autumn semester and for May session, with no expectation that the GTA will teach during the Spring semester. The student will remain on appointment as a GTA for Spring semester so that the student will receive a fee authorization, stipend, and benefits for Spring as well as eligibility for a Summer fee authorization. There would be no

expectation of additional compensation for the May session in such a situation. Alternately, a GTA fulfilling his or her teaching obligations during the Autumn and Spring semesters may be hired on a supplemental appointment to teach during the May session (just as a unit may negotiate with the student for a supplemental appointment to teach during the seven-week Summer session). GAs on appointment are not required to enroll in May session to meet the conditions of their appointment.

### ***D. Work Load***

Although the average hours of work for a 50 percent GTA should not exceed 20 hours per week, the workload will vary over the semester. GTAs will need to balance the demands of their teaching assignments and their own course work. When demands seem to be conflicting, a GTA should discuss the problem with their faculty advisor and their supervisor. Further appeal should be brought to the Associate Director. Supervisors of GTAs should be sure that if the GTA work load has been exceeded one week, it is reduced another week. It is important for all concerned to plan ahead to ease end-of-semester/session stress. GTAs should be aware of upcoming demands from both personal class work and teaching responsibilities. Budget your time accordingly!

## **II. SENR OPPORTUNITIES FOR GTA LEADERSHIP**

The SENR TA Development and Enhancement Committee has created several opportunities for MS and PhD graduate students who wish to add leadership and scholarship of teaching notations to their curriculum vitae. Students interested in such leadership roles should consult with their faculty advisor and SENR Associate Director.

### ***A. SENR TA Mentor***

If you have three (3) quarters or two (2) semesters experience as a GTA in the same course and/or courses in a disciplinary area, such as

- Environmental Sciences
- Forestry, Fisheries, Wildlife
- Environmental Social Sciences, Rural Sociology
- Soil Science

You may volunteer to be a SENR TA Mentor by informing the Associate Director and SENR graduate program coordinator and perform the following services:

1. Meet at least once with new course/disciplinary area GTA(s)
2. Be available for consultation, support, peer evaluation
3. Submit the TA Mentor Report form at the end of the semester about mentoring activities to the Associate Director and SENR graduate program coordinator

### ***B. SENR Lead TA***

If you have three (3) quarters or two (2) semesters of experience as a GTA the same course and/or courses in a disciplinary area, such as

- Environmental Sciences
- Forestry, Fisheries, Wildlife
- Environmental Social Sciences, Rural Sociology
- Soil Science

You may volunteer to be a SENR TA Mentor by informing the Associate Director and SENR graduate program coordinator and perform the following services:

1. Be a TADEC member
2. Option to be UCAT Graduate Teaching Fellow (Requires a summer course through UCAT)
3. Work with the Associate Director/TADEC Chair on:
  - Planning and running TADEC meetings
  - Preparing UCAT Bringing it Home application
  - Assisting TA mentors
  - Available for consultation and support to GTAs
  - Maintain SENR TA Guidelines document and SENR TADEC website

### ***C. Graduate Teaching Scholar***

MS and PhD students who wish to receive the Graduate Teaching Scholar certificate for successful completion should submit the GTS Application form from the TADEC website to the SENR graduate program coordinator.

#### ***Graduate Teaching Scholar Requirements:***

1. GTA for ENR courses at least five (5) quarters or three (3) semesters
2. Participation in SENR TADEC by attending all TADEC meetings when a GTA, plus one of the following
  - Serve on TADEC
  - Serve as Lead TA
  - Serve as TA mentor

### ***D. Doctoral Teaching Scholar***

Doctoral students in the Environment and Natural Resources, Rural Sociology, and Environmental Science (advised by SENR faculty) Graduate Programs provide support the School's teaching mission as GTAs for undergraduate SENR courses and may develop their teaching skills and experience for future research and career goals. While PhD students will be engaged in cutting-edge research in an environment and natural resources discipline, the Doctoral Teaching Scholar (DTS) program will provide PhD students with TA assignments that have increasingly enhanced teaching responsibilities, together with a professional teaching development curriculum that is pursued throughout their doctoral studies and culminates in awarding a SENR Doctoral Teaching Scholar certificate for successful completion should submit the DTS Application form from the TADEC website to the SENR graduate program coordinator.

The TA Development and Enhancement Committee (TADEC) in conjunction with the ENR Graduate Studies Committee will encourage PhD students to apply to the DTS program, which shall generally be limited to two to three students per academic year.

The Associate Director will appoint DTS GTAs to undergraduate-level courses such as ENR 201/2100, ENR 203/2300, ENR 400/4000, or other courses as recommended by the faculty advisor. If a graduate student will serve as the instructor of record for a course that is also offered at the graduate level, the faculty mentor must grade the work of the graduate students in the course so that they can receive graduate credit for the course since students enrolled in a course cannot be graded by peers. The Associate Director will also coordinate DTS's assignments and responsibilities with the instructor(s) of the assigned course(s) to insure the experience is consistent with the DTS program goals.

The Faculty Mentor, usually the instructor of the course for which the DTS is taking responsibility as instructor of record, will work with the DTS on course development and management and plans for the DTS to assume more advanced teaching responsibilities such as a lectures for a substantial portion of the course; exam preparation, administration, and grading; teaching assessments by the Faculty Mentor, undergraduate students, and self-assessment by the DTS.

Other aspects of the DTS program include enrollment in the Graduate Interdisciplinary Specialization/Minor in College and University Teaching and participation in the Graduate Teaching Fellows Learning Community Program with UCAT and/or the Graduate School's Preparing Future Faculty Program. DTSs may also serve as a TA-to-TA Mentor with substantial responsibility for planning and conducting the TADEC's regularly scheduled TA orientation and enhancement events.

Doctoral Teaching Scholar Requirements:

1. GTA for ENR courses At least 3 quarters or 2 semesters
2. Instructor of Record for an ENR course
3. Participation in SENR TADEC Program by attending all TADEC meetings when a GTA, plus one of the following:
  - Serve on TADEC
  - Serve as Lead TA (can be UCAT Graduate Teaching Fellow)
  - Serve as TA mentor
4. Participate in at least one University-wide Teaching Development Program
  - UCAT's Graduate Teaching Associate Program (can be a Lead TA)
  - Graduate School's Preparing Future Faculty Program
  - EP&L's Interdisciplinary Specialization/Minor in College and University Teaching (can count UCAT and PFF credits)

### **III.TEACHING RESPONSIBILITIES**

Graduate Teaching Associate (GTA) appointments include several types of teaching responsibilities: independent instructors who teach their own classes, usually SENR Doctoral Teaching Scholars; recitation leaders who assist the course instructor and lead recitation sections; laboratory leaders who assist the course instructor and the students in hands-on laboratory preparation or field trips; and non-recitation teaching associates who assist an instructor but do not hold separate recitation sections.

## **A. Graduate Teaching Associates with Independent Classes**

SENR Doctoral Teaching Scholars and other GTAs with responsibility for their own classes choose texts, prepare a syllabus, conduct class meetings, prepare and grade exams, and keep regular office hours to discuss course materials or grades with students. Even though s/he will be listed as the instructor of record in the Student Information System, s/he will be appointed as a GTA in the human resources system (mostly likely at a percentage between 50% and 75%, depending on contact hours of the class) in order to continue to receive the GA benefits of tuition fee authorization and student health insurance subsidy. Instructor GTAs are expected to become informed of and to follow all university and departmental policies for instruction (see UCAT's *Teaching at Ohio State* handbook and meet with the SENR Records Officer about room assignments and textbook orders, etc.). Doctoral Teaching Scholars will follow their approved teaching program in consultation with their faculty advisor, faculty mentor, and the Associate Director; other GTAs should consult with their faculty advisor, the course instructor, and the Associate Director about their first independently taught course.

GTAs serving as independent instructors are responsible for their own selection of texts, course coverage (within the scope and description of the course as developed by the School), structuring of classroom activities and exercises, and methods of evaluating students, except that the University requires that a final exam be given. The GTA *must* prepare a syllabus which covers many of these points and submit a copy of the syllabus electronically to the School Secretary. Also, at the end of the semester/session, a grade book or spreadsheet must be submitted electronically to the SENR Records Officer for record-keeping. GTAs are expected to become informed of and to follow all University and School policies for instruction.

### *Course Outline (Syllabus)*

The GTA should prepare and distribute a course syllabus. The syllabus should be distributed to students on the first day of the semester/session. The syllabus should include information regarding each of the following:

- course name and number, and credit hours
- class days and hours; building and room number
- instructor's name, office location, and telephone number
- instructor's office hours
- name, author, publisher, and edition of textbook, other assigned readings
- where to purchase or borrow the materials
- course objectives
- the procedure for determining each student's semester grade
- the percentage allocated to assignments, quizzes, exams, and the final exam
- indication of the types of questions which will be used on quizzes and exams
- the instructor's policy for making up incomplete work and absences
- dated outline of topics to be covered during the semester assigned readings for the topics
- dates for exercises, quizzes, exams and the date of the final exam during finals week as scheduled by the University (the pre-scheduled time set by the University for the final exam must not be changed without the written permission of the College and the University Registrar. Thus, do not schedule your final at an alternative time, including the last day of regularly scheduled classes.)
- dates of any legal holidays when classes are not held according to the University Calendar

- procedures student should follow if they believe a grading error has occurred
- the statement explaining the availability of course materials in alternative formats
- procedures students with learning disabilities should follow
- length of time instructor will retain grading materials

### *Textbook Orders*

As soon as possible after teaching assignments for the next semester/session are received, instructors of record should select and order their textbooks to be available at OSU Bookstores. If you plan to recommend that students purchase textbooks through other sources such as Amazon, there is no need to place a textbook order. For books to be available at OSU Bookstores prior to the beginning of class, textbook order requests should be submitted to SENR Records Officer at least two months prior to the beginning of the semester/session. When emailing Renee with a textbook order request please include the following information:

- Author
- Title
- Edition
- Publisher
- ISBN
- Whether the textbook is required or recommended

## ***B. Graduate Teaching Associates with Lecture/Recitation Sections***

GTAs are required to prepare and conduct recitation sections, attend lectures, do the required course reading, assist in preparing and grading exams, and hold regular office hours to discuss course material and grades with students throughout the semester/session. The course instructor might also ask GTAs to present one or more lectures to the entire class during the semester/session. GTAs are not to be primary instructors on a regular basis and should report difficulties in this regard to the Associate Director. Since responsibilities may vary, supervisors should provide GTAs with an outline of expected duties at the beginning of the semester/session.

Before the beginning of each semester/session, GTAs should inquire from the supervisor about the course organization and GTA responsibilities. Below is a suggested check list of items that should be discussed, and about which GTA responsibilities should be outlined, and an understanding reached *before* the semester/session starts. If an instructor wishes a GTA to have access to Carmen with instructor access, the instructor of record will need to add the GTA(s) as a participant as an instructor (see Carmen help or under Classlist).

### *Timing and Scheduling*

- Layout of course requirements: number of and dates for quizzes, exams, papers, etc.

### *Recitation Section Responsibilities*

Expectations of Instructor

- What to cover and review in recitation. The instructor should provide guidance on recitation lectures, written material, special projects, etc.
- The instructor should outline GTA responsibilities and what is expected on a week to



week basis.

- The instructor should provide guidance on class policies including grading criteria, grade calculation, and attendance requirements for recitations.

### *Examinations*

GTA's responsibility for test construction:

- What part of course (e.g., chapters, lectures, other)?
- Types of examination: multiple choice, true/false, essay, etc. number of questions
- Focus of exam: percent on lectures vs. readings
- Are there old examinations to follow as to format?
- Whether to use publisher-provided questions?

### *Dates of examinations*

- Dates GTA needs to submit material for examinations
- GTA's responsibility for final selection of questions for examination
- GTA's responsibility for proofing exam
- GTA's responsibility for administering examinations
- Proctoring, grading, and recording
- Submitting exam for scoring
- Picking up scored exams
- Dates by which grading is to be completed
- How to record grades and how to keep grade book

### *Returning examination*

- When to return and review exams
- How to consult with students about exam grades
- Policies about grade changes
- Policy regarding students missing exams and GTAs responsibility for constructing and administering make-up tests

### *Guidelines for Grading Essays and Papers*

- How to assign points and compute grade
- Time estimate for grading essays and papers

### *Managing Absences*

- Absence management if Instructor is absent
- Absence management if GTA is absent
- Exchange phone numbers with all persons working in course

### *Other Responsibilities*

- Films, field trips, special activities
- Special absence and progress reports

### *Office Hours*

- Hours per week
- Times and locations
- Discussions with students
- How to discuss problems (also what not to say)

- Resources at OSU to refer students with problems

#### *Evaluations*

- SEI forms are *required* by the university for instructors of record
- GTA feedback forms are optional but strongly encouraged
- Faculty evaluation of GTAs is also strongly encouraged
- Evaluation of GTAs by UCAT services is encouraged

#### *End of Semester Concerns*

- Final Exams, Rules, Deadlines
- Final papers, Grading, Returning
- Graduating Seniors, Incompletes, Record Keeping
- Grades
- Unreturned papers and exams
- Grading keys
- Papers and exams under dispute

### **C. Teaching Associates with Lab Sections**

GTAs are required to prepare for and conduct lab sections, attend lectures, do the required course reading, assist in preparing and grading exams, and hold regular office hours to answer course material questions and grades with students throughout the semester/session. The course instructor might also ask GTAs to present one or more lectures to the entire class during the semester/session. GTAs are not to be primary instructors on a regular basis and should report concerns in this regard to the Associate Director. Since responsibilities may vary, supervisors should provide GTAs with a list of expected duties at the beginning of the semester/session.

Before the beginning of each semester/session, GTAs should inquire from the supervisor about the course organization and GTA responsibilities. Below is a suggested check list of items that should be discussed, and about which GTA responsibilities should be outlined, and an understanding reached *before* the semester/session starts. If an instructor wishes a GTA to have access to Carmen with instructor access, the instructor of record will need to add the GTA(s) as a participant as an instructor (see Carmen help or under Classlist).

#### *Timing and Scheduling*

- Layout of course requirements: number of and dates for labs, quizzes, exams, lab reports and/or exercises, etc.

#### *Lab Section Responsibilities*

- Expectations of instructor
- Laboratory equipment set up, storage, and care.
- Field trips organization, travel arrangements, driving Ohio State vehicles, in-field duties?
- Is the GTA expected to construct a syllabus for Lab? What should it cover?
- Student attendance at labs, lab requirements, lab grading and grades?
- How is attendance taken? How reported?

### *Lab exercises/problems, reports, quizzes, examinations*

- Do course exams include lab information?
- Do labs have separate exams?

If so, what is GTA's responsibility for test construction:

- What part of course (e.g., chapters, lectures, labs, other)?
- Types of examination: multiple choice, true/false, essay, etc.  
Number of questions
- Focus of exam: percent on lectures vs. readings vs. labs
- Are there old examinations to follow as to format?
- Whether to use publisher-provided questions?

### *Dates when lab exercises/problems, reports, quizzes due or of examinations*

- Proctoring exams
- Grading and recording lab scores
- Submitting lab reports, exams for scoring
- Picking up scored reports and exams
- Dates by which grading is to be completed
- How to record grades and how to keep grade book
- Dates GTA needs to submit material for examinations
- GTA's responsibility for final selection of questions for examination
- GTA's responsibility for proofing exam
- GTA's responsibility for administering examinations

### *Returning lab exercises/problems, reports, quizzes, or examinations*

- Review in class or in lab? Can students keep lab exercises/problems, reports, quizzes, exams? Availability of lab exercises/problems, reports, quizzes, exams for subsequent review
- How to consult with students about lab exercises/problems, reports, quizzes, exam grades
- Policies about grade changes
- Policy regarding students missing lab exercises/problems, reports, quizzes, exams and GTAs responsibility for constructing and administering make-up tests

### *Guidelines for grading lab exercises/problems, reports quizzes and papers*

- How to assign points and compute grade, use of rubrics
- Time estimate for grading essays and papers

### *Managing Absences*

- Absence management if Instructor is absent
- Absence management if GTA is absent
- Exchange phone numbers with all persons working in course

### *Other Responsibilities*

- Films, field trips, special activities
- Special absences and progress reports

### *Office Hours*

- Hours per week

- Times and locations
- Discussions with students
- How to answer questions and discuss problems (also what not to say)
- Resources at OSU to refer students with problems

#### *Evaluations*

- SEI forms are *required* by the department for instructors of record
- GTA feedback forms are optional but strongly encouraged
- Faculty evaluation of GTAs is also strongly encouraged
- Evaluation of GTAs by UCAT services is encouraged

#### *End of Semester Concerns*

- Final Exams, Rules, Deadlines
- Final lab exercises/problems, reports, quizzes papers grading and returning to students
- Graduating Seniors, Incompletes, Record Keeping
- Posting grades
- Unreturned papers and exams
- Grading keys
- Lab exercises/problems, quizzes, papers and exams under dispute
- How to assign points and compute grade
- Time estimate for grading essays and papers

### **III. UNIVERSITY AND SCHOOL POLICIES FOR INSTRUCTION**

University rules and regulations for classroom instruction are presented the Rules of the University Faculty on Instruction (<http://trustees.osu.edu/rules/university-rulesAll>). GTAs are responsible for becoming informed of and following these rules and regulations. The following section summarizes the SENR's policies for instruction. These School policies were established in accordance with the University Guidelines.

#### ***A. Class Meetings***

All instructors are expected to maintain a high level of professional conduct in their classrooms and in all contacts with students. It is expected that instructors will be on time for the beginning of all class sessions. The University rule of no smoking and no alcohol in any classroom must be observed by both students and instructors. Classes must meet at all regularly scheduled times. Anticipated deviations from scheduled class hours (e.g., field trip, specially scheduled lecture, film, or exhibit) should be announced on the first day of class and included in the syllabus schedule. Mid-semester/session rescheduling of exams or papers should make allowances for students who have schedule conflicts so as not to penalize them.

#### ***B. Absence from Class***

Instructor and GTA absences from class are allowed **ONLY** in the case of illness, emergencies,

or professional responsibilities, such as formal participation in the program of professional meetings. Absences due to participation in professional activities are expected to be limited to one or fewer instances per class. In the case of an illness or an emergency, the GTA should inform the supervisor, or, if an independent instructor, inform the Front Desk (614-292-2265, [senr@osu.edu](mailto:senr@osu.edu)) and SENR Records Officer. The GTA should also contact the Associate Director for possible substitution. In the case of anticipated absences for professional purposes, the GTA is responsible for finding a person to replace her/him. The replacement must be approved by the supervisor, or, in the case of independent instructors, the School Secretary and Associate Director. In all cases of anticipated absences, the Associate Director's prior written permission is required.

### **C. Examinations**

The examination policy that the instructor follows must be made clear to the students. This includes stating the relative value of each exam and quiz to be administered and the policy for make-up tests. It is the policy of the University that all students (except those in laboratory and seminar courses) will be given a final examination (see Rules of University Faculty, 3335-8-19 <http://trustees.osu.edu/rules/university-rules/rules8/ru8-19-20.html>). Final examinations must be given at the scheduled time given on the [Final Exam Calendar](#) on the Registrar's unless a waiver is approved by the School Director, Dean of the College (Rules of University Faculty 3335-8-20) and the University Registrar.

In class, recitation, or lab quizzes and exams should be given under close supervision, and opportunities for cheating of any kind should be eliminated. If multiple choice or true/false exams are used in classes where the seats are close together, more than one form of the same exam should be distributed. Exams and quizzes can be given on Carmen during class time or at times specified in the course syllabus. To guard against cheating, questions and responses should be randomized (create Random Section and check "Randomize Options" of the question), and the Respondus Lockdown Browser (under Quizzes, Restrictions) enabled to prevent printing and sharing of quizzes.

The instructor should return exams and quizzes to the student within a week, and the instructor should present to the class the grade structure, distribution, and average. Students will want to know what the correct responses are and the procedure for individual conferences with the instructor about the exam. Some instructors allow students to keep returned exams, while other instructors collect the exams after discussion and keep them in office files. In any case, all students should be allowed access to their own exams and allotted time to review errors and grading. Confidentiality of student grades requires that instructors never post grades by name or student number and never return graded materials in such a way that students' scores may be revealed to others. If an instructor wishes, s/he may create a unique number for each student in the course to be used in formal posting.

### **D. Office Hours**

GTAs with classroom or grading responsibilities will schedule a minimum of four hours per week when they will be available in their offices for meeting students. These office hours should never be missed except in the case of absences for emergencies and attendance at professional activities. In the case of a legitimate absence, the GTA should inform the students and provide alternative hours to meet with students.

Another “office hours” tool in Carmen is the Chatroom for students to ask questions in real time with a GTA (each class should make Chatroom procedures and rules available to students); GTAs may modify the Chatroom log to post as a study tool for students.

### ***E. Class Rosters***

Rosters may be obtained from the course instructor and final grades must be approved by the instructor. Each instructor should ask students not on the roster to present a form or request an email showing permission to enter a class after the semester/session has started. Students who do not prove enrollment should not be allowed to take exams and will not receive credit for the course.

During the early part of each semester/session, you may have students requesting permission to add your class or section to their schedules. In general, the class instructor, not GTAs, should give a student permission to add his/her class or change from one class hour to another. Students should use their Student Center to enroll or drop a class during the first week of the semester/session or they should share the instructor permission with an academic advisor in their college/school office in order to be enrolled in the class.

After the first week of classes, students will need the signature of the instructor and their academic advisor to add a class; after the second week of classes, the students will petition their college of enrollment to add a class (needs the signature of the instructor, their academic advisor, and the department chair/school director) and there will be a \$100 course add fee for each class added. However, it is not advisable to add new students to your class after the second Friday since they will already be behind in the course work and course content.

Auditors, those who attend class for non-credit, must receive written permission on the course enrollment form or in an email from the instructor in order for the student’s college to add the audit option to the course on their schedule. These persons cannot change their status and receive class credit after the class is over.

### ***F. Unpaid Fees***

Faculty rules specify that students are to have their fees paid by the published deadline (Faculty Rule 3335-9-12 <http://trustees.osu.edu/rules/university-rules/rules9/ru9-12-14.html>), which is one week prior to the first day of classes, effective Autumn 2011. If a student has not paid his/her fees, the student should be informed that he/she will not be allowed to continue attending class until:

- 1 the fees are paid, OR
- 2 he/she provides you with a signed letter from the Office of Financial Aid stating that the student is working with them to get fees paid.

If a student is indicating that s/he is now paid for the semester/session you can verify on a current class roster from the instructor’s Faculty Center or the course’s Carmen Classlist (overnight delay from what is on Faculty Center). If there continues to be a question about the student’s status, please refer them to the University Registrar’s Office. Students who do are not at paid status by the third Friday of the semester/session will automatically be dropped from all courses unless specific arrangements are made with the Bursar through their

college/school. The Registrar and the SENR strongly discourage allowing students to continue attending a course until they can demonstrate that their account is paid in full. Students allowed to continue often misconstrue that as validation that it is acceptable to attend the course and earn a grade without paying in a timely manner or not paying at all.

## **G. Evaluation**

### *In-class Observations*

During the semester of work GTAs may request (and are strongly encouraged) to be observed in the classroom by a member of UCAT, a SENR faculty member, or the SENR Lead TA or a TA Mentor. Instructors and GTAs may request a consultation/observation from the University Center for the Advancement of Teaching (UCAT). Information about the consultation is available online at <http://ucat.osu.edu/talk/consultation>. The purpose of this observation is to provide individual GTAs with an assessment of their strengths and weaknesses as instructors by a neutral party with the expertise to make suggestions for making improvements where needed and strengthening one's overall teaching quality.

It is recommended that GTAs submit the class numbers of the lab/recitation or lecture sections to the SENR graduate program coordinator during the first two weeks of the semester/session so that the GTA name will be put into the Student Information System and the GTA can receive Student Evaluation of Instruction (SEIs). It is strongly recommended that students who wish to be nominated in the Graduate School's Graduate Award for Teaching Associates. GTAs will be requested to submit the SEI report to the SENR graduate program coordinator for archival purposes and for consideration by the Associate Director regarding any future GTA duties.

It is strongly recommend that advanced students be observed by a faculty member (usually a member of one's Advisory/Examination committee) prior to going on the job market. The purpose of this observation is to provide the faculty with additional information for addressing teaching issues in letters of recommendation for faculty positions.

### *End of the Semester/Session*

During the final weeks of the semester/session, you must permit each student to evaluate the course by completing the online Student Evaluation of Instruction (SEI). The SEI instrument consists of a standard set of questions developed for use by all departments and schools in the university. It is strongly recommended, though not required, for GTAs who receive SEIs to share them with their faculty supervisor, faculty advisor, and the SENR Records Officer (submit with class records).

GTAs may create their own printed instrument(s) and ask students to collect and submit them to the SENR graduate program coordinator to hold until after grades are submitted (faculty/lecturers may have the Front Desk hold their instruments). GTAs may also ask the SENR graduate program coordinator to type/tally their instruments for future use in their individual teaching portfolios with job searches. If the instrument varies from those on the TADEC website, the GTAs are requested to submit the blank electronic instrument to the SENR graduate program coordinator to assist with typing and tallying.

## **H. Class Records**

Instructors are required to maintain an accurate record of each student's grades for at least two

semesters/sessions after completion of the course. GTAs must give any grading and grade calculations to the instructor at the end of the semester/session. GTAs who are instructors of record must submit the syllabus, any grading, and grade calculations electronically to the SENR Records Officer at the end of the semester/session so that any future questions about the course or grades can be addressed.

The class record should include the following:

- type of entry (a paper, first or second quiz, etc.)
- possible points for each column entry
- total points for the semester/session
- explanation of how grades were determined (numeric, addition, multiplication by a weight factor, etc.)
- a full synopsis of the grading method

The School Secretary and School Director or his/her designee should be able to look at each student's score and understand what it represents and how it was determined.

The Family Educational Rights and Privacy Act (FERPA, see <http://registrar.osu.edu/policies/releaseinfo.asp>) places legal constraints on release of student records, including grades. Grades may not be posted or announced in class in a manner that allows personal identification of the student. Grades may be posted by a number or other symbol known only to the student and the instructor (not the Social Security Number, student ID number, or name dot number or any part of these items). Further, to maintain confidentiality, DO NOT leave exams, quizzes or papers in an unmonitored place to be picked up by students; unmonitored places include on top of desks/tables, outside secure offices, in mailboxes. Also, DO NOT distribute graded materials in a manner that allows students to see the grades of others. Materials should be returned directly to the specific student by the instructor in a manner that insures confidentiality.

## ***I. Retention of Class Records***

OSU Records Management Records Retention Schedule:

<http://library.osu.edu/projects-initiatives/osu-records-management/retention-schedules>

According to University Rules, student papers, exams, etc. submitted to satisfy course requirements should be kept available to students at least until the last day for filing a grade change, i.e., the last day of the second succeeding semester/session. This means that you should not dispose of these materials until two semesters have elapsed since the course was taught.

Electronic grade books and records should be submitted to the SENR Records Officer for electronic archival.

A copy of your grade book or spreadsheet should be submitted to the SENR Records Officer along with the official grade roster. The grade book must clearly show:

- 1 your name, course name, course and section numbers, and academic semester that the course is taught.
- 2 all students names and corresponding grades or scores for each assignment/exam, indicating clearly which assignment or exam is listed (e.g., 1st midterm, paper, final exam).



- 3 the proportion of the grade determined by each assignment/exam.
- 4 the total grade or score cut-off points used in determining final grades.
5. the grading method or keys. Essentially, in your absence, anyone should be able to understand how the final grades were assigned.

## **J. Final Grades**

Final course grades must be submitted electronically, either in Carmen or on the Faculty Center of the instructor of record. The roster should be checked to make sure that all of the students in the class are listed so that they may receive a grade.

Teaching responsibilities for an academic semester/session are not complete until **ALL** grades for the class are submitted. Therefore, one should plan sufficient time to score the final exams, grade other assignments, and calculate the course grade when scheduling holiday/break activities. Since course grades must be submitted for graduating seniors by 12pm on the Friday of final exam week and for non-graduating students by midnight on the Monday after final exam week, all materials that need to be graded must be collected at an appropriate time and be of appropriate length to be graded in a timely fashion. The traffic on the internet increases shortly before the deadline so it is wise to submit grades as early as possible.

**Grade Reminders**, especially for instructor GTAs and faculty instructors (from the University Registrar's email reminder each semester/session as of November 2011):

- Be very careful about electronically storing grades, identification numbers, or other sensitive information in any environment that is unsecure such as on a laptop or desktop computers not protected by a firewall and password.
- It is always a good idea to check early in the semester/session to make sure the courses you are teaching are appropriately assigned to you in the system (Faculty Center under Buckeylink); access to Carmen will be a 24-hour lag behind the Faculty Center. If they are not all listed you should contact SENR Records Officer.
- If you use the Carmen Gradebook to record and calculate grades, please refer to the Help pages for guidance on how to post your grades from Carmen ([http://elearning.osu.edu/carmen-help/instructors/grade\\_record\\_calculate\\_release.htm](http://elearning.osu.edu/carmen-help/instructors/grade_record_calculate_release.htm)). When posting grades for graduating seniors, it is recommended that you enter those grades manually (rather than loading from the Carmen Gradebook).
- Links to documentation that may assist you in posting grades can be found on the Faculty or Staff tabs of the Registrar's web site <http://registrar.osu.edu/>. Select "Help Documents for SIS Student Records". Under "Using the Faculty Center" is a link to a list of grade posting options. You can find links to job aids with instructions for each option. If you scroll down under "Courses and Classes" there is a link that explains "Using the Grade Roster Page to Enter Grades" for those who have permission to post grades but do not have access to the Faculty Center.
- You can confirm that your grades have been posted by returning to the grade roster and clicking on the Grade Roster tab. If the grades are under the "Official" column, they have been posted.

## **K. Grade Changes**

A change of grade is made ONLY when an error has been discovered in the evaluation or recording of a grade. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class. Extra credits cannot be granted to one student but not offered to all in the class. DO NOT allow yourself to become a target for "grade bargaining." The best protection is to make clear your grading criteria, announce these in class and on the syllabus, and follow them. Honest errors should be rectified but they should be rare. Requests for grade changes require written documentation from the instructor and approval from the School Secretary or School Director (or their designee) on the Grade Assignment Change form available on the Registrar's website <https://registrar.osu.edu/secure/forms/FreqUsedForms.aspx>.

Action to change a grade should be initiated before the end of the second succeeding semester/session. The Grade Change Assignment Form should **never** be handled by the student. Students wishing to appeal a grade should be directed to follow the Grade Grievance petition process outlined below.

## **L. Incomplete Grades**

As stated in faculty rule 3335-8-21

(<http://trustees.osu.edu/rules/university-rules/rules8/ru8-21.html>), three conditions must be met in the assignment of an incomplete grade:

- 1 The student must complete a major portion of the work in the course.
- 2 The work completed must have been judged satisfactory (with a grade equal to a D or better at the time of the request for the incomplete).
- 3 The student must present reasons for failure to complete the course requirements to the instructor which the instructor judges as legitimate.

The rules do not allow for the assignment of an incomplete if the student misses the final examination and does not receive prior permission from the instructor to be absent, or does not contact the instructor if an emergency or illness prevents taking the final exam. Do not depend upon memory – written records are imperative!

Request a written statement for your files which legitimately supports the incomplete grade. A student's verbal excuse of emotional or personal problems is not acceptable. If the instructor has any question about the use of the incomplete grade, s/he should discuss the matter with the School Secretary.

Note that when an incomplete grade is assigned, the instructor must also submit an alternative grade which becomes the student's final grade if no other grade is submitted to the Registrar. Work for an incomplete must be made up by the deadline listed on the Registrar's website under Important Dates (usually by the Friday of the sixth week of the following semester/session). When the work is completed and the final grade for the course is determined, the instructor must complete the Grade Assignment Change form available on the Registrar's website ([https://registrar.osu.edu/secure/forms/grade\\_assignment\\_change\\_form.pdf](https://registrar.osu.edu/secure/forms/grade_assignment_change_form.pdf)). If the student does not complete the necessary work for the course by the deadline, the alternate grade previously noted will be recorded as the final grade for the course.

## ***M. Grade Grievance Procedures***

Undergraduates with a grade grievance against a GTA or instructor should first discuss it with the GTA and the course instructor. If the grievance cannot be resolved informally, the student should contact the School Secretary, Associate Director, and School Director. Grade grievances are handled following the process described in University Rule 3335-8-23 (<http://trustees.osu.edu/rules/university-rules/rules8/ru8-22-231.html>). To resolve grade disputes, it is imperative that GTAs retain a complete written record (encrypted if on a personal or university computer), including grading keys and copies of papers and exams.

## **IV. CLASSROOM CONDUCT AND TEACHER-STUDENT RELATIONSHIPS**

Instructors vary in classroom style. It is important that as a GTA you try to develop a teaching style that works well for you. The following general guidelines should help alleviate some of the more typical problems that occur between instructors and students.

### ***A. Rapport, Preparation, and Communication***

A good starting point for the first day of class is to state and write on the board or powerpoint your name, office location, telephone number, and office hours. You might tell the students something about your research interests and then try to obtain some information about the composition of the class, either through discussion or, in a large class, through having the students fill out index cards that contain information on their majors, background in environment and natural resources, hometown, interests, and the reasons for taking the course.

Communicate early in the beginning of the semester/session and in writing about the course objectives and requirements, and about your expectations. Go over the syllabus with the students and highlight key points.

Try to learn the names of your students. If the class is too large, a seating chart or name tags can be helpful.

Always prepare well for class. Do all of the assigned reading, and be prepared to discuss and clarify the reading as well as the material that you have prepared for the lesson. When you give an examination, return it to the students within a week after the exam. On written assignments or examinations, write comments so that students will understand why they scored as they did. Explain the grading key in class. Students as a group (and individually as needed) are entitled to see their exams and to be given a full explanation of how they have been graded and what are the correct answers.

## ***B. Relationships with Students***

It is STRONGLY recommended that GTAs **not** date students in their class section (or refrain from dating until after the semester/session is over). This creates a conflict-of-interests situation. Also, you have some degree of authority and power over your students. Dating, or dating-like interactions, may translate easily into sexual harassment.

The university has a policy explicitly forbidding sexual harassment on campus. You are required to report such incidents and may do so to any of the following: the School Secretary, Associate Director, School Director, Graduate Studies Committee chair.

It is important to recognize that racist, sexist, and ethnocentric attitudes can and do erupt in the classroom. These can take various forms ranging from pejorative allusions to women and minorities by students and/or the instructor to more subtle forms. For instance, women students frequently complain that male instructors call on male students more than on females, make eye contact with men more than with women, interrupt women students more than men, flirt with female students, and deprecate women's studies. Gay students indicate that anti-gay jokes are commonplace. Members of racial minorities and international students complain that instructors treat them differently in various ways and exacerbate their feelings of being different by singling them out in discussions pertaining to minority groups or international issues. You should avoid language that derogates members of any minority group or ethnic group, and should never single out particular students for special attention or neglect. You should also be careful to prevent differences of political and religious opinion from disrupting your classrooms. Encourage clarity about such differences but DO NOT sermonize or put students in a position that they feel rewarded or punished for their political or religious belief. Do your best to be "neutral" in your conduct and in your classroom management so that the students can focus on learning the information and principles of the course content.

## ***C. Academic Misconduct***

In general, if you believe that a student may have committed an act of academic misconduct, such as cheating or plagiarism, you should meet as soon as possible with the student to discuss the matter. However, prior to taking this step it is best to discuss your suspicions and how to approach the student with the instructor and the School Secretary or Associate Director. When you meet with the student be sure to have a third party present, preferably the supervisor. To insure that the student who is suspected of misconduct receives a fair hearing, all cases of academic misconduct are decided by the University Committee on Academic Misconduct. Instructors are required to report all cases to this committee and under no circumstances should the instructor take actions to punish the student on his/her own. Thus, no matter how certain you feel that a student has engaged in academic misconduct, you must not lower a student's grade, refuse to allow a student to complete an exam, threaten to do either of the above, or take any other action that could be regarded as punitive unless you have been directed to do so by the Committee on Academic Misconduct.

## ***D. Classroom Etiquette***

Instructors vary considerably in terms of the degree of formality they like to maintain in the classroom. This is true in many respects, e.g., style of dress, or formal or informal methods of interacting within or outside of the classroom. Instructors should maintain a professional

manner in all interactions with students. It is important to keep in mind that the same behavior that can facilitate easy interaction between faculty and students can result in serious challenges to a GTA's authority.

### ***E. Styles of Instruction***

If you want to encourage student discussion and questions, avoid lecturing exclusively during early class meetings and setting low standards for student participation during early discussions. These two situations establish patterns of student non-participation that are difficult to alter later. Learn student names and call on them for comments.

In answering students' questions, it is helpful to relate to their questions in a positive way, even if the question seems trivial or "dumb." Try tactics like:

- "I can see how that could be a confusing point."
- "I think that that is an interesting question."
- "That is a frequently asked question."

Do not be afraid to turn the question around to the class for discussion. After you have answered the question, you might ask: "Does that address your question?"

### ***F. Classroom Disruption and Non-Academic Misconduct***

If you experience serious classroom disruption or other non-academic misconduct of any kind, you should report it immediately to the instructor, School Secretary, and Associate Director. University rules allow for a range of actions toward students who disrupt classes. For example, they can be officially sanctioned, dis-enrolled from courses, removed from the classroom and/or arrested by University Police, and dismissed from the university. However, university procedures must be followed in dealing with such students (<http://trustees.osu.edu/>) under University Discipline, Disruption).

### ***G. Disability Services***

The university has provisions to assist students who have special needs (e.g., dyslexia, visual and hearing impairments, and other physical and learning disabilities). For information about how you may assist students with special needs, you may call the Office of Disability Services at 614-292-3307 and <http://www.ods.osu.edu/>. All instructors are required to indicate on their syllabi that course materials are available in alternative formats for students with special needs. This may entail specially scheduled exams or reading assistance.

### ***H. Other University Services***

Refer students to university services that may be helpful to them whenever appropriate. Timely referrals early in the semester/session may reduce students' problems and ease your own job as an GTA. However, making referrals may require a gentle and tactful approach on your part. If there are any corrections to this list or additions you would like to recommend, please email the SENR graduate program coordinator.

Campus Police (non-emergency) .....	292-2121
Campus Police (emergency) .....	911
<a href="http://www.ps.ohio-state.edu">http://www.ps.ohio-state.edu</a>	
Learning Technology (Carmen, media, equipment) .....	688-5875
<a href="http://lt.osu.edu/services/">http://lt.osu.edu/services/</a>	
Classroom Services (for physical or equipment problems with classrooms, and emergency situations) .....	7-4357
<a href="http://lt.osu.edu/labs-and-classrooms/">http://lt.osu.edu/labs-and-classrooms/</a>	
Student Computing Centers <a href="http://cio.osu.edu/communications/guide/student/scc.html">http://cio.osu.edu/communications/guide/student/scc.html</a>	
Office of Academic Affairs (OAA) <a href="http://oaa.osu.edu/">http://oaa.osu.edu/</a>	
Committee on Academic Misconduct (COAM) <a href="http://oaa.osu.edu/coam.html">http://oaa.osu.edu/coam.html</a>	
Counseling and Consultation Services .....	292-5766
<a href="http://ccs.osu.edu/">http://ccs.osu.edu/</a>	
Office for Disability Services .....	292-3307
24-hour information line .....	292-0870
<a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a>	
University Center for the Advancement of Teaching (UCAT) .....	292-3644
<a href="http://www.ucat.osu.edu">www.ucat.osu.edu</a>	
Financial Aid .....	292-0300
<a href="http://www.sfa.osu.edu/">http://www.sfa.osu.edu/</a>	
Center for the Study and Teaching of Writing .....	688-5865
<a href="http://cstw.osu.edu/">http://cstw.osu.edu/</a>	
Graduate School .....	292-6031
<a href="http://www.gradsch.osu.edu/">http://www.gradsch.osu.edu/</a>	
Council of Graduate Students .....	292-4380
<a href="http://cgs.osu.edu/">http://cgs.osu.edu/</a>	
University Health Services .....	292-4321
<a href="http://shc.osu.edu/">http://shc.osu.edu/</a>	

Student Health Insurance .....	688-7979
<a href="http://shi.osu.edu/">http://shi.osu.edu/</a>	
Office of Human Resources.....	292-1050
<a href="http://hr.osu.edu/">http://hr.osu.edu/</a>	
Office of International Affairs .....	292-6101
<a href="http://www.oia.osu.edu/">http://www.oia.osu.edu/</a>	
<u>Tutoring/Learning Skills</u>	
Office of Diversity and Inclusion	
<a href="http://odi.osu.edu/current-students/academic-advancement-services/tutoring/">http://odi.osu.edu/current-students/academic-advancement-services/tutoring/</a>	
Younkin Success Center <a href="http://younkinsuccess.osu.edu/">http://younkinsuccess.osu.edu/</a>	
Walter E. Dennis Learning Center <a href="http://dennislearningcenter.osu.edu/">http://dennislearningcenter.osu.edu/</a>	
University Libraries .....	292-6785
<a href="http://www.library.osu.edu/">http://www.library.osu.edu/</a>	
Recreational Sports .....	292-7671
<a href="http://rpac.osu.edu/">http://rpac.osu.edu/</a>	
Off-Campus Student Services .....	292-0100
<a href="http://offcampus.osu.edu/">http://offcampus.osu.edu/</a>	
Office of Student Affairs .....	292-9334
<a href="http://studentlife.osu.edu/">http://studentlife.osu.edu/</a>	
Transportation and Parking .....	292-9341
<a href="http://www.tp.osu.edu/">http://www.tp.osu.edu/</a>	
Campus Area Bus Service (CABS) .....	292-RIDE
<a href="http://tp.osu.edu/cabs/index.shtml">http://tp.osu.edu/cabs/index.shtml</a>	
COTA (Central Ohio Transit Authority) .....	228-1776
<a href="http://www.cota.com">http://www.cota.com</a>	
Office of Information Technology .....	688-HELP
<a href="http://www.oit.osu.edu/">http://www.oit.osu.edu/</a>	

## V. SENR Resources

### A. Graduate Student Office/Desk Space

Any ENRGP or RSGP MS and PhD student may request keys and desk space in Kottman Hall; there is a limited number of private and shared spaces available and priority is given to students who are living and working in the Columbus area. ESGP MS and PhD students advised by SENR faculty may be assigned space if availability permits. If you are away from Columbus for an extended period of time, please let the SENR graduate program coordinator and SENR Associate Director know so that they can reassigned the space to be best utilized by others who need it. The goal of space assignments is to be as efficient and fair as possible, i.e. space that is under-utilized or not utilized is neither!

Unless your faculty advisor makes other arrangements in space that is part of his/her office or

lab areas, all first-year (or higher) MS and PhD students are eligible to be assigned to shared space in SENR-administered graduate student offices by the SENR Associate Director. Keys are distributed by the Human Resources Officer after space is assigned.

Shared space means that while working in the space, students are engaged in work related to their GA or fellowship appointment or academic/research duties and are behaving in consideration of others working in the room, including being mindful of security (such as closing and locking doors, keeping room keys with you at all times). When you are leaving the work area for the day or a considerable length of time, you either take your items with you or you lock them in one of the room lockers with your own lock (no lock = available locker). If a student is consistently "camping" and leaving personal items in the area that prevents others from using the space, it should be reported to the SENR Associate Director. If there are any concerns, questions, or suggestions about the space itself or use of the space, please direct them to the SENR graduate program coordinator to work with the appropriate office/staff member to find a solution.

Private space is a desk with a lockable file drawer within an office that is either only private desks or in a room with both shared space and private desks. Private space is available on a limited basis to second-year or higher MS and PhD students who are actively living/working in the Columbus area.

SENR-administered graduate student office space is available for active graduate students only. All graduate students who complete all degree requirements in a given semester/session must give up their space assignments and return keys by the end of the term. If a faculty member hires that graduate student prior to entering the graduate program or post-graduation, the faculty member is responsible for finding a work space for that employee.

## ***B. Classroom / Office Hours / Meeting Space***

If you need to request space for office hours, additional review sessions, or make-up examinations outside of class time, you may **call 614-292-2265** or **email [senr@osu.edu](mailto:senr@osu.edu)** to check SENR-administered Kottman Hall rooms for availability and reservation. Rooms that SENR administers include those listed below. Do not use rooms without making a reservation – it is disruptive and disrespectful to your students and to individuals/classes who reserved the space.

All room requests should include the following:

- Purpose
- Contact
- Number of people expected
- Equipment needed
- Date(s)
- Time (begin and end) of event/meeting

If you know **WELL IN ADVANCE** that you need to request space for classroom activities in rooms that are not administered by SENR, you will need to request Classroom Services space **at least two weeks prior to the date the space is needed**. You may submit your request to SENR Records Officer with the date, time, size of room, and purpose (listing alternate dates is highly recommended). Please keep in mind that requests to Classroom Services are a



multi-step process and will not have a quick turn-around and require advanced planning. You may view Classroom Services rooms online at <http://ocio.osu.edu/elearning/labs-and-classrooms/classrooms/>.

Kottman Classroom Services rooms include [KH102](#) (44 seats), [KH103](#) (272 seats), [KH104](#) (51 seats), [KH112](#) (25 seats), [KH114](#) (36 seats), [KH116](#) (35 seats).

If you choose not to use Classroom Services, either due to planning or for location needs, you may request a reservation in a SENR-administered Kottman Hall room by contacting the SENR Front Desk in 210 Kottman (614-292-2265 or [senr@osu.edu](mailto:senr@osu.edu)).

### **SENR-administered rooms in Kottman Hall**

<b>Room</b>	<b>Seat Capacity</b>	<b>Access</b>	<b>Notes</b>
231A	21	keypad code	computer lab
245	25-30	keypad code	projector available, videoconferencing available
333	42	keypad code	projector available, videoconferencing available
333A	5	keypad code	overstuffed chairs and coffee table, no projector
333B	--	keypad code	Kitchen
333C	24	keypad code	projector available, videoconferencing available
333D	12	keypad code	videoconferencing available, no projector
370	23-30	keypad code	projector available
382	25-30	keypad code	projector available
383B	8	key	no equipment
385	10-12	key	videoconferencing available, no projector
460	25-30	keypad code	projector available

### ***C. Borrowing Equipment***

If you need a laptop, projector, or laser pointer/clicker for classroom use, you may request and reserve equipment by contacting the SENR Front Desk in 210 Kottman (614-292-2265 or [senr@osu.edu](mailto:senr@osu.edu)). Please be responsible and use secure practices with all public equipment!

### ***D. Photocopying Course Materials***

Photocopiers are available in 210 and 369 Kottman during business hours for photocopying class syllabi, examinations, and short handouts. A faculty copy code is required from your supervisor; it is a SENR policy not to assign copy codes to graduate students. Please work with your supervisor to plan ahead to make photocopying during business hours or make arrangements with your faculty supervisor to borrow his or her keys to access the photocopiers after business hours; it is a SENR policy not to assign keys for 210 or 369 Kottman to graduate students.

Large multi-page reprints or handouts should be made available to students for purchase through Uniprint's Course Packets (<http://uniprint.osu.edu/>).

## ***E. Office Supplies***

You may obtain supplies related to instructional duties (pencils, chalk, essay-books, computerized answer sheets, index cards, transparencies for overhead projectors, roll books, etc.) from the SENR office supplies in the 210 Kottman copying room or in Olivia Ameredes' office. If you need additional supplies or those not in stock, see Olivia Ameredes(.2) in 210 Kottman for assistance in obtaining needed resources for instructional duties.

## ***F. Undergraduate Student Services***

SENR has professional academic advisors on staff in 210 Kottman Hall. The advisors are skilled at helping undergraduate students plan their programs and in resolving other problems. If you are having difficulty with a student, talk to an advisor to see if other instructors have also had problems with the student. Please see or call the Front Desk in 210 Kottman at 614-292-2265 (email [senr@osu.edu](mailto:senr@osu.edu)) to schedule an appointment with one of the following:

- Mark Giese(.1), Academic Advisor, School Secretary
- Susie Burks(.39), Academic Advisor, Scholars Coordinator
- Renee Johnston(.230), Program Coordinator

If you find that you will unexpectedly be delayed or absent from your GTA duties and cannot reach your supervisor or another GTA to make alternative arrangements, call the Front Desk at 614-292-2265 ([senr@osu.edu](mailto:senr@osu.edu)) or the SENR graduate program coordinator at 614-292-9883 for assistance to inform the class students.

## ***G. Teaching Resources Material***

Links for helpful teaching information at OSU and other universities are available at [http://senr.osu.edu/Graduate\\_Students/TA\\_Development\\_and\\_Enhancement.htm](http://senr.osu.edu/Graduate_Students/TA_Development_and_Enhancement.htm) and on the SENR TA Resources page in Carmen.

# **VI. Awards**

## ***A. SENR's Teaching Associate Award***

The TA Development and Enhancement Committee would like to offer an SENR award for outstanding GTAs. At the moment, requirements and benefits for the award have not been determined. Anyone interested in developing the award criteria should contact the SENR Associate Director with ideas/suggestions.

## ***B. Graduate School's Graduate Associate Teaching Award (GATA)***

The Graduate Associate Teaching Award (GATA) is the university's highest recognition of the exceptional teaching provided by graduate students at Ohio State. Award winners receive \$1,500 and are recognized at the annual Graduate School awards reception. The Graduate School sends out an annual call for nominations during Autumn semester and eligible GTAs are requested to submit portfolios for consideration by early Spring semester. More information is available online at

<http://www.gradsch.osu.edu/graduate-associate-teaching-award.html>



## Appendix: Instructor/Peer Observation Form Example

Faculty/Peer Observer:

Date of Observation: Semester/Year:

This is a peer observation form designed to facilitate instructor's knowledge and awareness of their own teaching style, content, delivery, and consciousness. This is not an evaluation instrument. Constructive feedback is essential to all teachers. Please respond to the following questions by considering the list (see attached). Use additional pages for comments if necessary.

1. What things seemed to go particularly well?
2. What things might need some attention?
3. What specific suggestions for change do you have for the GTA?

Suggested List to consider when observing TA/Instructor:

- Rapport- ice breaking with students identifies students by name; rapport interacted with a positive attitude.
  - Organization and fundamentals- arriving on time starting on time preparedness organized
  - Diversity/Openness - calls on variety of students by name not singling out minorities or women as representative topic addresses multiculturalism appeared to be open-minded and inclusive in facilitating discussions consciousness about inequalities and isms addressed diversity issues appropriately [diversity-- in race, gender, class, sexual orientation, religion, ethnicity, national origin, disability... ]
  - Delivery - enthusiasm clearly articulated voice projection comfortable pace effectively used visual aids (e.g., overhead, chalkboard, etc.) effectively led the discussion asked well-structured, thought-provoking questions encouraged active participation maintained a level of orderliness
  - Content exhibited mastery with content material appropriate to the level of the student. Material complemented lecture (if recitation) fostered students' critical thinking and problem solving skills student learning appeared to be enhanced through the class
- APPENDIX E Situations, Scenarios, and Solutions

## Appendix: Sample Emails from GTA

### ***Email Requesting Leave of Absence from GTA to Supervisor and SENR Associate Director (copy to SENR graduate program coordinator)***

I am writing to request a temporary leave of absence from my GTA position. I am unable to work during [time period] of the [semester] [year] but would like to resume my GTA position in [semester] [year], if at all possible. Family emergency [or similar reason] has compelled me to leave town for this time period.

You will find that I am in good standing and have performed my duties well. I would like to talk to you about this personally. I am available [days/dates] at [times] if you are also available. Thank you for your consideration.

Sincerely,  
[Name]

***Email Resignation from GTA to Supervisor and SENR Associate Director  
(copy to SENR graduate program coordinator)***

I regret to inform you that I am resigning from my GTA position effective [date]. Circumstances have compelled me to leave the university at that time. I have been TAing [class, sections] for Dr. [name]. I do not anticipate returning to Ohio State in the foreseeable future. I apologize for any inconvenience this may cause. It could not be avoided. Please feel free to contact me if you have any questions or to find a time to meet in person to discuss.

Sincerely,  
[Name]

## **Appendix: Example Scenarios**

**Scenario for GTA Attendance:** It was the first day of the semester/session when Bill woke up with one of his classic migraine headaches. He knew he couldn't function, let alone stand before his new recitation sections. He hadn't met with the other GTAs in his section, so he couldn't call them. Besides he figured as he held his head in his hands, the main lecture hasn't even met yet. It won't matter. Bill went back to bed. What happened? The 8:30 am section came to their recitation, but no GTA showed up. After about 5 minutes the class got restless. After 10 minutes, some students started to leave. They talked and negotiated amongst themselves. What are we supposed to do if no one shows, they asked each other. Finally, one of the students contacted the Front Desk in 210 Kottman to ask who and where there GTA was.

**Policy:** SENR requires all GTAs to fulfill their duties as assigned or notify the Associate Direction and SENR graduate program coordinator so a substitution can be made and the Front Desk can be informed.

**Solution:** The best response would have been to meet the instructor and other GTAs BEFORE classes began to exchange contact information and make alternative arrangements. If an arrangement could not be made, contact the Associate Director to find an appropriate substitute. If none of these is a possibility, call the Front Desk at 614-292-2265 ([senr@osu.edu](mailto:senr@osu.edu)) or the SENR graduate program coordinator at 614-292-9883 and ask for a note to be put on the classroom door or for someone to make an announcement to the class about the cancellation. In a pinch, contact a friend to cancel the class in person. The bottom line is that skipping the class is not an option. Be responsible. It is your class. Notify as many people as is necessary!

**Scenario for Tardiness:** Verne is ten minutes late for his first recitation. Nearly all the students were in attendance that day. He was late again and again, usually just 3 or 4 minutes.

The students didn't seem to mind. But, when they were talking amongst themselves, Verne found that he had a difficult time quieting the class and maintaining his authority as GTA. He didn't make the connection between the difficulty he was having in his class and the students disrespecting him in the class. He didn't realize that his lack of consideration for his class would affect his ability to teach or maintain his authority in the class.

Solution: Everyone is late sometimes, but habitual tardiness, tardiness on the first few class meetings, and being more than a few minutes late is disrespectful to students and may create problems for the GTA in the classroom. Don't be late, be early. If you will unexpectedly be delayed, call the Front Desk at 614-292-2265 ([senr@osu.edu](mailto:senr@osu.edu)) or the SENR graduate program coordinator at 614-292-9883 and ask for a note to be put on the classroom door or for someone to make an announcement to the class.

**Scenario for Office Hours:** Jasmine sat in her office in all alone day after day during her office hours. No one ever comes to my office hours, she thought. She decided that she would stop going into her office hours and then leave the office. Why sit around waiting for no one to show up, she thought. She didn't anticipate that students would start to come to office hours around the midterm and continue to come throughout the semester/session.

Solution: Not all students come to office hours during the first five minutes. It's rather unpredictable when, how many, and how often students will visit office hours. If you are not there, they will complain. Don't miss office hours. Bring personal homework or grading to your office hours so that you can use the time effectively until a student arrives or your office hours are over. If an emergency requires cancellation of office hours, schedule alternative hours and inform your students by email. You can also call the Front Desk at 614-292-2265 ([senr@osu.edu](mailto:senr@osu.edu)) or the SENR graduate program coordinator at 614-292-9883 and ask for a note to be put on the door if your office hours are in Kottman Hall.

**Scenario for Off-Site Office Hours:** Kottman Hall is pretty far from the Jennings Hall classroom, Tim reasoned to himself. Rather than hold office hours at Kottman, Tim figured, that he could set up shop at the Berry Café in the Main Library. There he could get work done, see students, and have all the coffee he could want. Some of Tim's students really liked visiting Tim at the Café. It is a relaxed and unintimidating environment. However, several students were dissatisfied with the arrangement. One student simply didn't like the restaurant/cafe because it smells like food. Another student complained that she was distracted by the pedestrian traffic and the noise.

Solution: Offer office hours in your assigned office space and in several alternate locations; ask students who come which they prefer. Offer all students via email the opportunity to make an appointment outside of regular office hours if either the location(s) or times are not suitable for their schedule within the constraints of managing your own time wisely.

**Scenario Reporting Final Grades:** It was Al's first term at OSU. Early November he booked his flight to go visit his folks in L.A. for the winter break. Al didn't realize that the semester/session didn't end after all exams are completed and grades are posted. He still must grade all final exams and other work before he could submit the final grades. The final

grades are due the Monday after finals. His final exam was on Wednesday and his flight was scheduled for the Thursday. The professor wanted to meet with all the GTAs on Friday. Al had to change his flight.

Solution: Check the academic calendar and with each instructor every semester/session. The semester/session isn't over for GTAs until final grades are submitted after final exam week officially ends.

## **Appendix: INSTRUCTIONAL DOs and DON'Ts**

### ***DOs:***

1. DO get in touch with the professor with whom you are working **prior** to the start of classes.
2. DO plan to work from the first day of classes through the submission of grades for the class, which includes final examination week.
3. DO order textbooks for your classes in a timely manner.
4. DO provide the SENR graduate program coordinator with a copy of your course syllabus and DO turn in your grade roster and grade book or spreadsheet to the SENR Records Officer at the end of the semester/session in order to archive them for School records.
5. DO provide the students with written information regarding when you will hold office hours
6. DO respond in a timely manner to requests and deadlines by faculty and staff.
7. DO prepare ahead for each class.
8. DO have a plan for dealing with emergencies that occur for students; be consistent in applying your policies.
9. DO apply the same criteria in evaluating all students' work.
10. DO discuss and define academic misconduct.
11. DO conduct course evaluations using the SEI forms.
12. DO plan to give an examination during final examination week.
13. DO assign a range of grades for your classes.
14. DO retain materials submitted by students that are not returned to them for at least two semesters/sessions.
15. DO behave with professionalism and tact both within and outside of the classroom – your conduct is a reflection on SENR and the entire university!
16. DO read this *Guidelines* document carefully as well as the *Handbook for Teaching at Ohio State* on the UCAT website, the *Graduate School Handbook* (Section IX) and the *Environment and Natural Resources Graduate Program Handbook* on the SENR website.

### ***DON'TS:***

1. DO NOT use social media as an outlet for any comments, complaints, etc. that refer in any way (no matter how vague) to students in your class or their classwork. Don't put anything online that you wouldn't want to see on the front page of a newspaper or public website. Your conduct (both real and virtual) are a reflection on SENR and the entire university!
2. DO NOT schedule vacations and trips so that you miss classes or your GTA duties. This includes the first day of class through the final exam and submission of grades.
3. DO NOT wait until the last minute to try to get handouts, exam, etc. reproduced for class purposes.
4. DO NOT skip your office hours (lack of availability of instructors is the single most common

complaint of undergraduates.)

5. DO NOT cancel classes unless there is an extreme last minute emergency that prohibits you from arranging for a substitute. If such an emergency occurs, notify the Front Desk in 210 Kottman at 614-292-2265 or [senr@osu.edu](mailto:senr@osu.edu) so that someone will dismiss or cancel your class.
6. DO NOT agree to perform the duties of another GTA unless you are certain that the supervisor and Associate Director are aware and approve.
7. DO NOT “volunteer” to serve as a GTA for any faculty member without a contract. Please consult with the Associate Director and/or SENR graduate program coordinator for appropriate response.
8. DO NOT post grades by students' names, OSU ID, or social security numbers. Never discuss a student’s grade with a reporter, family member, friend, or anyone but the student.
9. DO NOT place graded materials in a public place for students to pick up.
10. DO NOT promise or assign all students a common course grade.
11. DO NOT change the time or place of the final exam.
12. DO NOT schedule to leave town prior to the submission of final grades. You are required to be available to assist with or administer the final exam, grading of exams and final assignments, and calculation and submission of course grades.
13. DO NOT offer to change a final course grade unless you have made a procedural error in evaluating or recording grades.

## **Appendix: An Overview Of The Fundamentals Of Teaching**

Aim to acquire these skills in three to five years (in no particular order)

- Adhere to university rules and procedures governing exams, incompletes, academic misconducts, student complaints, grade grievances, etc.
- Allow adequate time to solve problems, schedule make-ups,
- Arrive early
- Avoid temper tantrums (yours and theirs)
- Be alert for possible academic misconduct
- Break the ice with small talk
- Consult Tools for Teaching text for guidelines
- Control the classroom
- Create Good Examination
- Create Special projects, Handouts, Exercises, etc.
- Deal with disruptive behavior
- Develop a Syllabus
- Document Your Teaching Performance
- Establish rapport
- Explain clearly
- Find and use available resources when necessary (supervisor, Associate Director, SENR graduate program coordinator, School Secretary, etc.)
- Follow instructions of supervising faculty
- Follow the Rules, including DO’S and DON’TS
- Generate Questions
- Give and grade tests
- Have a policy toward tardy students



- Have someone observe your class
- Lead discussions
- Learn Computer Skills Relevant to Teaching
- Learn names of students
- Mechanics of Classroom Performance
- Observe someone's class
- Organize Your Lectures
- Practice different way of creating a discussion
- Practice different ways of explaining
- Present a Paper at a Professional Meeting
- Psychology of testing
- Selecting Appropriate Reading Material and Supplements Emphasizing the important issues for Teaching Critical Thinking
- Statistics for evaluation of multiple choice questions
- Stimulate Thought Through Films, Videos, and other materials
- Teaching Portfolio
- The Art of Public Speaking

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