Teaching Resource Guide
2013-2014

Center for Teaching Excellence
Office of Undergraduate Studies
The Graduate School
Office of Faculty Affairs
Office of the Provost

http://cte.umd.edu

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Center for Teaching Excellence, University of Maryland, 2301 Marie Mount Hall, College Park, MD 20742
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Welcome to the University of Maryland’s community of teachers. Faculty, instructors and graduate teaching assistants make important contributions to undergraduate student learning and to the commitment to excellence in teaching that is part of the University’s mission.

We encourage you to reflect on the serious work you are about to begin. Everyone who teaches at the University has an obligation to offer students an outstanding learning experience. World-class universities ask students to engage in rigorous academic work, and in order to sustain the academic quality the University expects and our students deserve, you will need to devote time, energy, and thoughtfulness to your efforts in the classrooms, laboratories, studios, and lecture halls in which you teach.

Being an excellent teacher requires more than understanding the material you want your students to learn. It demands an awareness of how people learn, an investigation of the pedagogies appropriate to your discipline, and familiarity with the rules and procedures of the University. Even if you are an experienced instructor, you may benefit by reading the Teaching Resource Guide, which suggests principles for effective teaching in support of meaningful learning. Its survey of pedagogy includes descriptions of various teaching tools, polices, and resources for instructors.

This guide is, however, only one of many resources on campus for improving teaching. We invite you to find out about and take advantage of resources in your department, college, the Graduate School, and the Office of Undergraduate Studies and its Center for Teaching Excellence that support teaching. As part of a community of scholar-teachers, we encourage you to engage in discussions with colleagues about practices that have led to success in their classrooms. Most importantly, remember that being a purposeful and reflective teacher will almost certainly lead to better teaching and enhanced student learning.

We are confident that your teaching experience at the University of Maryland will be rewarding and beneficial to your own professional development. We are grateful for your decision to teach our undergraduate students, and we wish you a successful year.

Sincerely,

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Associate Provost for Academic Affairs
Dean of the Graduate School

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Preface

What follows is intended to be used as a resource to aid and support you as a reflective teacher and contribute to your efforts to enhance undergraduate education. The *Teaching Resource Guide* addresses many of the concerns of instructors at the University of Maryland. We encourage you to keep it accessible and consult its various parts when they are most applicable to your work. You may find some of its guidance will be more appropriate later in the semester, in subsequent semesters, or even many years from now. Not all of the suggestions for teaching and student learning will be appropriate for your class, so you should interpret them as possible approaches and adopt those that seem most promising. Our operating principle in creating this guide is that teaching can be improved by reflecting on practice, considering available guidance, and thoughtfully assessing the effectiveness of your teaching. We hope the *Teaching Resource Guide* is a useful source of support. However, it is not intended to be your only reference. The principles, suggestions, tips, and resources offered here are primarily pedagogical; we refer to many statements of policy but do not reproduce them at length. If you require additional assistance or have questions or concerns regarding your role as a member of the faculty or as a teaching assistant, we encourage you to seek out your departmental supervisor (i.e., the director of undergraduate studies, your chair, the professor in charge of your course or of undergraduate teaching, or a TA coordinator) or other officials (e.g., associate deans in the college). Additionally, you should refer to the *Annual Teaching Policies and Guidelines for Faculty*, available at [www.faculty.umd.edu](http://www.faculty.umd.edu), the *Graduate Catalog*, available at [www.gradschool.umd.edu/catalog/](http://www.gradschool.umd.edu/catalog/), the *Graduate Student Life Handbook*, available at [www.union.umd.edu/GH](http://www.union.umd.edu/GH), and the *Undergraduate Catalog*, available at [www.umd.edu/catalog](http://www.umd.edu/catalog).

This guide is produced by the Center for Teaching Excellence (CTE), an initiative of the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. CTE is the campus’ central partner for improving undergraduate education. CTE responds to the needs of all colleges, schools, and programs to ensure that the University of Maryland remains an international model of excellence in teaching and learning. CTE facilitates and supports new innovations in teaching, helps faculty teach more efficiently and effectively, works to ensure that all graduate teaching assistants develop as excellent teachers, and oversees faculty learning communities as they address current and future educational needs of the University. In collaboration with campus units, CTE works to recognize excellence in teaching through workshops, ceremonies, and awards. CTE administers more than 20 programs for faculty and graduate students and is a portal for vetted resources for teaching and learning. CTE develops and leads campus-wide programs and exchanges on teaching and learning in support of the University’s efforts to provide a premier undergraduate education to all students. CTE also works with faculty to ensure continued innovation in teaching and learning, a new foundation of the scholarship that defines world-class universities. Additionally, CTE facilitates the campus’ exchange of findings and ideas on teaching and learning in order to foster and support faculty learning communities as they develop, document, and advance scholarly teaching practices. Furthermore, CTE is responsible for the University Teaching and Learning Program, the CTE-Lilly Faculty Fellowship Program, the CTE-Graduate School Lilly Teaching Fellows Program, the International Teaching Fellows Program and the Center for Integration of Teaching and Learning ([www.cirtl.net/](http://www.cirtl.net/)). The Departmental Award for Excellence and Innovation in Undergraduate Teaching, the campus-wide Distinguished Teaching Assistant Ceremony, and institutes on teaching with technology are all facilitated by CTE. We are always happy to talk about teaching. Visit the CTE website at [www.cte.umd.edu](http://www.cte.umd.edu); call us at 301-405-9356; or stop by our office in 2301 Marie Mount Hall.
This comprehensive resource resulted from the work of many, and we wish to thank the 2013-2014 Teaching Resource Guide’s review group, who offered valuable insights and suggestions: Anna Bedford, Andrea Goltz, and Elia Powers. Finally, we acknowledge the Office of Undergraduate Studies, the Graduate School and the Associate Provost for Faculty Affairs, who have all supported this guide. Best wishes for a successful year!

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**Icon Glossary**

*Throughout the Teaching Resource Guide, the following icons are used to call your attention to important information.*

![Attention Icon]

**Attention:** This icon can be found next to information that is critical, such as deadlines, requirements, or policies.

![Helpful Hints Icon]

**Helpful Hints:** This icon appears next to suggestions or words of wisdom favored by experienced faculty.

![Location Icon]

**Location:** This icon can be found next to important or helpful campus offices, buildings, or addresses.

![Links Icon]

**Links:** This icon can be found in places where linked documents are referred to in lieu of reproducing the entire text in this guide.

![Tools Icon]

**Tools:** This icon can be found next to various teaching tools that the University of Maryland makes available to instructors.
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Part I: Teaching and Learning at the University of Maryland

I. Pedagogical Foundations

As a land-grant institution, the University of Maryland aspires to fulfill its obligations to the State through research and innovation. It is a long-term investment in the community and the higher education of the State’s citizens. The University’s commitment to undergraduate education is shaped by these responsibilities. In its Strategic Plan, the University includes the following statement on undergraduate teaching and learning:

The University will offer its students an outstanding and rigorous educational experience, as well as an environment and programs to support their social, moral, and intellectual growth. Students will have a range of educational opportunities that reflect the breadth and depth of a comprehensive research university. Graduates will have experienced an atmosphere of intellectual ferment and inquiry; will have participated in a diverse and inclusive community with significant engagement with different cultures and global issues; will have had the opportunity for involvement in cutting edge research, community service, public service and the business world, and with work toward the solution of critical national and global problems. [...] Our students will carry away with them knowledge, skills, habits of thought, and experiences that will enable them to continue to grow and thrive as global citizens, and will possess the creativity and entrepreneurial spirit to respond responsibly and imaginatively to the challenges of the 21st century.  

(University of Maryland’s Strategic Plan [www.sp07.umd.edu/Strategic-PlanFinal.pdf.]

Responding to its State obligations and Strategic Plan, the University offers support to and recognition of its instructors. Colleges and departments recognize outstanding teaching by instructors of all ranks, and the University regularly awards the prestigious Distinguished Scholar-Teacher Award. The Center for Teaching Excellence (CTE) is one of many venues for enhancing teaching and learning. Along with colleges and departments, CTE provides training and guidance for teachers of all disciplines and rank, and sponsors programs in which effective teachers share their expertise with University of Maryland colleagues.

CTE supports the development of effective pedagogy based on two principles: 1) Teaching is a scholarly practice and therefore 2) Teaching is an improvable skill. As both researchers and teachers, we recognize that pedagogy should be guided by self-awareness, discussion, peer-review, and shared findings. Therefore, we should embrace a willingness to explore assumptions and to alter our methods based on the best scholarship available. Because of this, despite long-held myths, teaching can be improved. While good teachers have wide-ranging personalities and styles, good teaching is not an innate ability so much as it is a skill to be refined, evaluated, and improved. In this sense, a commitment to excellence is a commitment to improvement and change.

Reflecting on the effectiveness of a teaching strategy, attempting to measure its value, and sharing that investigation leads to a community of shared improvement, the very model we adopt for research in all disciplines. The best teachers recognize this and therefore constantly are reassessing their teaching and how students learn in their classrooms. The University’s commitment to research, thus, should shape its approach to education: our faculty should engage in ongoing conversations about their pedagogy, and our students’ learning should be guided by active inquiry rather than passive reception of knowledge. CTE’s mission is to support this activity.
CTE is a University community resource dedicated to improving the scholarship and practice of undergraduate teaching and learning. It also facilitates the scholarship of those faculty and graduate students who are committed to such research. We offer support, collaboration, and guidance to teachers of any and all rank, from graduate teaching assistants to emeritus faculty. This guide is one resource designed to facilitate the efforts of faculty, graduate teaching assistants, and lecturers to improve and understand teaching as a scholarly activity.

**Teaching as an Improvable Skill**
Perhaps the most persistent truism of higher education is that teaching is a gift, improved primarily by repetition and experience. While practice certainly makes improvements more likely, simply reusing teaching strategies because they are familiar does not necessarily continue to enhance teaching and learning. Teaching is a skill, and there are methods and strategies for developing and improving that skill. Treating the practice of teaching as an act of shared scholarship is the first step toward this development. The University offers a community of practitioners just as it offers a community of scholars. Drawing upon the resources of the community to educate ourselves about the successes, failures, and innovations of our colleagues regarding teaching is the first step toward improvement.

**Active and Engaged Learning**
Engagement with scholarship about undergraduate learning will aid teachers who seek to improve. Much scholarly work convincingly argues that the active and engaged learner will outperform those who passively engaged with the course materials. As a result, effective teaching recognizes that the mind of the learner is not an empty vessel to fill with facts that are then extracted for exams. Rather, effective teaching engages students’ existing knowledge and requires the active creation of new knowledge to engage the subject at hand. Students gain mastery over the material through challenging it, working with it, and learning to recognize the processes that created it. In other words, good teachers engage students through active learning strategies. CTE offers workshops, seminars, and fellowships that support building classrooms of active and engaged learners.

For more detailed information see:

**Meeting High Expectations**
Related to active learning, as well as to the University’s commitment to producing significant scholarship, is the expectation that its undergraduate teaching should be held to high standards and learning outcomes should be clearly defined. Teachers should design undergraduate courses not merely to convey a finite body of content but to promote active learning. Pedagogies should emphasize comprehension of concepts, evaluation and responses to arguments, and recognition of the characteristics and products of an academic discipline. Those outcomes require thoughtful teaching, and they demand meaningful engagement on the part of students. Expectations are difficult to measure, yet without them, teaching easily regresses to the repetition and recapitulation of facts.

The corollary to this rigor is an expectation of strong and thoughtful work from undergradu-
ate students. This is in large measure facilitated when professors produce transparent learning goals and provide meaningful feedback. Likewise, assessments of student work should take place throughout the course of the semester and be demonstrably correlated to these goals and standards. Student work completed in light of provided standards and guided by instructors’ responses is much more likely to result in lasting, deep learning, the foundational expectation of a university education.

**Framing Disciplines for Your Students**

The work of general education is not merely to educate students in a variety of disciplines but also to contextualize the relationship between them, and to show students why these relationships matter. We need to think carefully about the ways we communicate the history, practice, methodologies and nature of disciplines to undergraduates, keeping in mind how unfamiliar the details of our work may be to them. As you teach undergraduates, take time to situate your discipline within the larger academic community. Why should students of some other discipline spend time learning about yours? It is important to explain to undergraduate students how those in your field think and how that thinking relates (and contributes) to the way we work in other disciplines.

**II. The Practice of Teaching**

Underlying the ideas of teaching as a scholarly activity and learning as active engagement is the conviction that the design and execution of courses should be thoughtful and carefully planned. This section surveys a number of topics relevant to successfully teaching courses at Maryland, from practical issues like ordering course materials to conceptual problems like designing successful assignments. The following is a compilation of lived experiences, collected scholarship, and University policies and resources to help you in your work as educator at the University of Maryland.

**Orienting Yourself**

It goes without saying that you should locate your classroom well before the first class meeting. Because the nature of your classroom can affect your teaching methods, you should address the following questions:

- Where are the good vantage points for performing your duties (e.g., taking attendance, distributing materials, proctoring exams and quizzes, delivering your lectures)?

- Are seats bolted down in a theater arrangement? This may lead you to revise any plans to have students rearrange themselves during class.

- Are there large chalkboards around the walls, a single board at the room’s front, a dry-erase board? Will you need to secure chalk or markers from your department?

- Is it a technology-equipped classroom? If so, familiarize yourself with such equipment and those who support the technology if you are planning to use it for instructional purposes.

- Will you be able to teach from behind a lectern or behind a table? Will you have adequate space to move around? If not, determine ways to rearrange classroom furniture. Bear in mind, of course, you and your students should always leave the classroom as you found it, as a courtesy to the next teacher.

- What is the location of the nearest faculty office in the building? If there is an emergency in your classroom, you may need to know where to go for help.

- What safety regulations apply in your venue of teaching? If you are teaching in a lab, be sure to locate shut-off valves, glass disposal boxes, and other safety-related equipment.
Before the first class, you should also find out how your department’s policies and organizational support will determine your teaching.

- If you must miss class for an illness or emergency, whom should you contact? Collegiality among fellow instructors will generally allow you to identify a substitute if necessary.
- Know your department’s structure. Who oversees undergraduate instruction? Who can advise students considering a major in your department? Is there an organization for undergraduates studying in the discipline?
- Where does your course fit within the full catalog of undergraduate courses offered by the department? Familiarize yourself with its role in satisfying any major or degree requirements.

**Syllabus Construction**

All instructors of record create syllabi, and many professors ask that their GTAs develop syllabi and course policies for individual discussion, recitation, or lab sections. Approach your syllabus as a reflection of learning outcomes: What should your students know? What skills should they develop? What mastery should they have by the end of the course? Your syllabus tells your students what your course is about, what the learning objectives are, and the ways a student can be successful in your course. A complete and well-designed syllabus can help set the tone for a positive teaching and learning environment and acts as a contract that clearly details both student and instructor responsibilities. For detailed guidelines for constructing a syllabus, see: faculty.umd.edu/teach/syllabus.html.

**Note:** Major changes in a syllabus midway through a semester violate the contract shared between instructor and student. While adjustments in the schedule are sometimes necessary and aspects of a course plan may require change, it is generally not fair to alter significant elements of the syllabus (e.g., grading formulae, major assignments, expectations for class participation). Too often a syllabus simply includes the instructor’s contact information, a list of topics that will be covered in the course, and various due dates. Such a cursory approach fails to satisfy University expectations for syllabus content. Consider separating the rules, course policy, expectations, and grading policies from the schedule of course topics and instead provide the schedule of course topics as a separate document. (See Part V for more details.)

Beyond the minimum University requirements, many good syllabi include the following:

- Information about learning objectives and course structure, rationale for course plan, and a description of various types of assignments.
- Specific course policies regarding lateness, class participation, missed exams or assignments, lab safety, academic honesty, and grading specifications. All of these must comply with University policies. (See Part V of this guide.)
- A list of additional materials needed in the course (e.g., lab materials, supplies, calculators, software) and where these materials may be obtained.
- Support services available to the student that might be useful during the course (Learning Assistance Service programs and short courses, the Writing Center, library facilities, Division of Information Technology computer facilities and helpdesk, etc.).
- Explanation of how students will be notified of any changes in the course plan (e.g., via email or course management software, or with a new hard copy of the schedule). Please note that with the current Learning Management System (Canvas), students choose how and when they are notified of announcements and receive messages. Thus it is important to set clear guidelines and expectations about course notifications.
- Discuss proper electronic communication protocol with students early in the semester and
tell students how quickly they should expect a response to emailed queries. Also, providing a small statement in the syllabus about appropriate etiquette when drafting an email or addressing the instructor can serve the student as a “reminder.”

In order to help establish a classroom climate that values diverse perspectives and experiences while working toward shared academically rigorous goals, consider, if appropriate, including a statement of diversity and inclusion in your course policies. The following were adapted from Mark Brimhall-Vargas, Deputy Chief Diversity Officer:

**Statement on Perspective**

*This course, like all courses, has a point of entry into debate; i.e., something it wants to show you, a position, and/or a perspective. Like many courses, it is not neutral or objective. Given this fact, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective.*

**Language Statement**

*In the discussion of politically complex and charged issues, it is often necessary to explore terminology and concepts that, on occasion, may make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of our topic so that, subsequently, we can learn how to deconstruct and assuage the themes contained therein. If you become particularly distressed about any discussion, please speak to me immediately.*

These are of course samples that may be better suited to some disciplines than others. You may, as you write course policies, adapt one or both to reflect the place of student diversity in your course.

**Attendance Policies and Makeup Procedures**

The University’s official policy on attendance is stated clearly in the *Policies of Particular Interest* at [faculty.umd.edu/policies/part_interest.html](http://faculty.umd.edu/policies/part_interest.html) and in the *Undergraduate Catalog* (See also *Part V: Attendance*). As you consider the role of attendance and participation in evaluation, establish policies that communicate the significance of student engagement for learning. Avoid creating attendance policies that simply reward presence and punish absence. Instead, design courses that value significant contribution to the class and convey the risks of missing class meetings. It will be in the best interests of both you and your students if you clearly state how, when, and if attendance will be taken and then to stick to that method throughout the remainder of the semester. This will help avoid problems toward the end of the semester.

University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation, e.g., medical documentation. Course syllabi should specify the nature of the in-class participation expected and the effects of absences on students’ grades. Students with written excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. In the past, inclement weather and unforeseen events that affect normal University operations have presented a variety of challenges to class schedules. Faculty should clarify their policy on handling official schedule adjustments (closings and delays) including associated rescheduling of examinations and assignments due to inclement weather and campus emergencies. If necessary, you should make arrangements to communicate
with students directly if weather conditions preclude meeting with students for a normally scheduled class. Official closures and delays are announced on the campus website (www.umd.edu or www.umd.edu/emergencypreparedness/weather_emer/) and snow phone line (301-405-7669), as well as local radio and TV stations. If bad weather forces a faculty member to cancel a class even though the University is open, the faculty member must notify the department in advance.

**Religious Observances**

The University System of Maryland policy on religious observances (Part V) states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For your reference, an extensive list of religious holidays is available at www.interfaith-calendar.org. In addition, due to the inconvenience that would be caused as a result of the large number of our students who participate in particular religious observances, tests and due dates of significant assessments must not be scheduled for the dates listed below:

- Rosh Hashanah: September 5th to September 6th, 2013
- Yom Kippur: September 14, 2013
- Passover: April 15-22, 2014
- Good Friday: April 18, 2014

Faculty should remind students in advance, preferably on the *syllabus*, that it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations. Failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise when final exams are scheduled on Saturdays. Your failure to understand and adhere to this policy may result in a false perception that the campus is insensitive to the religious diversity on campus. Accordingly, please make every feasible effort to accommodate students’ requests based on attendance of religious observances.

**Textbook Adoption Process**

All textbook adoption information, including the International Standard Book Number (ISBN), should be submitted to the University Book Center (UBC) by May 1 for Summer and Fall classes and by December 1 for Winter Term and Spring classes. UBC textbook staff are available for additional assistance at 301-314-BOOK (2665).

Textbook information may be provided to other vendors (including Maryland Book Exchange, BookHolders.com, or other online vendors) but **not in lieu of submitting it to the UBC**. Once the textbook adoption information is verified, it will be posted on Testudo by UBC in compliance with the University policy on textbook orders. Information posted will include title, author, publisher, edition, copyright date and publication date, ISBN, and anticipated enrollment for the course.

The University’s *Best Practices Guidelines for Textbook Adoption* available at www.faculty.umd.edu/textbooks/index.html suggests how faculty should go about identifying, prioritizing, selecting, and assigning textbooks. It also includes the “State of Maryland’s College Textbook Competition and Affordability Act of 2009,” which requires faculty to sign a form demonstrating a concerted effort to keep costs for students as low as possible.
What follows is summarized from the University’s guidelines:
The University of Maryland is committed to minimizing the cost of textbooks for students and to promoting a high quality educational experience. Faculty should carefully consider first, the educational appropriateness for the materials they assign, the price of those materials, and the relative merits of more expensive, newer editions versus slightly older, used editions. Faculty should ensure that a significant portion of each assigned textbook is used in the course, and to ensure textbook adoptions are made by the required dates above.

Faculty members may want to consider permitting students to purchase electronic versions of textbooks when available or to incorporate the use of online resources into course instruction wherever feasible or prudent.

**Compliance with Textbook Policy and Legal Regulation**
When textbooks have been ordered, you must submit the form to assure your compliance with University textbook adoption policies (www.faculty.umd.edu/textbooks/acknowledge/index.cfm) as directed by the provisions of the Textbook Affordability Law of 2009. The University System of Maryland’s “Policy on Textbook Affordability Measures” can be found at www.president.umd.edu/policies/docs/III-1000.pdf.

**Self-authored Materials**
Faculty-authored texts required for purchase by enrolled students must be approved through the process defined by the University’s “Policy Concerning the Use of Self-Authored Course Materials” found at www.president.umd.edu/policies/iii100b.html. For more information see Part V.

**University Policies Governing the Sale and Purchase of Course Materials**
Private sales of course materials are strongly discouraged unless the instructor is the sole source of the material or can provide the material at the lowest price. The official language for University policy can be found at www.faculty.umd.edu/teach/IllegalDistribution.html. See Part V for more information.

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See Part V of this guide under Copyright.

**Reserve Lists**
The Libraries offer a method of processing course reserves, which is integrated with the ELMS course management system. To find out more and to create a reserve list, go to www.lib.umd.edu/access/reserves. Note that reserved materials should be submitted at least two weeks prior to when students will need them. (Also see Part V: Class Materials etc.)

**UMEG and Electronic Grade Submission**
The teacher of record for a course has access to (and may request TAs’ access to) the University of Maryland Electronic Grading (www.umeg.umd.edu). Here, you can verify rosters and view photographs of your students, a helpful aid as you learn names and begin to address them individually. UMEG also allows you to establish a course reflector and provides general data on each section. Most importantly, UMEG is the means by which you submit both early warning and final grades. You should enter final grades as soon as possible following the final exam or submission of a final project.

All final grades should be submitted electronically within 48 hours after the scheduled exam. Delays in grade submission impede students’ ability to finalize registration for the next semester.
and to take advantage of Winter term and Summer sessions to maintain their progress to degree completion. You are expected to keep copies of final exams and the grade reports for at least a year in case of the need to document. More information about grade submission policies can be found in Part V of this guide.

**University Libraries**

The University Libraries are uniquely qualified to support the growing needs and expectations of the academic community through their collections, services, staff expertise, and physical spaces. They are one of the nation’s top public research libraries, located at the heart of the campus. The system of eight libraries (seven in College Park, one at Shady Grove: [www.lib.umd.edu/about/eight-libraries](http://www.lib.umd.edu/about/eight-libraries)) supports the depth and breadth of research conducted by students, scholars, and alumni through close to four million books, thousands of e-journals, hundreds of databases, scores of prestigious special collections, and online and in-person services that help library users interact with all of them: [www.lib.umd.edu](http://www.lib.umd.edu).

The Libraries Subject Specialist Liaison Librarian System exists to establish ongoing relationships between the Libraries and the University’s schools, colleges, and departments. At its core, a librarian subject specialist or liaison librarian serves each academic school, department or program. The liaison librarian works closely with faculty on collection development and management issues such as book, journal, and e-resource purchases, and provides specialized reference assistance in their use or in all issues related to research and teaching. Faculty and graduate students are invited to partner with liaison librarians to design effective research assignments ([lib.guides.umd.edu/improving_research](http://lib.guides.umd.edu/improving_research)), to place materials on reserve ([lib.guides.umd.edu/content.php?pid=223871&sid=1856948](http://lib.guides.umd.edu/content.php?pid=223871&sid=1856948)), and to design targeted resource pages for students ([www.lib.umd.edu/UES/tutorials.html](http://www.lib.umd.edu/UES/tutorials.html)), as well as help to produce research guides by subject discipline ([lib.guides.umd.edu/](http://lib.guides.umd.edu/)). Faculty and graduate students may work with liaison librarians to archive their research electronically via DRUM ([drum.lib.umd.edu](http://drum.lib.umd.edu)) to make it accessible via Google. Collaborative teaching opportunities are seen as key elements of successful faculty-liaison librarian relationships. Since information literacy is identified by the University as one of five learning goals for undergraduate students, faculty and graduate teaching assistants are encouraged to collaborate with librarians in designing and teaching customized library instruction sessions that will teach critical thinking skills, the research process, and the discovery of appropriate resources to facilitate successful completion of assignments. Increasingly, faculty and liaison librarians are working to incorporate learning outcomes into instruction sessions to assess student learning. Other forms of partnerships between faculty and liaison librarians are ongoing and encouraged. These include developing joint conferences, co-teaching credit courses, and authoring scholarship.

For more information about how liaison librarians can help support faculty and graduate student teaching efforts and research interests, visit [lib.guides.umd.edu/faculty](http://lib.guides.umd.edu/faculty). For current list of Subject Specialists Liaison Librarians, please see [www.lib.umd.edu/ues/guides/specialists-subject](http://www.lib.umd.edu/ues/guides/specialists-subject).

**Office Hours and Student Conferences**

Your office hours are the time you have set aside to work with students outside of class, and meeting with students individually can be an effective means for supplementary instruction. Some faculty simply ask students to see them during office hours if they have questions or comments about the material or the course. Others require student conferences at least once during the semester and use them to discuss individual student progress, approve research projects, and offer guidance for students considering a major in the discipline. Here are some suggestions to consider:
• Hold students to appointments and treat missed appointments (arranged outside of regular office hours) as absences.
• Establish the purpose of the meeting. If a student explains that he or she would like to discuss an ongoing project and brings up an unrelated grade complaint, explain that you will need time to review the grade and can discuss it at a later time.
• Respect student privacy and do not act as your student’s personal counselor. Help the student identify relevant campus resources for assistance. If the student is in need of immediate help from a counseling or related services, you may consider helping the student make an appointment during your meeting (See: Helping Students in Distress, www.cte.umd.edu/HSID.pdf).
• End hostile or threatening conferences immediately and notify your chair or supervisor before continuing your conversation with the student (See: Addressing Classroom Disruption in Part I of this guide).
• Leave your door open when meeting with students.
• Be sure to give the student an “end” time before starting the meeting, either when the student makes the appointment or at the beginning. This encourages students to address the most pressing issues first.

Email and Other Forms of Communication

First- and second-year students are often still learning about appropriate ways to communicate in an academic environment. Technology such as email, direct messaging, or Twitter/texting has blurred the boundaries of formal and informal communication for them. Occasionally students will address instructors in ways that are easily recognized as either overly casual or seemingly dismissive or disrespectful. Often this mistake is made out of ignorance about appropriate modes of communication rather than disrespect. Addressing email or other types of communication early in the semester in class can be a good opportunity to teach the tone of appropriate and scholarly exchange. Consider how you would respond to the following email: “hey. i sent u my hw this am. did u get it. :)

Learning Opportunities in the Washington D.C. Area

The greater Washington D.C. area offers a wealth of resources for enriching learning for your students and exposing them to learning opportunities beyond the classroom. Concepts come to life through trips to museums, government agencies, technology and environmental settings. Students can deepen their understanding of course content and see how concepts are applied in the real world by visits to cultural landmarks, businesses, non-profits, and NGOs (non-governmental organizations). Cultural understanding and creative thinking can be encouraged by experiencing the rich offerings in the arts. Drawing on expertise from the local community, students learn from professionals working in the field and develop connections with people and places beyond the campus.

Careful planning, intentional structure, clear learning outcomes, and careful attention to the logistics are essential for a successful experience.

Planning tips
• Establish clear objectives before you begin planning.
• Start early, identify a contact to work with, consult with him or her on the opportunities and constraints in using their sites for student learning, and establish a mutual understanding of expectations.
• Confirm details in writing and confirm again close to the event.
• Visit the location in advance, if possible.
• Give students plenty of advance notice.
• Prepare your students: share logistics, background reading, and what you want them to notice. Set student expectations.

Structuring the Experience
Consider your learning objectives, the location, and student characteristics as you consider the following questions:
• How familiar are students with the local area? How comfortable are they at venturing into new areas alone? Do they know other students to go with?
• Will students go on their own time or as a group?
• Will there be planned activities? Who organizes them?
• How much time can be allocated for this experience? When during the semester should it be?
• Will this experience be required or optional? If required, how will you handle students who are sick or absent?

Encouraging Learning
As you plan these experiences, consider:
• How are the activities connected to the learning outcomes you want to achieve?
• What can you do in the classroom to make these connections?
• How might assignments be used to help students make these connections?
• What is the potential for learning beyond specific content? For example, what opportunities are there for students to encounter and confront stereotypes? What might they learn about their own approaches to learning?

Assessing Learning
Typically credit is given for the learning that results from the experience, not just for “showing up.” Consider:
• How will you measure learning? Examples include:
  o Student reflection: e.g., journal assignment with structured questions, discussion blog.
  o Structured assignment: e.g., complete questions that are answered at the location.
  o Creative project: e.g., write a review of a play, create a photo collage.
• How will you help students bring this experience back to the classroom to enrich discussion and learning afterwards?
• If the experience is optional, how might the learning of some be shared with others in the class?

Logistical considerations
The logistics of a trip can be critical to its success. Things to consider:
• Transportation: Options include public transportation (Metro cards can be purchased in advance); Shuttle UM (commuter routes or charter services); and motor pool (www.dbs.umd.edu/motor). Asking students to arrange their own transportation can be a barrier. Be sure to supply clear directions and information about public transportation options.
• Costs: If there are fees that will be passed along to students, these need to be clearly stated in advance; be sure to check out group ticket options in advance.
• Meals: Plan ahead for meal options; if students are responsible for their own meals include this in advance information. It is helpful to let students know approximate costs of meals at that location.
• Safety: Student safety is always important while planning. What risks are there, if any, to the activities involved?
• **Risk management**: Consult the Environmental Safety Office and go to the Office of Legal Affairs for questions about risk management and liability.

• **Waiver forms**: Check with your department/college for procedures related to a trip waiver form. If you need to create a form from scratch, be sure to have it reviewed by the University legal office.

• **TAR (Travel Approval Request)**: Check with your department/college for procedures related to completing a TAR, required for out-of-state travel. Local travel in the D.C. area is considered “in state.”

**Making it happen**

• Consider having a student assistant to handle some of the logistical details, but don’t pawn it off on them. It will require work on your part to help them succeed.

**Resources**

• USM Policy on University System Travel: [www.usmd.edu/regents/bylaws/SectionVIII/VIII1100.html](http://www.usmd.edu/regents/bylaws/SectionVIII/VIII1100.html)

• Risk Management & Communication, Environmental Safety: Donna McMahon, Assistant Director and Risk Manager, dmcmahon@umd.edu, (301) 405-3979

• Office of Legal Affairs, 2101 Main Administration bldg, www.president.umd.edu/legal/, 301-405-4945

• Travel Policy, Travel Services, Department of Business Services [www.dbs.umd.edu/travel/policy/umtravel/trav_guide.php#Travel_Policy](http://www.dbs.umd.edu/travel/policy/umtravel/trav_guide.php#Travel_Policy)

**Other Helpful Resources**


• Smithsonian Education, [www.smithsonianeducation.org/educators/field_trips/field_trips.html](http://www.smithsonianeducation.org/educators/field_trips/field_trips.html)

• Go Smithsonian, [www.gosmithsonian.com](http://www.gosmithsonian.com)

**Effective Classroom Strategies**

**The First Class Session**

The first class is an opportunity to set the tone for the intellectual work that will be carried out in the course and to introduce the idea of the class as a learning community. The following is a list of tips that may contribute to a successful first class meeting. These are not prescriptions, but suggestions for founding an effective semester-long relationship that supports good teaching and learning.

• Adopt the demeanor of a teacher while resisting undue familiarity or dictatorship.

• Make a purposeful entrance. If you want to achieve a more informal tone for the course, arrive a few minutes early and chat with students as they come into the classroom. If you want to establish a formal tone for the course, arrive promptly.

• Ask students about themselves. You might ask them why they are taking your course, whether they have any prior knowledge or experiences that relate to the topics you will explore, what they would like to do when they graduate, and perhaps what their expectations of an undergraduate education are. If your class is small, consider getting this information by going around the room and asking students to share these details aloud. If your class is large, consider an exercise in which you present questions to the entire class
and ask students to respond by raising their hands. You might hand out index cards and have each student write one or two sentences about him or herself or have each student post a short biographical sketch on ELMS. Of course, be mindful of student privacy. The object of this exchange is to learn about the class and to stimulate self-reflection, not to interrogate or violate privacy. Still, getting to know your students’ interests can help you prepare examples, materials, or case studies that will involve them and help connect students to the material of the course.

- Review the syllabus, but avoid simply reading it. You should describe the course’s goals, explain expectations and requirements for successful completion of the course, review the course format, and briefly describe any major projects. Also invite students’ questions regarding the syllabus or course. In addition to reviewing course details, try to give students a sense of what the course is about by introducing the subject and offering them an idea of what the class will be like.

- Students benefit from understanding at the beginning of the course what the objectives are for the semester and how each assignment and assessment will contribute to achieving those objectives and to measuring their learning in the service of clearly stated goals. The first class is an excellent opportunity to clarify long and short-term goals for the course, as well as providing context for how this course is important for their academic development at the University of Maryland.

- For small classes, make a note of which students on the roster are present and the names of any students who are present but not on the official roster. Before the first day of class, verify your department’s policy on un-enrolled or waitlisted students attending.

- Consider having students make name cards to be used during the first few sessions until both you and your students learn everyone’s names. Review student photographs available via UMEG.

- Articulate protocols for communication. Should students use your first name or title? When will you be available for phone calls to your office? Consider dedicating time to discussing appropriate email communication and tell students how long they should expect to wait for an email reply.

Strategies for Lesson Design: Discussion, Collaborative Learning, and Lecture

A good class session does not just happen; instructors arrange for good classes to happen. Whether you are leading a lab, recitation, discussion section, or are in charge of a class, consider the following steps when designing a class meeting.

First, determine the main topic of the lesson and its place in the unit and the course. Second, identify the learning goal(s) of the lesson. Determine what you would like the students to understand or be able to do after the lesson is over. In some lessons, you might also have learning goals for yourself or for you and the students. Third, identify what terms and concepts are integral to the learning goal(s) of the lesson. Fourth, organize the class. Classes usually include most of the following schema:

- An opening activity in which the topic is introduced
  - Posing a provocative question
  - Taking a quick poll
  - Administering a quick experiment
  - Presenting a stimulating quotation from a stakeholder or expert
  - Solving a problem introduced during the previous meeting
- Several different activities that support the learning goal(s), including
  - Lecturing
  - Breaking the class into small groups to work on problems or experiments
Using clicker questions

- A concluding activity to tie the lesson together
  - Summarizing the topic and learning goal(s) of the lesson
  - Referring to the class’s opening activity
  - Introducing work to be done before the next meeting and linking it to the lesson

- Activities to determine whether the goal of the lesson is being accomplished
  - Giving an end-of-class quiz
  - Listening to student dialogue when students are in small groups
  - Requiring that a spokesperson presents each small group’s findings
  - Posing questions to the class that require all students to answer

This guide takes as a precept that students who are engaged and active in their learning are more likely to achieve learning objectives and to retain what they learn. Much current scholarship on teaching, learning, and assessment in higher education supports this belief. Below are a few resources addressing what student engagement is and why it is significant. Following are sections on three main types of classroom activities: discussion, collaborative learning, and lecturing that focus on ways in which they can be used to encourage active, engaged learning.

Resources:


**Discussion**

Whole-class discussions can encourage students to learn from one another and to articulate course content in their own words. While generally not conducive to covering large amounts of content, the interactive dynamic of discussion can help students learn and motivate them to complete homework and to prepare for class. Leading discussions in which students contribute meaningfully requires a great deal of instructor forethought and creativity. The suggestions below can help you to facilitate good class discussions.

Devote a moment to communicating the value of discussion to your students. It may help to convey your rationale for discussion, perhaps deepening not only their sense of why they are expected to engage in active learning but also their engagement with the course.

**Before Class**

- Learn students’ names.
- Review lesson-related material, even if you have already mastered content. Extemporaneous recall can breed trouble.
- Plan. Write out more discussion questions than you think you will need before class begins, but don’t treat your questions like a to do list. Your questions should be a resource for you; they should not inhibit your students from taking the discussion in a productive direction.
- If students were assigned reading prior to a class meeting, plan to use the text. You may want to begin class with a short reading from the text and have discussion flow from that reading.
During Discussion  
Every student should have an opportunity to speak.  
- Encourage students to look and talk to each other rather than to just look and talk to you.  
  Too often “discussions” take the format of a dialogue between teacher and a series of students.  
- Before the discussion starts, ask your students to take several minutes to write down everything they know about the topic of the discussion.  This will prime them for the discussion.  
- If possible, make the class space more conducive to discussion. Arrange seats in a circle or in a manner that enables students to see each other easily. Don’t let students sit in seats that are outside this discussion space.  
- After asking a question, wait at least eight to ten seconds before calling on someone to answer it (measure the time by counting silently to yourself). Otherwise, you signal they need only wait a few seconds for the “right” answer to discussion questions.  

Ask good questions and avoid bad ones.  
- Ask questions that encourage responses from several people (“What do the rest of you think about that?”)  
- Use phrasing that implies that the students are a learning community (“Are we in agreement?” / “Do we have any differences of opinion?”)  
- Ask a mix of questions, including questions that ask students to  
  - Recall specific information  
  - Describe topics and phenomena  
  - Apply abstract concepts to concrete situations  
  - Connect the general with the specific  
  - Combine topics or concepts to form new topics or concepts  
  - Evaluate information  
- Avoid yes/no questions – Don’t phrase questions in a way that the students can answer in one word (“Is X true?”). Open-ended questions elicit student thought (“In what way has X impacted Y?”)  
- Avoid asking , “Are there any questions?” This implies you have finished talking about a topic. Sensing that you have said your piece, students may only ask questions about minor points of clarification or will simply hope that rereading the textbook will answer their questions. Consider asking instead, “Is there anything that is unclear or needs further clarification?”  
- Avoid dissertation questions. If you want your students to entertain broad questions, break the question down into smaller queries that students are more able to address.  

Dignify your students.  
- Avoid a style of questioning that is designed to punish inattentive or lazy students.  
- Refer to your students by name. This models the intellectual community.  
- Treat your students like experts. If a student makes a good comment, refer back to that comment in subsequent discussions (e.g., “Do you recall what Henry said last week? How does this new information confirm or deny his conclusion?”).  
- Allow a student to “pass” on a question, but come back to him or her later in class.  
- Admit when you make a mistake in class. Similarly if a student asks you a question to which you do not know the answer, promise to research the question after class or to provide students with appropriate resources to find the answer him or herself.
Keep the discussion focused.
- State the discussion topic at the beginning of the class.
- Periodically summarize the main themes/points brought out in discussion. Consider writing these main themes/points on the board.

End discussion smoothly.
- Review the main points of the discussion or ask a student, notified previously, to review the main points.
- At the end of the discussion, allow students to write down any conclusions or lingering questions they have. Perhaps, ask them how the discussion affected their views on a topic or their understanding of a concept. Ask several students to share these.
- Point out how the day’s discussion will tie in with the next discussion.

**SPECIFIC TYPES OF LARGE GROUP DISCUSSIONS**

**Developmental Discussion**
This is a technique in which a large group breaks down the problem-solving process into stages that approximate the scientific method. In the first part of class, students collectively identify a problem. Next, they suggest hypotheses concerning the problem, muster relevant data, evaluate alternative interpretations of the data, and assess the ability of the data to address the problem they identified at the beginning of class.

When using **Discussion Clusters**, members of a class are divided into smaller groups of four to six people, and the clusters are given one or two questions on a subject. One member of the cluster is chosen to record and report the group’s ideas to the entire class. This technique is particularly useful in larger classes and can encourage shy students to participate.

In a **Panel Discussion**, a selected group of students act as a panel, and the remaining class members act as the audience. The panel informally discusses selected questions. A panel leader is chosen and he/she summarizes the panel discussion and opens discussion to the audience.

**Debate Discussion** is a technique appropriate for discussing a controversial issue. The class is divided into two sides of pro/con or either/or, and each side and each speaker has a limited amount of time to speak. The object of the activity is to construct reasoned arguments that address the material and consider the arguments of the other side. Beware not to allow students to discredit fellow class members with *ad hominem* attacks.

**Role Playing** is a technique used to develop clearer insights into stakeholder positions and the forces that facilitate or hinder positive interactions or relations. Selected group members assume assigned roles (e.g., lawyer, doctor, engineer, diplomat, etc.) and act out an instructor-created scenario (e.g., a town-hall meeting on the ethics of stem cell research). The whole group then analyzes the roles and characteristics of the various players.

**CHALLENGES TO DISCUSSION**

*Students who do not contribute*: Be attentive to the sensibilities of shy and quiet students; integrate them into the discussion with support. Nervous or inarticulate students may be greatly aided by writing down some thoughts before contributing (even before the class meeting). Encourage them to try that approach.

*Students who contribute more than appropriate*: Approach students who dominate the discussion. You might suggest they develop some of their discussion points with you via ELMS or email or during office hours or that their contributions are limiting the ability of others to contribute to class discussion. Alternatively, you might resort to restructuring the discussion a little.
Make other students responsible for presenting small group discussions, require students to raise their hands, or begin calling on individual students.

*Students who fail to respect the discussion and their peers:* Make the group responsible for controlling unproductive antagonists by structuring a group response, i.e. articulate the student’s position (on the chalkboard, perhaps), and ask for a response. Of course, students who violate University codes of conduct should be referred to the Office of Student Conduct (See Part V: Classroom Climate).

*Students who are unprepared:* Quizzes or reflections to stimulate out-of-class reading may be effective. Make sure questions are structured to foster discussion based on comprehension.

**Collaborative Learning**

Students working independently are capable of learning deeply, and it is likely that those of us who teach undergraduate students are well suited to this sort of intellectual method. Nevertheless, structuring learning so that students are required to respond to one another’s ideas, create a product together, and, more to the point, teach each other, can be an effective teaching strategy. Collaborative or cooperative learning (or, on occasion, “group work”) has stimulated significant literature. Here are three definitions:

> “Collaborative learning’ is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together” [Smith, B. L. & MacGregor, J. T. (1992). *What Is Collaborative Learning.* In Goodsell, A. S. (Ed.), *Collaborative Learning: A sourcebook for higher education.* University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.: umdrive.memphis.edu/ggholson/public/collab.pdf]


> “Cooperative Learning procedures are designed to engage students actively in the learning process through inquiry and discussion with their peers in small groups” [Davidson, N. & Worsham, T. (1992). *Enhancing Thinking through Cooperative Learning.* New York: Teachers College Press.]

As you teach, bear in mind a few characteristics of the academic community. Advocates of collaborative learning regularly appeal to the importance of collaboration in the “business world,” reminding students of the ways offices, businesses, and even large corporations thrive on the projects developed and produced by teams. We in the academic community often work in isolation, but our disciplines are the product of many types of collaboration, including peer-review, grantsmanship, appointment, promotion, and tenure. We engage with our peers in matters of scholarship almost daily, and so it makes a degree of sense to craft a pedagogy that allows students the opportunity to act as a similarly motivated group. Collaborative learning, when planned well, structures effective communication between peers, peer evaluation, problem-solving, and the possibility that students will begin to teach each other.

The following examples are among the most well-known types of collaborative learning.

**Think-pair-share:**

1. Give students a discussion prompt, question, short problem, or issue to consider.
2. Individuals work briefly on a response.
3. Peers report their responses to each other in pairs.
4. Some (or all) pairs summarize their discussion for the large group.

Think-pair-share is a low-stakes, low-effort strategy for active learning and abbreviated collaboration. Students must work independently, communicate their ideas to peers, consider peer responses, and share that discussion in a way that begins to synthesize an exchange. While it is unlikely that all pairs in a class will have the opportunity for the last step, calling on random pairs means that most should be prepared. Think-pair-share requires that students act, instead of passively listening.

Problem-based learning (or PBL) introduces a specific problem to students, usually in groups, over an extended period, and requires that they understand the problem and begin to propose a response or solution. PBL begins to approximate the sort of work scholars do (think of the “problem” as a sort of research question), as well as the way students may need to approach problems in their lives after higher education.

Guided Design, a type of PBL, leads students through steps as they work on a problem. So, for instance, groups might do preliminary research and report back simultaneously, identify stakeholders and report back simultaneously, propose compromises and report back simultaneously, etc. For more information about PBL visit the University of Delaware’s Problem-Based Learning Site at www.udel.edu/inst and come to talk to us at the Center for Teaching Excellence.

Case studies provide students with sample problems from experience. So, for instance, students in microbiology might propose a response to a waterborne viral outbreak. Find more examples for the sciences and humanities at the National Center for Case Study Teaching in Science sciencecases.lib.buffalo.edu/cs/.

Simulations ask students to adopt roles as they perform the work of a problem-solving group. Students of government and politics, for example, might take on the roles of business owners, city council members, and neighborhood advocates in a zoning dispute.

Peer teaching is a very effective means for both the student teacher and student learner to learn new concepts or reinforce concepts with which they are familiar. One example of peer teaching is tutoring, which means guiding the learning of a newer student. This can be as informal as a brief discussion in which a student explains a concept or clarifies a misunderstanding. Supplemental instruction is the extended guidance students receive over an entire course from a secondary source (e.g., a tutor). Presentations ask students to communicate course material to their peers effectively. This requires more than restating content or paraphrasing the day’s readings.

Small group discussion offers students the chance to interact with peers, to listen, and to teach. Effective small group discussion is guided by clear directions and asks students to share a product (a summary of discussion, a consensus view with minority report, or even a critique of the discussion prompt).

Peer editing guides students as they review each others’ drafts of written work. This foundation of the craft of academic writing serves to teach both editor (who must learn to read critically and communicate criticism) and writer (who must learn to consume, evaluate, and incorporate feedback). When requiring peer editing, articulate clear expectations, instead of simply asking students to read and evaluate writing (e.g., have them identify a thesis statement and assess the strength of the writer’s evidence).
The **jigsaw strategy** breaks problems into small parts and assigns parts to groups who report back, contributing a piece of the puzzle’s solution. For example, each student in a group might be assigned a distinct article to read on a shared topic or issue; each would present that article to the group in preparation for a synthesis of all articles.

While there is of course some resistance to collaborative learning (think, for example, of your own experiences carrying the weight of the group whose participants may have not all contributed equitably), when planned carefully it helps to satisfy a number of goals. It requires active learning, in which students must engage with course material in ways lecturing alone cannot support. It takes advantage of the notion that teaching is learning and provides a structure for peer teaching. It supports multiple learning styles by adopting a heterogeneous approach (some students write, some discuss, some edit, some listen and synthesize, some move around to gather findings from different peers, etc). Finally, by simply unsettling what students are often used to (e.g., extended lectures with little or no contribution from inactive students), collaborative learning reminds students that learning requires more than listening, and that reminder may be an early step toward metacognition, the practice of thinking about (and recognizing) how we learn.

As you develop collaborative approaches, bear in mind the following:

- Do not simply put students in groups with vague directions to discuss a topic. Instead, focus the discussions with a question or topical conflict.
- Organize groups with a purpose. Have a learning objective in mind: Would it make more sense to assign groups randomly, to allow peers to organize themselves into groups, to place students together with those whose performance has been similar? There are rationales for each of the preceding; just be sure your strategy is not arbitrary.
- Always require a product of groups’ work, even if it is as informal as a brief summary of their discussion. Accountability will motivate students put in their full effort and the product will serve as a means of assessing their understanding.
- Consider ways for assigning roles, but resist appointing a “leader,” upon whom more responsibility will fall than his or her peers. Instead, think about roles that share work (e.g., facilitator, recording secretary, spokesperson).
- For long-term collaborative projects, require regular interim reports.
- Be attentive to student schedules. If requiring regular collaboration that demands face-to-face meetings, allow those meetings to take place during class.
- As with any method, be wary of overuse. If each class meeting relies on group work learning may be no more lasting than if each class relied exclusively on uninterrupted lectures.
- Always prepare and distribute a grading rubric for collaborative projects that will be graded.

**Resources:** CTE maintains a library which includes several works on collaborative learning. Consider reviewing one or more of the following:


**Lecturing**

Lecturing is one of our primary methods of instruction. The method’s greatest benefit is its efficiency for covering material and addressing large groups of students. It can
be particularly useful for presenting students with summaries of theories, synopses of current research, background information, and the essential facts of material that students will study in class. Whether you are leading a discussion or recitation section, introducing a lab, or teaching a section of a course, your lectures should be well conceived and planned and should incorporate student participation. The following suggestions detail many ways to improve your lecturing in large and small classes and are adapted from CTE’s Large Classes Teaching Guide, which is available at: www.cte.umd.edu/library/teachingLargeClass/guide/index.html.

Prepare your lecture:

- Decide what fundamental concepts students are expected to understand by the end of the lecture. Also determine how the lecture material is connected to other course materials and how you will illustrate this relationship to your students.
- You may begin the lecture by posing a problem, offering a provocative quotation, reviewing a current event, or addressing a question you received in office hours. No matter how you begin, make sure that you introduce students to the main point right from the start.
- Organize your lecture into ten to twelve minute intervals, the attention limit of most adults.
- For a fifty minute lecture, you could organize your lecture around four or five main points and/or punctuate the lecture with four or five opportunities for students to interact with one another and/or with the material (e.g., you could pose a complex question and ask students to respond; you could have students do a think-pair-share activity; you could ask individuals or groups of students to comment on the material). Use these moments to assess student learning.
- If needed, include stage directions for yourself in your lecture notes.
- Consider including professional information about yourself (research interests, teaching experience) in your lectures.
- If you plan to use technology, have a back-up plan in case of technical problems.

Make a smooth presentation:

- Use the blackboard or projected presentations to display the lecture’s main points and any definitions of fundamental concepts you expect the students to know. Whatever you display students will copy down, so keep slides and such to key points and then elaborate on them.
- Be familiar enough with the lecture to deliver it without simply reading your notes.
- Monitor the pace of your lecture. If students are scribbling madly, slow down and discuss ways to identify and situate the most important points of the presentation. If you sense that your students are not taking notes on important material, direct them to do so.
- Encourage your students to ask questions and share comments during the lecture. Try to integrate these student contributions into your lecture.
- Avoid the tendency to speed up at the end to simply cover the final bits of material.

Get feedback from your students:

- Consider periodically collecting a sample of your students’ notes to get an idea of how well your lectures are understood. Notify students well in advance that you may do this occasionally.
- Ask your students to assess their own understanding in writing. You could ask students to complete a daily report in which they complete the following phrases: “the point of today’s lecture is. . .” and “a question I have is . . .”. Alternatively, you could ask students to complete a “One-Minute Paper” in which they answer two questions: “what point(s)
are most important to you?” and “what point(s) are still unclear to you?”

- Put a question box in the classroom or lab or outside your office.
- Have students generate test questions for exams; this can easily be done using ELMS and shared with the whole class.

**Teaching and Learning with Technology**

Effective use of new instructional technologies begins with well-conceived and carefully planned content and learning objectives. Technology in the classroom can easily overshadow the learning it’s meant to enhance: technical difficulties, using technology for its own sake, and using a technology that one is only vaguely familiar with can impede rather than promote learning.

Teachers should approach technology with clear expectations: first, about the intended aims of the lesson, secondly, about what the technology itself can and cannot do to achieve those aims, and lastly, about students’ capabilities to use the technology to these ends. It can be tempting to use technology because an instructor assumes students of the millennial generation will immediately be capable of or interested in using it, but this is never a sufficient reason for choosing to use a particular tool.

As instructors consider using technology in their lesson plans, they should select tools that will aid them in achieving particular learning outcomes. Determine those outcomes first. For instance, if you are interested in helping your students develop their writing skills, consider what using blogs or wikis might contribute. Then, determine a specific purpose for the application of each tool (from the pencil to the podcast) you make part of your course. Will you use blogs and wikis to encourage students to engage in peer review, to practice writing in various formats? Finally, ensure that students can use the tool effectively. Do not assume that they are familiar with it. Use the Campus Resources listed below to offer them support and training.

Below are brief discussions of the resources available for teachers interested in instructional technologies, followed by introductions to specific instructional technologies.

**Campus Resources**

- Many classrooms on campus are equipped with computers and projectors for instructor use, and some have workstations for each student or for each pair of students, as well as wireless internet. If you teach or assist in a computer-equipped classroom, including campus Teaching Theaters, which are equipped with the greatest amount of technology, please see [www.oit.umd.edu/as/cc/](http://www.oit.umd.edu/as/cc/) for more on how to improve instruction in these enhanced classrooms. Teaching in these classrooms makes possible the use of many of the technologies discussed below, such as PowerPoint, Panopto, Adobe Connect, and clicker receivers. Additionally, wireless connections can allow students to do projects and efficient work in class, but may also prove a distraction. Consider establishing clear policies for acceptable student computer use.

- The Division of Information Technology (DIT) is the primary resource instructors should turn to for help with instructional technology on campus. The DIT Faculty Services website is at [www.oit.umd.edu/Faculty](http://www.oit.umd.edu/Faculty); its helpdesk is [www.helpdesk.umd.edu](http://www.helpdesk.umd.edu). DIT is reachable by phone at 301-405-1500. **Project NEThics** is an initiative of DIT to promote ethical uses of the internet in higher education. For more information about Project NEThics, see: [http://www.nethics.umd.edu/about/](http://www.nethics.umd.edu/about/).
Nonprint Media Services, part of the University Libraries, offers several ways to share digital images and videos with your students. Nonprint Media Services has a large catalogue of films, images, and music, and can help with screening options for your class. NMS’s website is www.lib.umd.edu/NPRINT.

**Instructional Technologies**

**Classroom Management System**

**ELMS** - The University of Maryland uses Canvas course management software, under the auspices of ELMS (variably, Enterprise Learning Management System). ELMS creates a “Course Space” for each course you teach. In these spaces you can manage many aspects of a course: you can create discussion boards, groups, blogs, and wikis, as well as share documents, calculate grades, and communicate with students.

To log in to ELMS, visit elms.umd.edu and enter your University directory ID (i.e., your @umd email ID) and password. From the main ELMS page (elms.umd.edu), there is a tab for “Instructor Support” for links to information about common ELMS tasks performed by instructors or to provide feedback about ELMS. Search for how-to instructions or browse handouts and videos to guide you through the implementation of ELMS features. Additionally, there are sample course spaces for you to look through linked at the bottom of the page.

As you consider the many modules available on ELMS, always be attentive to your learning objectives. It can be tempting to begin using an instructional technology merely because it seems attractive. Instead of arbitrarily creating assignments with new ELMS tools, consider precisely what you hope to accomplish. Also bear in mind the likelihood that students will almost certainly visit ELMS at least once a day, as many other faculty use ELMS. DIT’s Learning Technologies Group offers workshops and consultations for the effective use of ELMS. Their website is www.otal.umd.edu or a link to directly register for a workshop can be found on the Instructor Support tab mentioned above.

**Classroom Interaction Technology**

- **Adobe Connect** - Adobe Connect is a real-time virtual classroom environment designed for distance education and collaboration. Faculty can now create fully-featured live virtual classrooms to deliver lectures, hold virtual office hours, and run discussions through two-way audio and visual communication. While Connect can be quite useful, enabling distance education and allowing students not physically present to participate in the classroom, consider the limitations an entirely virtual communication can have before relying too heavily on the tool. More information is available at otalold.umd.edu/adobeconnect.

- **Clickers** - Student response devices, or “clickers,” are small, hand-held transmitters with which students respond to prompts and questions given by the instructor. Their answers can be compiled, projected to the group as graphs, and saved as daily reports. The University of Maryland uses Turning Point clickers; software can be downloaded by visiting clickers.umd.edu, or if you teach in a clicker enabled room, you can simply use the hardware available in that space. Students are now able to use smart phones and laptop devices to respond to clicker questions by visiting the same website.

Faculty use clicker questions for a number of purposes, including assessment of learning, taking attendance, prompting discussion, and quizzes. For instance, a chemistry instructor might project a formula on the screen and ask students to select one of four likely
outcomes. Students press the corresponding number on their clickers, and the compiled results are projected as graphs, displaying percentages or raw numbers (e.g., 30% or 3 students selected the first answer, 40% or 4 students selected the second, and so on).

While many who use clickers manage credit for responses as a small percentage of students’ participation grade or as a minor quiz grade, clickers can also be integrated into other pedagogical methods. For instance, the questions instructors ask offer good jumping off points into student discussion, both in small groups and in a class more generally.

Consider this example. In an ethics course, an instructor might ask students to consider a complex problem in which a physician must decide which of three approaches to a patient’s family’s decision-making is most acceptable. Students consider the question and three choices and vote for the best response. If the instructor simply collects those responses and moves along, he or she will have lost a rich opportunity for learning. Instead, you might ask students to explain and defend their choices to a small group of nearby peers, consider each other’s thinking, and vote again. You might ask individual students to articulate their rationales for the entire class and have peers respond. In any case, the responses students have offered with clickers are treated as an impetus for discussion and refined learning, and not merely as evaluation of a first answer. Additionally, students are able to see how their peers have responded to the question, and that collected response may stimulate additional discussion. The same holds for other disciplines. More information is available at clickers.umd.edu.

Recording Technology

- **Panopto** - Panopto is a lecture capture program available through ELMS in many classrooms on campus. Panopto can record any or all of the following sources: audio, computer screen, PowerPoint or Keynote slides, and video camera. Instructors who use Panopto can make the recorded materials available in their course spaces in ELMS. When viewing the content online, students can jump to specific points in the lecture based on the PowerPoint slides or other content used in the lecture. Students can also take notes in the system for personal or shared use. If available for the class, students will be able to download the audio or video content to iPods and MP3 players to use the content anytime and anywhere. To learn more about using Panopto in a classroom, or on your personal computer, contact DIT Instructional Facilities at classroom@umd.edu, or visit www.oit.umd.edu/tc/capture_intro.html. If you plan to use Panopto for recording your class, consider testing the technology in your classroom first since you may need to adjust recording settings.

- **Podcasts** - Podcasting is a way to share audio and video files. Faculty may podcast clips from lectures, demonstrations from labs, or other relevant content. Students may create podcasts as assignments. Podcasts remain a nascent tool in higher education, perhaps due to a combination of unease with unfamiliar technology and anxiety about distributing course content widely and outside of class (which some fear may diminish the apparent need to attend class). However, podcasts are also convenient and accessible: they can travel with students on mobile playback devices and do not require an uninterrupted internet connection. Podcasts should complement the teaching and learning that occurs in class, and their content and distribution should support learning goals. For instance, a video podcast demonstrating an experiment’s setup in advance of a chemistry lab might prepare students in advance of beginning the lab’s procedures. An audio podcast of James Joyce reading from Ulysses might help students recognize elements of the novel’s
prose style not noticed upon a first reading. A student-produced podcast on contemporary ethnography might require thoughtful work in the relatively new genre of digital storytelling. For assistance with podcasts or streaming media, visit otal.umd.edu/digital-media-services/.

Presentation Technology

- **PowerPoint** - PowerPoint and other slideshow programs can enhance teaching and learning when implemented thoughtfully. Slides should not simply include the text or a detailed outline of a lecture: too much content on a slide (in word or image) is distracting, requiring the student to process both sound and visual input simultaneously. Further, if there is too much text on a slide a student will simply tune out of the lecture in order to copy it. Rather, slides should contain key phrases, problems, images, and quotations. Avoid animation, brightly colored fonts, or music; these are distracting rather than useful. The lecture should interact with the slide: the instructor should point out images, refer to quotations, and discuss content. Consider using the 6-3 rule, no more than six words per bullet and no more than three bullets per slide.

- **Prezi** - Prezi is a web-based tool that uses a single canvas instead of traditional slides. Users organize text, images, videos and other presentation objects on a virtual canvas, and group them together in frames. Then a user can specify a particular path through these objects, zooming in and out and moving from one to another. This organization allows users to create a nonlinear path through the frames and objects based upon concept and relationship rather than in the linear organization that PowerPoint requires. The presentation can be developed in a browser window, then downloaded so that an internet connection is not needed when showing the presentation. It is available for free at prezi.com, though a more sophisticated version is also available for purchase.

Online Writing Tools

There are a number of online writing tools available through ELMS and other internet sources. All offer a number of pedagogical possibilities: writing on the internet is open for peer review and discussion. It offers students the opportunity to explore the drafting process from both the point of view of the writer and the critic, as well as to experiment with a variety of prose forms and styles.

- **Wikis** - are web-based documents subject to editing by multiple users. They make collaborative writing and editing possible, and they offer a visible history of changes made to shared documents. If, for example, you create a wiki on which a group of students writes a brief essay, the revisions made by individuals can be traced and connected to each student who has edited the document. While most are familiar with recent anxiety over Wikipedia’s effects on the ways information is evaluated, bear in mind that wikis are not necessarily available to any viewer or susceptible to edits by any user. You can, for instance, create a wikipage via Canvas, and only those in your course section or group are able to see and edit its content. Pedagogically effective implementation of wikis relies on their ability to support discernible learning goals, including improved collaborative writing and editorial judgment, and an enriched sense of how knowledge is developed and conveyed. The latter might be satisfied by addressing the ways a group collaboratively decides to emphasize some content, how groups compromise and limit the inclusion of peripheral information, and the fluid nature of shared documents.

- **Blogs** - are web sites whose primary content is a series of chronologically arranged entries, authored by a limited number of contributors, and subject to comments from read-
ers. Their content takes two forms, the main entries (or “posts”) composed by individual authors, and comments written in response to those posts. Blogs are often topical, frequently political, and generally adopt a personal voice. As web-based journals, they are a history of their authors’ commentary and reflections. A great many blogs are primarily academic, and they often serve as a sort of abbreviated introduction to longer scholarly work. It is worth noting that a number of blogs serve as hubs of communication between active scholars. Blogs can provide a useful venue for brief comments to supplement or prompt in-class discussion. For instance, the instructor might approve authorship ability for all students in the class and assign a limited number of blog posts by each student. Peers would be asked to write comments to each other’s posts, which would be evaluated for their relative depth. Alternatively, an instructor could post all of a blog’s entries and assign students responsibility for writing regular comments.

**Using Technology in Course Design**

- **Blended courses** involve a combination of face-to-face and online interactions, built on a rich, collaborative environment that includes a variety of information sources such as multimedia data, social technologies (such as blogs, Wikis, Twitter), simulations, and visualization for individual and collaborative learning projects. These courses differ from courses that just use online tools or spaces in that they give up or exchange some face-to-face time in return for course time spent online either synchronously or asynchronously. The University launched a new initiative in 2011 to develop innovative learning opportunities for students. It involves the complete redesign and implementation of ten challenging undergraduate courses from across the campus into blended learning formats. Brief descriptions of the ten blended undergraduate courses can be found here: [www.provost.umd.edu/announcements/BlendedLearning2011.cfm](http://www.provost.umd.edu/announcements/BlendedLearning2011.cfm).

- **Online courses** offer students the opportunity to learn in both synchronous (“live”) and asynchronous online learning environments. In the asynchronous mode, they are able to complete assignments, communicate with each other and with the instructor, and digest course content on their own schedule, as opposed to fifty minutes, three times a week. Design your course in a way that takes advantage of this: use ELMS and explore virtual classroom technology such as Adobe Connect, which allows for online discussions to take place and online lectures to be given. Please see DIT Learning Technologies, Digital Media, and Learning Technologies Group for information.

- **The Flipped Classroom** is a pedagogical model in which the typical lecture and homework elements of a course are reversed. For instance, students watch videos and learn course content outside of the classroom, and then come to class to complete “homework” with the help of instructors and peers. The value of a flipped class is in the repurposing of class time into engaging activities where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. To read more about flipped learning, please visit [http://www.educause.edu/library/resources/7-things-you-should-know-about-flipped-classrooms](http://www.educause.edu/library/resources/7-things-you-should-know-about-flipped-classrooms).

- **Mobile learning** allows students to use wireless internet and other mobile devices such as smart phones and tablets to fulfill course requirements either inside or outside of the classroom. Various strategies are possible such as projects that require field research or communication (e.g., interviews, image and video capture, scavenger hunts etc.). Social networking technologies such as Twitter or Facebook offer possibilities for asynchronous communication and the sharing of student- and instructor-generated material. Within class, mobile devices also offer ways to encourage participation: using Twitter, E-books,
and Google Documents to help students communicate on the “backchannel” of a course. It is important to establish clear policies for the use of wireless technologies in class and consider exploring options in mobile learning.

Ongoing Teaching-Related Responsibilities

Letters of Recommendation
You may be asked to write letters of recommendation for graduate school, scholarships, jobs, internships, and transfer applications. Here are some guidelines to consider if you are approached by students seeking a letter of recommendation (note, if you are a TA, the professor in charge of the course may be the best source for a letter, so consider discussing the request with him or her).

• If you cannot write a strong letter consider declining the request. Letters that simply state grades or describe performance are of little use to admission offices or selection committees, and weak praise can do more harm than good.
• Have students provide copies of any major work submitted to you, ideally, papers and projects with your written comments and grade included. Ask them to provide a list of courses they have taken with you, along with the grades they received. Ask for an unofficial transcript.
• Meet with students to discuss the nature of the letter. Determine its purpose and learn what you can about the program to which the student is applying. Ask students what they would like a letter to focus on and what skills they are trying to highlight. Stronger letters include concrete examples of the traits that you are writing about.
• If applicable, collect any forms that should accompany your letter.
• Determine the deadline and be sure to meet it. You might notify the student that you have sent the letter, to ease any anxiety on his or her part.

Teaching Portfolios
A teaching portfolio is a collection of documents and reflective essays that represent a teacher’s professional development and accomplishments. Because there is ever-growing concern about the quality of teaching on college campuses, more and more universities and colleges are considering the importance of teaching in hiring, promotion, and tenure decisions. If you are a graduate student you should be aware of the components of a teaching portfolio so that you can be prepared to construct one before you enter the academic job market. A teaching portfolio includes a narrative section that articulates one’s:

• Teaching philosophy
• Teaching responsibilities
• Teaching evaluations
• Collaboration with undergraduates
• Activities to improve teaching and learning
• Professional contributions
• Goals for the future

The narrative section of a teaching portfolio is supported by documents included in several appendices. Possible items to include in a teaching portfolio appendix:

• List of classes you have taught or for which you assisted
• List of teaching-related workshops you have attended
• Syllabi of classes you have taught or for which you assisted
• Student evaluations or summary of evaluations of your classes, if you have them
• Examples of assessments and graded student work for these assessments, if you have them
• Any articles, guides, narratives, poems, cartoons, and/or philosophical/spiritual writings that inspire your teaching

If any of the following are available, you might also collect:
• Complimentary teaching-related notes/emails from students or peers
• Letters from individuals who have observed your class
• Descriptions of teaching honors or grants you have received and teaching-related workshops/presentations you have given
• List of undergraduate or graduate TAs with whom you have worked
• Descriptions of several activities or projects that went well in your class
• Abstracts of teaching-related workshops you presented
• Copies of teaching-related articles, handbooks, and other resources you created
• A syllabus that you created for a class that you would like to teach in the future

You should start documenting your teaching from the day you receive your teaching assignment. When you are ready to create your teaching portfolio, CTE can work with you to edit your portfolio and ready it for presentation. CTE holds yearly 3-day portfolio retreats in addition to individual appointments. Please see cte.umd.edu/programs/graduate/GTAportfolio for more information.

III. The Classroom Climate

Fostering a positive, inclusive, and safe environment is an important step toward engaged teaching and learning. The student body at the University is diverse, and we have a responsibility to each student to provide the best possible learning environment. The following section provides information about the University’s expectations for creating a healthy classroom environment. It includes practical advice from instructors on methods, techniques, and approaches as well as resources for you and your students as you make your way through the semester.

University’s Statement on Classroom Climate
The University has an official statement on “Classroom Climate” - see Part V: Classroom Climate of this guide. The University is committed to equalizing opportunity and eliminating discrimination. The University’s Human Relations Code is also available in Part V: Classroom Climate. Please take a moment to familiarize yourself with the University’s position.

Diversity of Instructors and Students
The University community is diverse in terms of the student body, but also in terms of faculty and instructors. Both teachers and students bring a variety of experiences and backgrounds that make this campus such a rich learning community. Often important lessons are learned through the interaction with others who are dissimilar and have different backgrounds. These interactions help to prepare students for an increasingly global workplace and serve to broaden the students’ horizons as they learn about cultures, experiences, and lifestyles. Teaching and learning are enhanced by the wide range of racial, ethnic, sexual, religious, or economic diversity brought to the classroom. Many of the teachers that students will learn from at the University introduce their own diverse experiences, educations, and perspectives into the classroom.

The 2008 University Strategic Plan states:

As Maryland’s academic quality has increased and broadened so too has the diversity of its students, faculty, and staff. The University has em-
braced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs. Our diversity is fundamental to our excellence and has enriched our intellectual community. The University’s capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and the world. (Reprinted from the 2008 University Strategic Plan, sp07.umd.edu/StrategicPlanFinal.pdf.)

In support of the University’s Strategic Plan, there are campus offices and resources dedicated to diversity and inclusion such as the Office of Multi-Ethnic Student Education (OMSE) and the Lesbian, Gay, Bisexual, and Transgender Equity Center (LGBT Equity Center). This guide provides details about the offices and their services in Part IV: An Annotated Guide to Campus Resources. In general, they support faculty and instructors who wish to broach issues related to diversity and inclusion in their classes, students and staff seeking personal and academic support, and programs designed to increase awareness and conversation about difference across campus.

**English as a Second Language**

For international students—including GTAs—for whom English is not a native language, the following may provide support:

- Learning Assistance Service offers an ESOL (English for Speakers of Other Languages) Conversation Program (www.counseling.umd.edu/LAS/html/esolconvprog.html#home).
- The Maryland English Institute provides high-quality programs and courses for non-native speakers of English and strives to provide balanced perspectives of the diversity of American academic, social, and cultural life (mei.umd.edu/).
- The Second Language Education Program maintains a web page of resources for Teaching English to Speakers of Other Languages (TESOL). See www.education.umd.edu/EDCI/SLEC/index.html for more information.
- Free English editing services for international graduate students are offered under the aegis of the Graduate School (see www.english.umd.edu/academics/writingcenter/graduate/international).

**Strategies for Promoting Classroom Community**

Classes are constructed communities. While there are certainly many ways to promote an equitable and successful learning environment in your classroom, any approach should be founded on a sense of participation in an intellectual community founded on the importance of free exchange and respect for ideas from all sources.

Consider including a statement encouraging students to understand the classroom in this way in your course policies. For instance:

*This course requires university-level work and, as such, requires university-level participation. Every student will be expected to treat his or her peers as members of a scholarly community, to provide useful critique, and to refrain from destructive or harassing commentary. Do not talk while your peers are talking. Turn off phones when you arrive. Do not disrupt the class by packing up your materials before our meeting time has ended.*

An instructor must set the tone for the class and build a community within her classroom. Building a productive community requires effort and thought but it also brings great benefits and can help to create and sustain an effective learning community. Consider the following advice for beginning to build a successful classroom community:
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<th>Do</th>
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<tr>
<td>Integrate student comments into discussion to model good discourse.</td>
<td>Make students spokespeople for ethnic, gender, socioeconomic, or other groups.</td>
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<td>Circulate through the room, attentive to group behavior, in order to reinforce positive student-to-student interaction.</td>
<td>Ignore observed antagonism between groups of students.</td>
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<tr>
<td>Show students how to diplomatically critique each other’s work and rely on peer critique as a feature of your course.</td>
<td>Disrespect or humiliate any student, particularly in the presence of his or her peers.</td>
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<td>Learn and use student names and encourage students to use each other’s names in class discussion.</td>
<td>Create an ongoing sense of difference between a student whose exceptional work you share with the larger group and the rest of the class (i.e., be sure emphasis is on the work and not on the individual student, if you single him or her out for praise).</td>
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<td>Create assignments in which small groups share distinct responsibilities for a common learned objective.</td>
<td>Grade in a way that merely encourages students to compete with one another.</td>
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<td>Provide opportunities for students and groups of students to present their work to the class or to a larger public.</td>
<td>Let students regularly form the same small groups (if possible, put students together whom you think could learn from each other, given expressed interests and previously submitted work).</td>
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<tr>
<td>Be attentive to the varied experiences students bring to your course.</td>
<td>Make assumptions about students’ experiences and identities.</td>
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**University Resources for Supporting the Whole Student**

A successful classroom climate accommodates all students as much as possible. It also improves their learning and performance by attending to their needs. Below, you will find a number of campus resources whose services address the whole student. There are, of course, other support services available on campus, and you should explore the annotated guide to campus resources in the appendix to this handbook.

**Counseling Center**

The University of Maryland Counseling Center provides comprehensive psychological and career-related counseling services to meet the mental health and developmental needs of students and others in the campus community. To help foster students’ academic, personal, and career development, a wide range of counseling, consultation, and educational services are offered. The Counseling Center also supports the academic goals of the University through consultation with faculty, staff and campus organizations.

Two online resources in pdf form are available under the “Faculty/Staff” tab on the home page of the Counseling Center website, [www.counseling.umd.edu](http://www.counseling.umd.edu):

- **Helping Students in Distress**: A Faculty & Staff Guide for Assisting Students in Need.
- **Resource Directory**: Contains information about UM resources for helping students enhance the qualities and competencies that characterize a successful student.

In addition to these resources, the Counseling Center also sponsors the Faculty/Staff Warmline.
It is available to all members of the campus community concerned about a student, co-worker, or any other situation in which they need some expert consultation. As a “warmline” rather than a hotline, calls are received by the receptionists at the Counseling Center and referred to the counselor on emergency duty. Within an hour or two, the counselor will return your call to discuss your concerns and suggest next steps. To reach the Faculty/Staff Warmline, call 301-314-7651. Tell the receptionist that you are making a warmline call and wish to speak with a counselor as soon as one is available.

Located in Shoemaker Building, the Counseling Center is committed to diversity in staff composition and the programs provided. Resources in the Counseling Center that address a wide range of student needs are available through the Counseling Service, Learning Assistance Service, Disability Support Service, and Testing Office.

Counseling Service
The largest division of the Counseling Center is the Counseling Service, which provides help and support related to personal, interpersonal, and vocational issues. Staffed by licensed psychologists and counselors, the Counseling Service also is the largest mental health facility on campus. All services are free and strictly confidential. Services include:

- Individual, group, and couples counseling and psychotherapy
- Scheduled intake appointments
- Emergency appointments
- Walk-in hours for:
  - students of color
  - lesbian, gay, bisexual, and transgendered (LGBT) students
  - students seeking to choose a major
  - student veterans
  - student athletes
- Career counseling
- Crisis response
- Consultation services
- Outreach presentations
- Psychological, personality, and career interest testing
- Off-campus referrals

To schedule appointments with the Counseling Service, call 301-314-7651. Also see www.counseling.umd.edu/Services/ctrservices.htm for more information and self-help materials.

Learning Assistance Service
The Learning Assistance Service (LAS), a division of the University of Maryland Counseling Center, provides a variety of services to students of all ability levels to help them achieve academic success at the University. Experience has shown us that many students have not developed effective college learning strategies and often underestimate the amount of time needed to be a successful college student. LAS’s philosophy is to help empower students to be more active, engaged, self-regulated learners. Its services address student skills in the areas of time management, procrastination, goals and motivation, listening and note taking, mathematics, textbook reading, review and rehearsal, and test preparation and test taking. Students may meet individually with one of the academic counselors to assess their learning needs and develop an individually tailored program to help them develop more effective learning strategies. LAS also offers group workshops on learning topics in classrooms, student organizations, residence halls, and fraternity and sorority houses.
A variety of one-credit learning strategies courses are offered by the LAS staff. EDCP 108B is a general learning strategies course that teaches students how they learn and how to be a more effective, self-directed college student. EDCP 108G is for transfer students new to the University. EDCP 108M is a math study skills course to help students be more effective math learners. EDCP 108R is for adults who are returning to school to finish their undergraduate education. In addition, LAS offers several variations of EDCP 108B for students on probation or academic dismissal.

LAS offers two peer programs that match current students with peer helpers. The Guided Study Session Program (GSS) provides peer-led collaborative learning groups in large lower-level lecture classes that have traditionally had a high drop-failure-withdrawal rate (DFW). Trained peer leaders who previously took the course and performed exceptionally well attend the course lectures and then facilitate study groups twice a week. In addition to helping students review and solidify content, the GSS leaders work on helping students develop more effective learning strategies. Data on the performance of students using GSS show that participants outperform non-participants in the number of ABC grades earned and in their mean course grade. Participants also earn fewer DFW grades than non-participants. The Peer Assisted Learning (PAL) Program matches peer mentors with students who might need additional support in time management, organization, or tutoring.

LAS also has a computer learning lab available for students to work individually on skill development in the areas of math, study skills, and reading using their collection of CDs and DVDs. For more information: www.counseling.umd.edu/LAS/html/courses.html/.

Feel free to refer any students who you believe could benefit from assistance in developing more effective learning strategies. LAS is also available to consult with instructors who would like to build in learning strategies instruction into their course syllabus.

To contact the Learning Assistance Service, call 301-314-7693. LAS is located in 2202 Shoemaker Building and their website is www.counseling.umd.edu/LAS.

**Students with Disabilities**
Disability Support Service coordinates services that ensure equal access to University of Maryland College Park programs for individuals with disabilities. The DSS is located in 0106 Shoemaker and it can be reached at 301-314-7682 or via www.counseling.umd.edu/DSS.

**Classroom Accommodations:**

1. Students with disabilities are found eligible for classroom accommodations by meeting with a DSS counselor to share their disability documentation and to discuss their specific classroom accommodation needs.
2. They receive a formal accommodations letter at this meeting which lists each specific accommodation that has been approved by the DSS.
3. The students are guided by their DSS counselor through an interactive process in which they share and discuss their classroom accommodations with their instructors at the beginning of each semester.
4. During these discussions, students give their instructors a copy of their approved accommodations, which should be kept in the instructors’ files.
5. Classroom instructors are responsible for working with the student and the DSS in the implementation of each student’s approved classroom accommodations.
6. Students and instructors are encouraged to contact the DSS at 301-314-7682 or via dis-sup@umd.edu if they encounter any problems, concerns, issues, or need further clarify-
Accommodations for Classroom Exams: When students have approved testing accommodations (extended time; use of adaptive technology; distraction-reduced environment, etc.) and plan to take their exams in the DSS testing office, additional paperwork and preparation is required.

1. Early discussion between the student and the instructor of testing accommodations is important. Students could face scheduling conflicts with regard to extended time testing. If, for example, they have back to back classes on the scheduled exam date and need to reschedule the exam for another time.

2. When scheduling to take exams at the DSS testing office, the student is responsible for providing the instructor with a Test Authorization Form approximately five (5) days before the exam date. The Test Authorization Form is designed to be completed by the instructor with specific testing instructions and to be delivered to the DSS Testing office along with the classroom exam. Forms are available at www.counseling.umd.edu/DSS/forms.html.

3. Students can take accommodated classroom exams in the classroom building as long as the instructor is able to provide the approved accommodations listed on the student’s letter.

Addressing Classroom Disruption and Threatening Behavior
Successful class climates contribute to student learning and limit the sort of distractions that stifle learning. The following guidance from the Office of Student Conduct should help to create a class community in which student learning is not impeded by disruption. It is important to recognize that the dynamic between instructors and undergraduate students becomes on rare occasions an obstacle to learning and possibly a threat to everyone in the classroom. Creating and sustaining a course structure that supports learning and incorporates the needs of students (e.g., relying on more than one teaching strategy) will help to preempt disruptions; however, those who teach should be prepared to respond to disruptions if and when they arise and on very rare occasions to respond to students who are aggressive and threatening. If you feel threatened by a student or any other person, do not hesitate to call 911.

Further advice from the Office of Student Conduct is available at osc.umd.edu/OSC/GeneralFacultyDisruption.aspx:

Classroom disruptions by students occur seldom at the University. The Office of Student Conduct offers the following advice to assist faculty members who have never encountered a disruptive student and may be unsure how to respond.

1. Faculty members are responsible for management of the classroom environment. Teachers (as one court recently suggested) can be compared to judges: both focus on relevant issues, set reasonable time limits, assess the quality of ideas and expression, and make sure participants are heard in an orderly manner. While their ultimate goals may be different, both judges and teachers need to exercise authority with a sense of fairness, and with appreciation for the reality of human fallibility.

2. Classroom disruption should be seen as a disciplinary offense, as defined by the University’s Code of Student Conduct. The term “classroom disruption” means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults.
3. **Both students and faculty members have some measure of academic freedom.** University policies on classroom disruption cannot be used to punish lawful classroom dissent. The lawful expression of a disagreement with the teacher or other students is not in itself “disruptive” behavior.

4. **Rudeness, incivility, and disruption are often distinguishable, but may intersect.** In most instances, it’s better to respond to rudeness by example and suasion (e.g., advising a student in private that he or she appears to have a habit of interrupting others). Rudeness can become disruption when it is repetitive, especially after a warning has been given.

5. **Strategies to prevent and respond to disruptive behavior include the following:**
   - Clarify standards for the conduct of your class. For example, if you want students to raise their hands for permission to speak, say so, using reminders, as needed.
   - Serve as a role model for the conduct you expect from your students.
   - If you believe inappropriate behavior is occurring, consider a general word of caution, rather than warning a particular student (e.g., “we have too many contemporaneous conversations at the moment; let’s all focus on the same topic”).
   - If the behavior is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms, and have no intent to be offensive or disruptive.
   - There may be rare circumstances when it is necessary to speak to a student during class about his or her behavior. Try to do so in a firm and friendly manner, indicating that further discussion can occur after class. Public arguments and harsh language must be avoided.
   - A student who persists in disrupting a class may be directed to leave the classroom for the remainder of the class period. Whenever possible, prior consultation should be undertaken with the Department Chair and the Director of Student Conduct (301.314.8204).
   - If a disruption is serious, and other reasonable measures have failed, the class may be adjourned and the campus police summoned. Teachers must not use force or threats of force, except in immediate self-defense. Prepare a written account of the incident. Identify witnesses for the Campus Police, as needed.

6. **The Office of Student Conduct can help** by reviewing University disciplinary regulations with you and meeting with accused students formally or informally. It is better to report disruptive incidents promptly, even if they seem minor. One of the Office of Student Conduct preferred strategies is to develop behavioral contracts with students, so they have clear guidelines about what behavior is expected of them. In the most serious cases, the Office of Student Conduct can suspend students immediately, pending disciplinary proceedings, or medical evaluation.

7. **The Behavior Evaluation and Threat Assessment (BETA) Resource Group** consists of representatives from the Counseling Center, Mental Health Service, Office of Student Conduct, and...
Conduct, and Department of Public Safety. The group is available to meet with faculty or staff members who have concerns about a student’s behavior and is able to provide guidance for an appropriate response.

8. **In the event of an emergency or crisis situation, immediately contact the University Department of Public Safety – 911 OR 301.405.3333 (cellular and non-University line). The general information telephone number is 301.405.3555.**

The Counseling Center and Student Emergencies

The University Counseling Center has produced a guide, *Helping Students in Distress*, which includes clear strategies for responding to these uncommon incidents. The Counseling Center offers the following general guidance for responding to student emergencies:

1. For consultation with a counselor, call 301-314-7651, or walk to the Counseling Center in the Shoemaker Building.
2. If the student requires immediate medical attention, call or go to Urgent Care (301-314-9144 in the Health Center, or go directly to the hospital. If you know hospitalization is needed, you can also call 911.
3. If the student is unmanageable (e.g., aggressive, hostile, refusing care), call the University Police (911 or 301-405-3333) for assistance in transporting the student to the appropriate facility.
4. If you are directly threatened by a student or feel at risk, call the University Police (911 or 301-405-3333).
5. If you are unsure how best to deal with a situation that is not immediately dangerous, call the Behavioral Evaluation and Threat Assessment (BETA) Resource Group (301-314-8428) for legal, disciplinary, and counseling/psychiatric consultation.
6. For more guidance on responding to threatening situations, consult the Division of Student Affairs program, Behavior Evaluation & Threat Assessment Resource Group (BETA).

The Demanding Student

The Counseling Center’s *Helping Students in Distress* offers helpful guidelines for dealing with demanding students:

What to do:

- Talk to the student in a place that is safe and comfortable.
- Remain calm and in control.
- Set clear limits and hold the student to the allotted time for the discussion.
- Emphasize behaviors that are and aren’t acceptable.
- Respond quickly and with clear limits to behavior that disrupts class, study sessions, or consultations.
- Be prepared for manipulative requests and behaviors.
- Call the Counseling Center WARMLINE (301-314-7651) for help with identifying strategies for dealing with disruptive behaviors.
- Refer the student to the Counseling Center for counseling and/or a referral for off-campus therapy.
- Contact the Behavior Evaluation and Threat Assessment (BETA) Resource Group (301-314-8428) for legal, disciplinary, and counseling/psychiatric consultation.

Avoid:

- arguing with the student
- giving in to inappropriate requests
- adjusting your schedule or policies to accommodate the student
- ignoring inappropriate behavior that has an impact on you or other students
• feeling obligated to take care of the student or feeling guilty for not doing more
• allowing the student to intimidate you

The Severely Disoriented or Psychotic Student
Guidelines from the Counseling Center’s Helping Students in Distress include the following.
What to do:
• Consult with a professional at the Mental Health Service (301-314-1390) or Counseling Center (301-314-7651) to assess the student’s level of dysfunction.
• Speak to the student in a direct and concrete manner regarding your plan for getting him/her to a safe environment.
• Accompany the student to the Mental Health Service in the Health Center or the Counseling Center, or arrange for a police escort (911) to a local hospital’s emergency room if the student is highly impaired.
• Recognize that psychotic states can involve extreme emotion or lack of emotion and intense fear to the point of paranoia.
• Recognize that a student in this state may be dangerous to self or others.
Avoid:
• assuming the student will be able to care for him/herself
• agitating the student
• arguing with unrealistic thoughts
• assuming the student understands you
• allowing friends to care for the student without getting professional advice
• getting locked into one way of dealing with the student, be flexible
• assuming the family knows about the student’s condition

The Aggressive or Potentially Violent Student
Guidelines from the Counseling Center’s Helping Students in Distress include the following.
What to do:
• Assess your level of safety. Call 911 if you feel in danger.
• Remain in an open area with a visible means of escape.
• Explain to the student the behaviors that are unacceptable.
• Stay calm and gain control of the situation by setting limits.
• Use a time-out strategy (that is, ask the student to reschedule a meeting with you once she/he has calmed down) if the student refuses to cooperate and remains aggressive and/or agitated.
• Consult with professionals at the Counseling Center (301-314-7651).
• Contact the Campus Police (301-315-3555) to see if they have a record of previous abuse by this student.
• Contact the Campus Police (301-315-3555) to have them come to monitor the situation.
Avoid:
• staying in a situation in which you feel unsafe
• meeting alone with the student
• engaging in a screaming match or behaving in other ways that escalate anxiety and aggression
• ignoring signs that the student’s anger is escalating
• touching the student or crowding his/her sense of personal space
• ignoring a gut reaction that you are in danger

Helping Students in Distress is a booklet that offers guidance for responding to many more types of situations and for identifying distress. It is available online via the Counseling Center: www.cte.umd.edu/HSID.pdf.
**Ethical Teaching**

Regardless of the code of ethics to which you subscribe, being ethical in your teaching requires that you anticipate problems that may arise as you teach and that you think about how you would respond to them. Ultimately, your interaction with students is governed by University policy, but here are some precepts to consider.

Offer your students the intellectual and social tools they need to succeed in your class. For example, if you want your students to write a research paper, make sure you assess their ability to gather and organize material and teach them the expectations for research in your discipline. Similarly, if you want them to produce a group project, make sure you are clear about group members’ responsibilities to one another. Not giving your students the skills to do the job only sets them up for failure.

Show you care about the success of all your students, not just those who consistently make brilliant comments or are particularly charismatic. It is important you actively seek ways to pique the intellectual curiosity of all your students; this often means varying class topics, activities, and assessments.

Be a professional role model for your students. You should demonstrate to students how professionals in your field address intellectual problems. For example, if you are having your students solve a problem, you should show them how someone in your field does so. As you approach the problem, articulate your thought processes. Since peer review is standard practice in scholarly work, you might want to have your students assess each other’s performance. In order to model appropriate professional relations, explain to any student who inappropriately derides teaching assistants, peers, and professors in your presence that this sort of criticism is not in keeping with the ideals of the scholarly community.

Maintain your students’ right to personal privacy. Don’t ask students to reveal intimate details of their lives or sensitive demographic information about themselves to you or to their classmates. This includes information about their socio-economic class, sexual history, and political affiliation, among other data. Don’t assume that a student has given you permission to share the content of his or her work; do ask for permission to share a student’s work with the class.

Maintaining students’ personal privacy is essential to respecting students’ feelings and their relationships with peers. Be mindful of the power differential between you and your students. Even though you may feel an affinity toward one or all of your students, this should not lead to friendships with students during the period in which the class is ongoing. If you develop friendships with particular students, you may be perceived as playing favorites and may have difficulty assessing your friends’ academic performances. These risks are increased significantly if the relationship is romantic. Indeed, romantic involvement invites accusations of harassment. The full text of the University’s policy on sexual relationships and professional conduct can be found in the next section. On the other hand, you need not to be distant with your students. Your students value your attention, and you can be a good mentor if your interactions are centered on the course material. There are times when students will have personal problems they want to discuss with you.

It may be appropriate for you to address a student’s problem when it affects the student’s learning in class. But in cases in which the problem is major, even if it does not seem to affect academic performance, you should immediately refer the student to an appropriate support service on campus, such as the Counseling Center. For further details on the sexual harassment policy, see the University of Maryland Policy and Procedures on Sexual Harassment. University Policies on Professional Behavior. The University has codified a number of professional responsibilities (see Part
Sexual Relationships and Professional Conduct
(See Part V: Code of Conduct and Professional Conduct.)

Academic Confidentiality
The University complies with the regulations set forth in the Buckley Amendment, which is a part of the Family Educational Rights and Privacy Act (FERPA). This amendment protects a student from the disclosure of personal and academic information to anyone other than the student, including parents, except under special circumstances. Posting student grades with either student names or social security numbers, in whole or in part, is strictly prohibited and exposes the University and the responsible faculty member to civil litigation. Graded exams and papers should be returned to students individually, rather than left for retrieval outside of office doors. Other “protected” information includes, but is not limited to, special requests, current and past course registrations, enrollment status, financial aid disbursements, billing history, and any disciplinary actions. See Part V: Academic Confidentiality - FERPA for more information.

IV. Assessment of Student Learning & Instructor Teaching

Assessment of Student Learning Outcomes
Teaching requires assessment, i.e., the evaluation of student understanding in light of the goals of a lesson or a course. This is a broad definition, and indeed, there are many forms of assessment, and all of them involve student work. That work can be graded or ungraded. It can take a few minutes (as with the one-minute paper) or it can take weeks (as with the group project). It can ask students to demonstrate understanding or skills acquisition through writing, the creation of a product or presentation, or the ability to successfully accomplish some task. It can ask students to demonstrate their understanding as individuals or as members of a group.

Student learning outcomes articulate what a student should know or can do after completing a course or program. The assessment of student learning outcomes provides information that puts student learning at the forefront of academic planning processes. At the University of Maryland, the Provost’s Commission on Learning Outcomes Assessment provides the leadership and organizational procedures for our engagement in such assessment.

No matter their form, assessments should reflect—and be determined by—the learning goals of a lesson or a course. But linking goals to assessment can be tricky. If your goal is for students to understand a concept, do you mean that they should be able to recall facts? Summarize information? Apply information or predict consequences? Analyze or compare phenomena? Generate models? Evaluate and justify arguments? Perhaps you want your students to be able to demonstrate their understanding by doing a combination of these things. You should ask yourself whether or not your assessments are related to the goals of the lesson or the course, e.g., are the assessments measuring whether students have met the learning goals?

You might think of assessment as a multi-step process in which you:
1. Formulate a clear and succinct learning goal (or goals) for your students
2. Articulate those learning goals to your students
3. Decide what your students should be able to do if they have met those learning goals
4. Develop an assessment instrument (a test, essay, project, etc.) and a scoring rubric (described in the next section)
5. Administer the assessment instrument to your students
6. Evaluate your students’ performance on the assessment instrument
7. Assess your students’ mastery of the learning goals given their performance on the assessment instrument
8. Reflect on why students did or did not master the learning goals, and develop strategies to help them be as or more successful in the future

Assessments can be powerful contexts for student learning. They can:
- Deepen students’ understanding of a topic
- Ask that students think about their own learning
- Measure what students know or have learned in your class or in previous courses

**Campus Student Learning Outcomes**
The Provost’s Commission on Learning Outcomes Assessment produced “learning goals that span multiple common expectations for all UM undergraduates, including critical thinking and research skills, written and oral communication, science and quantitative reasoning, information literacy, and technological fluency.” They are available at [https://www.irpa.umd.edu/Assessment/LearningOutcomes](https://www.irpa.umd.edu/Assessment/LearningOutcomes).

The Provost’s Commission researched and formulated the following University-wide learning goals for UM students, which correspond to the essential elements of an undergraduate education as stated by Middle States Standard 12. These goals articulate the educational outcomes to which we as a University aspire for our graduates. The goals for these elements are not exhaustive, and not every student will necessarily master each goal. Finally, these goals must be understood as articulating with the goals and objectives of our General Education program and those of academic disciplines.

**Critical Reasoning and Research Skills**
Goal: University of Maryland undergraduates should learn and develop critical reasoning ([https://www.irpa.umd.edu/Assessment/Examples/crit-think-rubric.doc](https://www.irpa.umd.edu/Assessment/Examples/crit-think-rubric.doc)) and research skills that they can apply successfully within a wide range and intersection of disciplines inside and outside of academia.

**Written and Oral Communication**
Goal: Using standard English, University of Maryland undergraduates will communicate clearly and effectively in writing and orally for different audiences and purposes.

**Science and Quantitative Reasoning**
Goal: University of Maryland undergraduates should understand and be able to apply basic scientific and mathematical reasoning to their research efforts and critical analyses.

**Information Literacy Skills**
Goal: University of Maryland undergraduates will learn and develop information literacy skills that they can successfully apply within a wide range and intersection of disciplines inside and outside academia.

**Technology Fluency**
Goal: University of Maryland undergraduates will be able to understand basic technologies and how these relate to their specific disciplines, and will be able to apply these technologies to their research and academic efforts.

See [https://www.irpa.umd.edu/Assessment/AssessmentUM/goals_objectives.shtml](https://www.irpa.umd.edu/Assessment/AssessmentUM/goals_objectives.shtml) for a detailed description of each learning goal.
Effective Structures for Assessment

When an instructor creates an assessment, he or she should first determine its purpose and then structure the assessment so that students can communicate their comprehension and learn from the assessment process itself. Structuring effective assessments requires the following:

1. Describing assignments clearly and indicating the criteria by which student work will be evaluated.

2. Making assessments reasonable with respect to time and resources.

3. Assessing material at the same depth in which it was explored in class. For example, avoid using tests that assess only recall of facts if you emphasized higher-order thinking during class. Similarly, if you emphasized only factual or procedural understanding in class, you should not expect students to be able to demonstrate their understanding in complex analyses.

4. Letting your students know what to expect on in-class tests, quizzes, and exams. Discuss the structure, format, and grading standards for assignments. Consider making old tests and exams available to the class or providing a list of possible exam questions.

5. Giving assessment feedback as soon as you can. In order for students to learn from their performances, it is critical they receive timely feedback. Whenever possible return assessments within a week so that the assignment is fresh in your students’ minds.

6. Distribute a scoring rubric with the assignment so your students will know your assessment criteria. A rubric is a tool that details the gradations of difference between understanding something well and not understanding it at all. Rubrics require significant effort to construct, but they ultimately decrease the amount of labor dedicated to grading student work. They greatly increase consistency, and they enhance communication of expectations to students.

What follows on the next page is a rubric designed to grade a student presentation used in Professor Lois Veitri’s (GVPT) course, GVPT 470A.
<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Good</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Material related to thesis: all points clearly made; material related to the seminar theme</td>
<td>Many good points related to the seminar theme, thesis</td>
<td>Great deal of information not clearly connected to the theme or the seminar thesis</td>
<td>Thesis not clear and the information presented not related to the author’s thesis or seminar theme</td>
</tr>
<tr>
<td>Coherence &amp; Organization</td>
<td>Examples appropriate; presentation flows well; well-organized; within 3-5 minutes of the allotted time</td>
<td>Mostly logical and organized; need better transitions; with 5-7 minutes of allotted time</td>
<td>Concepts and ideas loosely connected; choppy; lacks clear transitions; within 8-10 minutes of the allotted time</td>
<td>Quite choppy, disjointed; no correspondence to author’s ideas; beyond 10 minutes of the allotted time</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Poised, clear articulation; enthusiasm for the material; confidence, good volume, eye contact with peers</td>
<td>Clear articulation but not as polished</td>
<td>Some mumbling; little eye contact; little or no expression</td>
<td>Inaudible; no eye contact; disinterested; spoke in a monotone</td>
</tr>
<tr>
<td>Audience Response</td>
<td>Involved the audience and maximized their learning with a handout; presentation generated questions</td>
<td>Involved the audience most of the time; hand-out not as polished</td>
<td>Tended to go off topic; lost the audience at times; no hand-out or hastily prepared</td>
<td>Incoherent; off topic; audience lost interest; no handout or use of blackboard to guide audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding (5)</th>
<th>Good (4)</th>
<th>Marginal (3)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence &amp; Org.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Speaking Skills</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Audience Resp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCORE __________ X 5 = GRADE
Grading Rubrics and Online Resources for Assessment
Many sample rubrics can be found online. The following list of links is a starting point only and may lead in promising directions for those developing and refining grading rubrics for their own assignments:

- The Effects of Instructional Rubrics on Learning to Write. Heidi Goodrich Andrade, Ohio University [cie.asu.edu/volume4/number4/](cie.asu.edu/volume4/number4/)
- General Rubric Template [edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html](edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html)
- Sample rubrics for cooperative learning, writing research reports, presentations, multimedia, video, web projects, and lesson plans, created by classroom teachers: University of Wisconsin, Stout [www.uwstout.edu/soe/profdev/rubrics.shtml](www.uwstout.edu/soe/profdev/rubrics.shtml)
- Sample Grading Writing Rubric by Nora Bellows, Center for Teaching Excellence, University of Maryland [www.cte.umd.edu/teaching/resources/StandardTraitWritingRubric.pdf](www.cte.umd.edu/teaching/resources/StandardTraitWritingRubric.pdf)
- Six Traits for Analyzing Historical Writing: The Montana Heritage Project [course1.winsonona.edu/shatfield/air/MontanaHistoricalwriting.pdf](course1.winsonona.edu/shatfield/air/MontanaHistoricalwriting.pdf)

Grading
When assessments are graded, the instructor must be consistent with University grading standards. Note that students occasionally believe that merely satisfactory work deserves an A, and so instructors should consider discussing the University’s official grading definitions on a syllabus or in the classroom. Instructors should seek to ensure that students have a clear understanding of what grades mean and how they are awarded. See the University’s Grade Definitions in Part V: Grades and Exams. At the same time UMEG offers several grades which do not appear on the official University grading standards. We have reproduced those choices and their definitions here.

UMEG grade options

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent mastery of subject</td>
</tr>
<tr>
<td>A</td>
<td>Good mastery of subject</td>
</tr>
<tr>
<td>A-</td>
<td>Acceptable mastery of subject</td>
</tr>
<tr>
<td>B+</td>
<td>Borderline understanding of subject</td>
</tr>
<tr>
<td>B</td>
<td>Failure</td>
</tr>
<tr>
<td>B-</td>
<td>Incomplete (Final Grades Only)</td>
</tr>
<tr>
<td>J</td>
<td>Judicial—student has been referred for a judicial review. No grade is posted and the “judicial review” is placed in the system. After the review is complete, the Honor Council panel will either submit the grade or ask the instructor to submit the grade earned (Final Grades Only). Faculty are never allowed to enter the XF grade themselves.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (Early Warning Grades Only)</td>
</tr>
<tr>
<td>Z</td>
<td>Never Attended—the grade posts as an “F” and a note indicating that the student never attended the course is placed in the system.</td>
</tr>
<tr>
<td>XF</td>
<td>Failure for academic dishonesty</td>
</tr>
</tbody>
</table>
**Plus/Minus Grading Policy**

Since Fall 2012, plus/minus grading is the University’s official grading policy. Under the policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>New Plus/Minus Grade Policy</th>
<th>Current Grade Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
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For more information, please see: www.testudo.umd.edu/plusminusimplementation.html.

**Other Campus Grading Policies and Guidelines**

*Part V: Grades and Exams* contains links and discussion of other specific grading policies. The following issues are also discussed in the Undergraduate Catalog [www.umd.edu/catalog/index.cfm/show/content.division/c/27/ss/1584](www.umd.edu/catalog/index.cfm/show/content.division/c/27/ss/1584):
- Grading and class attendance requirements
- Absences on test and exam days and on days when assignments are due
- The Pass/Fail, Audit, and Incomplete options
- Regulations about the administration of mid-term and final examinations

The following issues are also discussed in the [Office of Faculty Affairs](https://www.umd.edu/catalog/index.cfm/show/content.division/c/27/ss/1584) website:
- Incompletes
- Retaining final exams
- Arbitrary and Capricious Grading
- Formal grade complaints
- Early Warning Grades

**Arbitrary and Capricious Grading**

See *Part V* for resources about the University’s statement on grade appeals under point 6, *Procedures*.

**Early Warning Grades**

Early warning grades are to be submitted for those undergraduate students who are newly enrolled at Maryland. The UMEG system will prompt you if students in your course should receive early warning grades. These grades are an important component of our retention efforts as
they provide timely feedback to those students who are unfamiliar with our academic expectations. Faculty may submit a letter grade or “satisfactory/unsatisfactory” (S/U) marks. You are encouraged to adjust your course syllabus so that some graded work is available for your review by the time Early Warning Grades are due. See Part V: Grades and Exams or www.faculty.umd.edu for a current list of deadlines for Early Warning Grades.

Academic Integrity

Student Honor Pledge
I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Students are required to abide by the Honor Pledge in every assignment and test they are given. This section discusses academic integrity more fully.

Background, Policies, and Procedures
Students may be tempted to be academically dishonest on tests, papers, reports, and other assessments. Students engage in academic dishonesty for many reasons, including workload pressure, misunderstanding about what is and is not permissible, the desire to “beat the curve,” and the assumption that “everyone else is doing it.”

The Office of Student Conduct and Student Honor Council handles academic integrity cases. See the Part V: Academic Integrity and Code of Student Conduct section for definitions of academic dishonesty and the procedure for reporting cases. Faculty are bound by the honor code to report any case of suspected academic dishonesty, which is a “corrosive force in the academic life of a university.” Please see the Responsibility to Report Academic Dishonesty section of Part V for more details.

Preventing Academic Dishonesty
As an instructor, you need to do your best to prevent students from cheating. Below you will find tips for establishing an honest environment in the first week of class and for preventing plagiarism and cheating on homework and exams. Many of the following suggestions are adapted from articles by Nora Bellows (Ph.D., Department of English, 2004) and Ryan Claycomb (Ph.D. Department of English, 2004) in the fall 2001 issue of CTE’s Teaching & Learning News.

DURING THE FIRST WEEK
- Include a statement on academic integrity in your course syllabus. The Honor Council has crafted the following language for that purpose:

  The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”

- Discuss academic integrity in class and assure students that you will follow University procedures if you suspect a violation of the Code of Academic Integrity.
• Have students sign a form indicating that they understand the applications of the Code of Academic Integrity in your class or on a particular assignment.
• Clearly define the difference between collaborating and cheating and explain the extent to which students may collaborate on homework and other assignments.

TIPS FOR PREVENTING CHEATING ON HOMEWORK
• Do not reuse the same homework questions each semester. Consider changing questions slightly since many students may have access to the notes and assignments of past members of the class.
• If you use questions from a textbook, know that the answers are probably available on the internet.
• Ask students to show or explain how they arrived at their answers rather than simply asking them to give the final answer.
• Be reasonable about the amount of material you assign for homework. Sometimes what you think should take an hour actually takes students three hours. Attempt to gauge these data when possible.

TIPS FOR PREVENTING CHEATING ON TESTS AND EXAMS
• In large classes, create several versions of an exam. Changing the order of the questions or of multiple choice answers will prevent students from copying from each other, if they know there are multiple versions of the test.
• Place students in alternate seats and/or in assigned seats.
• Give numerous quizzes or other assessments that lead up to a test or exam to facilitate sustained and progressive learning, instead of last-minute cramming.
• Ask students to put all materials including electronic devices away during tests and exams.
• Collect all scrap paper with the test and exam booklets.
• Let students review, but not keep their tests and exams. Do not let them write on their tests and exams when you are reviewing them in class.

TIPS FOR PREVENTING PLAGIARISM
Throughout the semester:
• Ask students to complete the Honor Pledge for all assignments.
• Many students will have purchased a grammar handbook for English 101, and many of those guides include material on citation and plagiarism. Refer students to them.
• Develop assignments that dissuade plagiarism (for example, ask students to make connections between unlikely pairings of concepts, cases, or texts).
• Alter assignments every semester.
• Collect work periodically and in stages.
• Assign annotated bibliographies to ensure that students complete research.
• Consider requiring that some assignments be completed in class.
• Do not allow changes in research topics after students have completed initial stages of a long-term assignment.
• Collect and review early drafts of work (these are not to be graded).
• Have students visit the Libraries’ plagiarism resource page, www.lib.umd.edu/ues/guides/citation-tools.

As you review student work:
• Look carefully for style changes and work that is inconsistent with the student’s previous performances.
• Be attentive to an unfamiliar terminology or theoretical framework.
- Make sure sources are current.
- Note serious deviation from the assignment.
- Look for rational transitions, as opposed to excerpts cut and pasted from sources.
- Verify proper citation; problematic citation can indicate plagiarism.
- Be suspicious of a suddenly remarkable, or even expert paper from a student whose work has been inadequate to date.

RESPONDING TO CHEATING IN CLASS

The following is reproduced from the Honor Council’s “Recommended Responses to Suspected In-Progress Cheating”:

- Do not stop a student from completing the exam, even if you believe that he/she is cheating. Instead, interrupt the misconduct as described below, and identify those involved by setting their exams aside and recording their names. If, in reviewing the exams, you find evidence of cheating, report the suspected misconduct to the Student Honor Council.
- If a student is using notes or has notes visible, immediately and discreetly confiscate the notes. These materials may be important in providing charges if a student denies cheating. Make a note on the student’s exam indicating the time and student’s progress in the exam when the notes were taken.
- If students are talking, announce that no talking is permitted during exams, and/or quietly ask the students to stop talking.
- If students are talking or otherwise exchanging information, they can be asked to change seats or move apart.
- If you learn that a “ringer” may be taking an exam for another student, quietly approach him/her and ask for identification. If the student cannot or will not provide identification, campus police may be called or you may refuse to credit the exam until identification is presented.
- If a student is looking at others’ work, announce to the class that all work is individual, and/or quietly tell the student that eyes must be kept on one’s own paper.

Under the Code of Academic Integrity if a student is found responsible for violating the Code, the normal sanction is a grade of “XF” assigned for the course. However, no grade penalty may be imposed until a student admits misconduct or is found in violation after a hearing. While a disciplinary matter is pending, please post a grade of “J” which means “judicial action pending.” The grade shows up as an NG on the student’s transcript but will alert the Registrar’s office that a grade is pending judicial review.

**Academic Integrity Referral**

Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Honor Council promptly in writing (see Code of Academic Integrity, Point 2). Submit a complete written description of the incident, including all relevant details and information to Room 2118 of the Mitchell Building. A specific form for reporting academic dishonesty is available at shc.umd.edu/Uploads/SHC/Academic%20Integrity%20Referral%20PDF.pdf.

**The Resolution Process**

Honor Council members or designees will review all written referrals to determine that a report of academic dishonesty is supported by reasonable cause. If reasonable cause exists, the accused student will be informed in writing of the charges, and shall be offered an opportunity for a preliminary meeting to review the case. The faculty member or referring party may be included in the meeting.
During the preliminary meeting, the student will be provided with a copy of the *Code of Academic Integrity* and a statement of procedural rights approved by the Honor Council. If the referred student has no prior record of academic dishonesty or serious disciplinary misconduct, the student may choose to participate in an informal resolution with the referring party or designee in order to reach an agreement concerning how the case should be resolved.

The standard “XF” grade penalty will normally be imposed if the student agrees that he/she committed an act of academic dishonesty. Any other sanction agreed upon by the student and referring party or designee will constitute a recommendation to the Honor Council and must be supported by a written statement signed by the student and the referring party or designee.

If the student and referring party or designee cannot resolve the case in an informal resolution, the case will be scheduled for an Honor Review. The Honor Review is conducted by an Honor Board, normally consisting of six persons, five of whom will be voting members. The Board will normally consist of three students, two faculty members, and a non-voting student Presiding Officer.

**Self-Evaluation and Classroom Research**

Through close observation, collection of feedback, and design of experiments, instructors can determine a great deal about how students learn from various teaching approaches. Classroom research involves a context-specific investigation into how various teaching methods affect student learning in order to improve instruction. The following techniques are some ways to begin classroom research:

**Focused Listing** determines what students recall as the most important points related to a particular topic. With this technique, an instructor selects a topic recently covered in class and describes it in a word or short phrase. Both the instructor and the students write a list of items that relate to the word or phrase. The instructor’s list can be used as a master to compare to students’ lists. The data collected from this technique can be analyzed both quantitatively and qualitatively.

**Concept Maps** provide observable and assessable records of students’ conceptual schemata. Instructors choose a concept to use as a stimulus or starting point for the concept map. After brainstorming individually, instructors and students write down terms and phrases related to the concept and then draw their own concept maps. Within the maps, primary, secondary, and even tertiary associations should be identified. The instructor’s map can serve as a master copy for comparison in analyzing the data collected from this technique. A wide collection of resources regarding concept mapping is available online.

**Dual-Viewpoint Skills Portraits** require students to assess their level of development in course-related skills from more than one point of view. For this technique, an instructor identifies skills that the course is designed to strengthen and determines how students can observe themselves demonstrating these skills (videotape, audiotape, notes, etc.). Instructors provide students with fairly specific guidelines regarding what skills to focus on and what point of view to use, and direct students to write a description of their performance and to assess their performance in the focus skills using the following categories: ineffective, adequate, or very effective. Instructors can compare students’ self-assessments with their own assessment of the students. This technique also provides valuable information about the degree to which students can describe and analyze their own skills and how well they can empathize with the viewpoints of people who will evaluate their performance.
**Teacher-Designed Mini Evaluation Forms**, containing three to five questions, are useful for collecting student reactions to questions an instructor feels are important regarding his/her teaching. An instructor determines a few questions that closely relate to instructional goals for the class and develops appropriate coded responses such as multiple choice, scale, or short fill-in answers. The evaluation form should be carefully worded to collect constructive responses, and students should be permitted to return the forms anonymously. This technique can be used at regular intervals throughout the semester to allow the instructor time to make any necessary changes. See the sample midterm evaluations below.

The **One-minute Paper** is a particularly useful technique in large lecture courses to obtain anonymous student feedback on one or two questions. During the last five to ten minutes of a class session, an instructor asks students to respond frankly and concisely to one or two questions. Examples of questions that might provide relevant feedback are 1) What is the most important thing you learned in today’s class? and 2) What questions that you have from today’s class remain unanswered?

**Midterm Course Evaluations**
Midterm evaluations are an often-overlooked instrument for assessment and improvement. Because they are generally formative (that is, their purpose is to determine needs for improvement in the immediate future), and typically not passed along to one’s department, these can be especially valuable. Here are three sample midterm evaluations:

**Example #1**
1. What have you learned in this course that you have found particularly interesting or exciting?
   a. _____________________________________________________________________
   b. _____________________________________________________________________
   c. _____________________________________________________________________

2. What has been taught that is still confusing or unclear and do you feel needs more coverage in class?
   a. _____________________________________________________________________
   b. _____________________________________________________________________
   c. _____________________________________________________________________

3. How would you rate the teaching and learning climate in the class? Is the atmosphere a positive one for all students, regardless of race, gender, disability or other individual differences? Please comment briefly:

**Example #2**
Instructions: Please complete the form below honestly and include details as appropriate. The purpose of your feedback is to help determine how the course is going at this point and what areas might be improved to better meet student needs. Areas you may wish to comment on could include: homework, teaching style, fairness, the textbook and other materials, intellectual stimulation, etc. However, please comment on any aspects that are important to you.

   Anonymous Mid-Point Student Feedback Form
   - What’s going right?
   - What should change?
   - What would help you get more out of this course?
Example #3
Use the instructions provided above (Example #2):
• What aspect of the class has been most useful for helping you learn the material?
• What aspect of the class has been least useful for helping you learn the material?
• What aspect of the class have you liked the most?
• Give one suggestion for how we might change the class to meet your learning needs?

Online Course Evaluation: CourseEvalUM

The University has recently implemented an online, campus-wide course evaluation system, “CourseEvalUM,” which can be found at www.courseevalum.umd.edu. The instrument includes 15 questions, 7 student-interest and 8 administrative-interest; responses to the former are ultimately seen by only students and the instructor, while responses to the latter are also available to administrators. Access to results is driven by participation. Students see reports only when 70% or more of a course’s students complete the evaluation and only if they have completed evaluations for the courses they have taken (this is waived for new students).

The University distributes email notification when the evaluation system is live, instructing students and instructors on process. Colleges, departments, and instructors will eventually be able to craft their own questions to supplement the 15 campus-wide measures.

To review course reports, visit and log in to ares.umd.edu and follow the link to Course-EvalUM Reports, under Faculty Services. Quantitative data are compared against those from “similarly leveled course sections (e.g., all 200-level course sections)” in the home college. Results include a column in which that college-wide mean is provided for comparison with your course’s.

All of the above is summary information taken from the general CourseEvalUM site found at https://www.irpa.umd.edu/Assessment/crs_eval.shtml and its FAQ page, which can be found at https://www.irpa.umd.edu/Assessment/CourseEval/fac_faq.shtml, both of which explain the history of the system, information about its current features, and plans for future enhancements.

Please note that if you are not officially listed as a TA or course instructor in the University course registration system (SIS), your students will not be able to fill out a course evaluation for you. For questions about your status of a course that you are teaching, please see your departmental registration coordinator.
Part II: A Teaching Assistant’s Guide to Teaching and Learning

Working as a graduate teaching assistant (GTA) at the University of Maryland can be a rewarding experience for both you and your students. As a GTA, you are often the first or primary personal contact students will have with an instructor during their first year. Your interactions with those students will significantly impact the type of experience they have as undergraduate learners. With preparation, planning, and effective time management, a teaching assistantship can prepare you to be an effective future faculty member and to improve your scholarship. Teaching is an intellectual challenge, and the GTA experience will help shape your identity as a member of our scholarly community. Whether you lead discussions, evaluate written work, or plan and execute your own course, the skills you learn and refine as a teacher will offer you experiences that can be broadly applied.

In the following section, we provide information about the status of GTAs, and we address the following questions: What constitutes a full-time assistantship? What opportunities exist for GTAs to advance in their professional development as a teacher? What are the obligations for GTAs to their department? What ethical codes apply to GTAs in the classroom or lab? The purpose of this guide is to help you identify where to go, whom to ask, and what to expect when questions arise as a GTA on the University of Maryland’s College Park campus. This section should be read in conjunction with The Graduate Catalog (www.gradschool.umd.edu/catalog), which includes the University’s official expectations and policies with regard to graduate assistantships.

Duties and Responsibilities
GTAs’ specific duties vary across disciplines and departments. Generally, the duties of your assistantship are to be consistent with the objectives of the University’s mission and should be “educationally productive” for graduate students. Expectations, either by the department or by the GTA’s advisor or lead instructor, should be explicit regardless of whether the position is full- or part-time. You may find it useful to talk to previous GTAs for the course that you are teaching and to ask them what the workload was like, when the most time intensive parts of the semester fall, and what kinds of challenges the course poses for students. You will feel more confident and more productive when you have asked questions and clarified the purpose and specific responsibilities and expectations for your job.

For the majority of teaching assistants, assignments and responsibilities fall into four categories:

- assuming teaching responsibility for a laboratory or discussion section of a course;
- assuming teaching responsibility for a section of a multi-section course, under the close supervision of the director(s) of the course;
- assisting a faculty member in the grading, advising, and administrative duties necessary for a course(s);

Within a department, the particular assignment depends on the department’s needs and the experience and academic qualifications of the GTA. All GTAs serving in any capacity are under the direction and close supervision of a member of the faculty.

Time Commitment
The University’s expected time commitment is 20 hours for a full-time assistantship and 10 hours for a part-time assignment. Although workload may vary from week to week, it should average out to 20 and 10 hours respectively. Refer to The Graduate Catalog at www.gradschool.umd.edu/catalog/assistantship_policies.htm or in section V of this guide for policies regarding a GTA’s time commitment.
It is important to note that your own graduate coursework and studies are your first priority as a student. As you plan your own graduate courses, try to avoid extra responsibilities during peak times in the course you’re teaching. For example, avoid selecting dates for your own in-class presentations that coincide with heavy grading of your students’ work.

Teaching Discussion, Recitation, and Lab Sessions
As the leader of a discussion, recitation, or laboratory session, you are responsible for clarifying and supplementing the material and concepts that constitute a large course, generally taught by a faculty member. Consider the following guidance:

• Attend the professor’s lectures. Many faculty members will require your attendance, but even if attendance is optional you are well served by reviewing the same material to which your students are exposed.

• Make sure you understand the material. This hardly means that you will be prepared to answer any conceivable question, but even course content in which you are an expert should get a brief review. There is no shortage of stories in which advanced teachers slip up on “familiar” material. It is perfectly fine to say, “I don’t know, but I’ll check on it and get back to you.”

• Communicate with others. Many GTAs are required to attend meetings with the course professor or lab coordinator and other GTAs. Even if your professor does not hold regular meetings, be sure you understand his or her objectives for each section of the course, and be sure that the objectives for your discussion or recitation sessions are consistent with the professor’s. Determine early on what the professor expects students to gain from your session.

• Build relationships with fellow teachers. Your peers and colleagues can be excellent resources for lesson planning, trouble shooting, and sharing grading strategies.

• Remember that you are in a position of authority. While a dictatorial pedagogy will very likely not serve you or your students well, students should neither be encouraged to treat you as a peer, nor should they regard you as an obstacle to the professor. See “The First Class Session” below for strategies to avoid either situation.

• Learn your students’ names early on by asking the course professor to supply you with the photo roster of students, available to the teacher of record via the University of Maryland Electronic Grading (UMEG) system (www.umeg.umd.edu).

• Access available resources for lab safety: the laboratory science departments supply laboratory safety information to lab teaching assistants; for general information on laboratory safety, visit www.des.umd.edu/ls/index.html.

• Remember that a good experience as a discussion, recitation, or lab leader can be especially rewarding. You will almost certainly have significant contact with students and will be in a position to contribute meaningfully to their education. Many of your students will appreciate your dedication, just as you appreciate your own professors’.

• Attend another GTA’s section. Observation can be a good strategy for improving your own teaching.

Autonomous Teaching
In some cases, GTAs serve as the teacher of record for undergraduate courses. Autonomous GTAs should consider the following guidance:

• Communicate with your department mentor or supervisor about your course plans and the relevant curricular requirements.

• Make sure your plans are consistent with descriptions of the course in the undergraduate catalogue, with department course descriptions, and, as much as possible, with other sec-
tions taught by colleagues.

- Be reasonable about the scope of coverage, the amount of work you require, and the amount of work you can grade in a timely manner. Consult with senior peers and course faculty as you determine what is appropriate.

- Offer clear statements of relevant department and University standards in your course policies because students need to know what is expected.

- Maintain clarity about your expectations in the syllabus. Think of the syllabus as a contract with students, so that students understand and can count on your expectations.

- Be aware that undergraduate students are sometimes accustomed to seeing graduate students work for professors; students may initially regard you as a novice teacher and may express concern about the absence of a regular faculty member. Your department has signaled that you are the course instructor; adopt and maintain the persona of the teacher of record.

- Familiarize yourself with grading rubrics and University definitions of grades (see “Assessment of Student Learning”). Fellow teachers are often generous about sharing their grading rubrics, standards, and course policies. Be sure to ask first, but you are able to use examples from other GTAs and faculty.

Summer and Winter Terms

On occasion, GTAs teach sections of courses over the Winter term or during one of two Summer sessions. The challenges of teaching a full course in half of the usual time are often equaled by the intellectual reward, but it is important to approach these courses carefully. Consider the following guidance:

- Articulate course objectives to oneself and to one’s students orally and in a course description on the syllabus. Devote class time to explaining those goals early on, and maintain focus throughout the course.

- Resist the urge to do the same thing for a whole class period, especially if it is an extended one. Try not to lecture for the full class period. Learning improves with variation in teaching methods (for example, alternating between lecturing, small group discussion, and student presentations).

- Because the course is occurring in a shorter time period, assign reading and course work accordingly.

- Allow students formal breaks during long classes, but use organized exercises to reconvene the group in order to recapture the momentum of learning.

- Remember that graded work should be returned before subsequent assignments are due. You will have less time to grade than in a regular course, so plan ahead.

Graduate Teaching Assistant Orientation

Just before the start of each new semester, CTE offers an orientation for new and returning graduate teaching assistants from across the disciplines. Fall Orientation is an all-day event where GTAs are introduced to important members of the administration, given a comprehensive guide to campus resources, provided a host of teaching and learning tips from experienced faculty, and invited to participate in smaller workshops on a range of teaching topics such as facilitating productive discussions, dealing with problem students, and overcoming first-day jitters. Spring Orientation is a half-day event, facilitated by CTE staff.

For more information about GTA orientations visit: cte.umd.edu/programs/graduate/GTAOrientationCurrent.html.
Information for International GTAs
Serving as an international GTA can be a challenge. Some international GTAs are self-conscious about their proficiency in spoken and written English and may be unsettled by certain U.S. student attitudes toward school, work, teachers, and classmates. However, with time and assistance international GTAs are able to address these challenges and use their internationality to their advantage in the classroom. To make the most of their teaching experience, international GTAs should consider doing the following:

- Discuss teaching concerns and expectations with supervising professors, mentors, graduate directors, the staff at the Center for Teaching Excellence, and other GTAs, both international and domestic.
- Consult Learning Assistance Services’ free ESOL Conversation Program, which helps international students expand vocabulary, improve pronunciation, and increase speaking and listening abilities. A description of this program is found at www.counseling.umd.edu/LAS/html/esolconvprog.html.
- Look into the editorial service program administered by the Graduate School. Information about English editing for international graduate students is found at www.english.umd.edu/academics/writingcenter/graduate/international.
- Read through the International Teaching Assistant Handbook: An Introduction to University and College Teaching in the United States, which is available at oic.id.ucsb.edu/international-ta-handbook.
- See the description of International Teaching Fellows Program under Professionalization Opportunities at the end of this section.

Working With a Faculty Supervisor
While the expectations of faculty supervisors vary, you will be well served by the following suggestions:

- Communicate with the course’s supervising professor often.
- Make sure you and your supervisor understand and agree to your responsibilities.
- Familiarize yourself with all course materials, including the syllabus, course policies, and any supplementary guides. Review them often.
- While you may not be required to attend the professor’s lecture, it is a good idea to do so, particularly if you are responsible for leading discussion sections that amplify the material covered in lecture.
- Take advantage of the expertise of colleagues who have served as GTAs. Review available teaching files and ask senior colleagues questions.
- Bring serious problems to the supervisor’s attention.

What if things are not going well?

- If problems arise in your work with a faculty member, consult the Graduate Catalog www.gradschool.umd.edu/catalog/assistantship_policies.htm or Part V of this guide for details about how to resolve conflicts.
- Don’t talk to your undergraduate students about any of the difficulties you are having with the professor. It is unprofessional to discuss problems you are having with students whom you teach.
- Be careful with whom you discuss problems. You want to maintain professionalism. Other graduate students may have been in a similar situation and able to offer advice or support but you want to be mindful not to fuel departmental gossip.
- Find an outlet for the stress you may be under if the relationship with your faculty member is not going well. The Counseling Center is an excellent resource.
- Do contact the graduate student Ombuds Officer if you have serious concerns. Any con-
The conversation you have with the Ombuds Office is confidential.

**Statement on Sexual Relationships and Professional Conduct**
The University has specific guidelines regarding sexual relationships with students and faculty. You will want to refer to these policies and guidelines, which can be found in *Part V*.

**Professionalization Opportunities**

**University Teaching & Learning Program**
CTE, with support from the Dean for Undergraduate Studies and the Dean of the Graduate School, developed the University Teaching and Learning Program (UTLP), a certificate program designed to assist in GTAs’ professional development as college teachers. At the heart of the UTLP is the philosophy that teaching, like research, is a scholarly activity, one which requires intellectual engagement and public conversation. To complete CTE’s program in University Teaching and Learning, GTAs must fulfill requirements that reflect this philosophy.

When GTAs complete the program they will be recognized at an annual reception to celebrate graduate teaching assistants, and they will receive both transcript notation and a certificate acknowledging their participation in the program, tangible evidence of their thoughtful engagement with issues central to college teaching. This program is self-paced. GTAs with at least one semester of college teaching experience (at the University of Maryland or elsewhere) are welcome to apply. For more information or to register for the UTLP, please contact the UTLP coordinator at 301-314-1287 or visit [www.cte.umd.edu/programs/graduate/UTLP](http://www.cte.umd.edu/programs/graduate/UTLP).

**Teaching Assistant Portfolio Retreat**
If you plan to teach at the university level, you will need a statement of teaching philosophy and a teaching portfolio. CTE hosts three-day retreats in which GTAs will write their statement of teaching philosophy and create a teaching portfolio. This is a valuable opportunity for all graduate teaching assistants who anticipate entering the job market within the next two years. For upcoming retreats and more information visit: [www.cte.umd.edu/programs/graduate/GTAPortfolio/index.html](http://www.cte.umd.edu/programs/graduate/GTAPortfolio/index.html).

**The CTE-Graduate School Lilly Teaching Fellows Program**
The CTE-Graduate School Lilly Teaching Fellows Program is a graduate student learning community funded by the Graduate School in partnership with CTE to support the professional development of graduate students who aspire to be university faculty. The program is modeled after the very successful CTE-Lilly Fellows Program for faculty, which has been in existence for nearly two decades. The CTE-Graduate School Lilly Teaching Fellows Program is open to senior graduate students from across campus who are making appropriate progress to degree and who have at least two years of teaching experience.

The program provides up to eight graduate students from the College Park campus the opportunity to meet regularly during the academic year to discuss important issues in undergraduate education. The selected fellows are expected to develop a sustained conversation about teaching and learning and together construct and implement a project, initiative or event relevant to the improvement of the educational culture at the University of Maryland. Full-time senior graduate students from the College Park campus who are interested in lively explorations and discussions on teaching and learning are encouraged to apply. For more information about this program visit [www.cte.umd.edu/programs/graduate/lillygraduate/](http://www.cte.umd.edu/programs/graduate/lillygraduate/).
**International Teaching Fellowship**
The Graduate School, in partnership with CTE, offers a fellowship program to support the professional development of international graduate students. The International Teaching Fellowship pairs international graduate teaching assistants who have recently joined the University with a mentor who observes and consults with the international students to facilitate their development as future faculty and as current teaching assistants. The International Teaching Fellows meet as a learning community several times each semester under the guidance of CTE. They write, share, and discuss reflections on teaching and strategies for improvement of their understanding of effective undergraduate teaching. Candidates for this fellowship are nominated by their departments. Further information on the program expectations is available at [cte.umd.edu/ITF/index.html](http://cte.umd.edu/ITF/index.html).

**Lilly-DC Conference Grants**
The Lilly-DC Conference combines interactive workshop sessions, discussions, and feature presentations with opportunities for informal discussion about excellence in college and university teaching and learning. Each spring, faculty and graduate students from across disciplines and types of academic institutions come together to exchange ideas and network. CTE staff, along with University of Maryland faculty and GTAs, have attended this conference for a number of years. It is an outstanding opportunity to meet others from the Mid-Atlantic interested in the scholarship of teaching and learning and to discuss effective strategies for undergraduate education. CTE, with support from the Dean for Undergraduate Studies, awards CTE Lilly-DC Graduate Student Conference Grants that will cover the costs of attending the conference. For more information visit: [www.cte.umd.edu/grants/LillyEastTravelGrants.html](http://www.cte.umd.edu/grants/LillyEastTravelGrants.html).

Additional resources specific to the needs of graduate teaching assistants can be found in *Part IV: An Annotated Guide to Campus Resources*. 
Part III: A Brief Guide to Teaching for Faculty Members

As a member of the instructional faculty, you are the foundation of teaching and learning at the University of Maryland. As an accomplished scholar, you introduce students to the histories, concepts, and problems of the disciplines that shape the academic work of undergraduates. Whatever the venue for learning may be, effective faculty recognize that undergraduate teaching requires attention to the way students learn.

As new faculty, you may be teaching your first autonomous course. For those who have taught previously, you may be adjusting to a new teaching and student culture. Returning faculty may want to expand their existing methods, grow their pedagogical knowledge base, or engage in a deeper exchange of scholarship about teaching and learning. Our aim in this section is to provide resources for all three audiences and to improve the quality of undergraduate teaching and learning at the University by pointing instructional faculty to valuable campus resources. This section presents many of the University’s expectations of its teaching faculty, as well as pedagogical and operational guidance applicable to faculty. It includes material from the Office of Faculty Affairs’ website (www.faculty.umd.edu, see “Teaching Policies”) and the Annual Instructional Policies & Guidelines for Faculty booklet.

Acclimating to Your New Teaching Community

If you are a new member of the University of Maryland instructional faculty, an awareness of your expectations and prior educational experiences will be helpful as you settle into a new teaching and learning culture. Quite understandably previous experience and academic settings play a significant role in one’s teaching schemas—especially in one’s conceptions of what constitutes “good teaching.” Many faculty pursue careers in higher education because of a relationship they shared with an instructor, professor, or mentor along the way. Having these positive experiences is an important part of becoming a teacher yourself. Role models give us something to work toward as well as provide an example for handling the challenges that arise when we teach. Sometimes, though, our schemas can work as barriers. Each institution has a unique culture and reconciling previous lived experience with the realities of a new setting can be frustrating. In many cases, prior experience may help you to solve problems or meet challenges in fresh and exemplary ways that your Maryland colleagues have never considered. However, simply re-purposing methods, syllabi, course policies, and expectations will be less rewarding for you and your students than if you take the time to modify your existing schema to attend to the realities of your new setting.

Just as faculty remain engaged with evolving conversations in their disciplines, good teachers reflect on effective pedagogy by utilizing campus resources and learning from experienced colleagues. There are several opportunities outside of one’s home department to learn about the University of Maryland’s teaching and student culture. In August each year, the Office of Faculty Affairs runs a New Faculty Orientation. Materials about orientation are mailed out to newly hired faculty over the summer and details are available on the Faculty Affairs website (www.faculty.umd.edu/orientation). Additionally, CTE offers workshops, consultations, and fellowships to faculty in the interest of building a community of teachers across disciplinary boundaries, to address individual concerns and questions, to stimulate investigation and inquiry about the scholarship of teaching and learning, and to confront institutional challenges to student learning. Your home department or college may also have a local Center for Teaching Excellence designed to address disciplinary questions and needs related to teaching. Finally, search out experienced faculty in your department—especially those who have taught courses you will be teaching.
Though you may want to teach the course differently or have starkly different approaches, experienced faculty can offer valuable insights into student habits and behavior, expectations, and attitudes that will help you be better prepared when you begin to teach.

Identifying a Teaching Mentor

Often, mentoring of new faculty focuses strictly on professional academic career development, but research has shown that mentoring which focuses on teaching plays an important role in faculty job satisfaction. In the July-August 2010 issue of Academe, Nancy Beckerman explains that, “a review of successful mentoring programs revealed that the emphasis on teaching in mentoring resulted in more enthusiasm for teaching, increased interest in educational research, higher publication rates, and greater numbers of presentations about education at professional association meetings.” As you develop your skills and persona as a teacher and become familiar with your new colleagues, it is helpful to identify a teaching mentor from your discipline. The mentor should be a more senior faculty member willing to contribute to your improvement. All tenure-track and some other faculty are assigned mentors; even so, it is frequently helpful to have a specific teaching-focused mentor.

In locating a mentor, consider the following guidance:

- Work with your mentor to determine expectations for the mentorship. Be clear about the expectations you bring. It is most helpful to find a mentor who will critique your teaching and materials more than once and who will offer both evaluation and letters of reference.
- Consider someone who demonstrates devotion to teaching and is recognized for his/her teaching.
- If possible, work with someone whose teaching you have observed.

Institutions that have created formalized mentoring programs for new teaching faculty have found that the mentorship should address four areas:

- a review of educational theory
- development and mastery of a diversity of teaching techniques
- collegial networking
- examination of teaching practices

According to a 2009 study published in Medical Teacher, faculty who had experienced training in the above four areas early in their career in medicine, nursing, law, and the humanities reported overwhelming improvements in their teaching skills. By entering into a productive and collegial relationship with a mentor, you improve not only your own satisfaction with your position but also spend less time on many of the administrative teaching-related tasks in the long run, which in turn creates more time for your own research and publishing.

Meeting and Exceeding Teaching Expectations of Faculty

Departments have varying expectations and protocols for teaching. When we talk about teaching responsibilities, we do so with awareness that there are two types of expectations: the clear, policy-guided expectations of the University and the more oblique expectations of students, fellow faculty, and yourself. This section begins with the latter, what can you, your colleagues, and your students expect of your classroom presence, and ends with the formal policy expectations. At this particular institution, one’s research and one’s teaching must find a level of harmony in order to avoid resenting one in place of the other. The more one’s research and one’s teaching interest and engagement can be aligned, the more likely one is to feel satisfied about his or her progress, development, and achievement.
At first, discerning what is expected of you may seem daunting, but it doesn’t have to be. In general, what is expected of faculty is respect for the learning environment and for the students they teach. That respect is generally demonstrated by creating clear objectives and policies, arriving on time and attending each class session, responding to student communication and work in a timely, accurate, and respectful way, setting clear expectations for assessments, availability, and access to course materials. Effective learning environments are based on mutual respect, trust, and the free exchange of ideas, and it is incumbent upon faculty as exemplars of scholarly discourse, research, and learning to create such an environment.

Creating an open, consistent, and fair teaching and learning environment fills the basic requirement for what is expected of faculty as teachers. It is fair, however, to expect that at a world-class university such as Maryland faculty will strive to implement good scholarly teaching practices. In 1987 the American Association of Higher Education (AAHE) published the “Seven Principles of Good Practice in Undergraduate Education,” which asserts the following:

- Good practice encourages student-faculty contact.
- Good practice encourages cooperation among students.
- Good practice encourages active learning.
- Good practice gives prompt feedback.
- Good practice emphasizes time on task.
- Good practice communicates high expectations.
- Good practice respects diverse talents and ways of learning.

In 1989, Arthur W. Chickering, Zelda F. Gamson, and Louis M. Barsi created a series of inventories related to the seven principles in an effort to help faculty self-evaluate and improve their teaching, and those inventories remain well-respected to date. Copies of the “Faculty Inventory: 7 Basic Principles for Good Practice in Undergraduate Education” are available at CTE, and you are encouraged to request a copy or find them online at [www.tltgroup.org/programs/seven.html](http://www.tltgroup.org/programs/seven.html).

In terms of the University’s official expectations, all faculty members are expected to meet their class obligations and keep office hours. When unforeseen circumstances arise precluding your attendance, and a substitute cannot be arranged, you should notify the Department Chair as far in advance as possible and, where possible, notify affected students. In addition, read the University’s guidelines regarding syllabus content, assignments on dates of religious observance, final examinations, rescheduling of classes and final exams, examination and course assessment guidelines and other related policies. Part V of this guide provides an annotated list of URLs and links for University policies regarding teaching, with which all instructional faculty should be familiar. For more detailed information, see the Reasonable Expectations of Faculty as outlined in the Undergraduate Student Grievance Procedure, which is published in Appendix I of The Undergraduate Catalog under the Undergraduate Grievance Procedures ([www.umd.edu/catalog/index.cfm](http://www.umd.edu/catalog/index.cfm)).

The General Education Program

In Fall 2012, the University implemented its General Education program (see: [www.gened.umd.edu](http://www.gened.umd.edu)). Replacing the CORE General Education program, the new program requires:

- Fundamental Studies (Academic Writing, Professional Writing, Mathematics, Analytic Reasoning, and Oral Communication) [5 courses, 15 credits]
- Distributive Studies (2 Humanities, 2 Natural Sciences [1 must be a lab course], 2 History and Social Sciences, and 2 Scholarship in Practice [only 1 may be in student’s major]) [8 courses, 25 credits]
- The I-Series courses [2 courses, may instead be counted as Distributive Studies and/or Diversity]
• Diversity (Understanding Plural Societies and Cultural Competence - 2 courses, may instead be counted as Dist. Studies [I-Series:2 courses, 6 credits; Diversity: 2 courses, 4-6 credits])

Important changes in the program include the Oral Communication requirement, the I-Series courses, and Scholarship in Practice. The program aims to expose students to different disciplines, allow them to improve fundamental academic skills, and strengthen commitment to using knowledge and abilities to better themselves and others. The CORE General Education program will still continue after the General Education program is implemented. All students admitted as of Fall 2012 are under the General Education program. Students admitted prior to Fall 2012 are under the CORE program. To determine whether a student is subject to the CORE program or the new General Education program, please check: [www.gened.umd.edu/about-gened/coretogened.php](http://www.gened.umd.edu/about-gened/coretogened.php).

**Mentoring Graduate Teaching Assistants**

Mentoring students requires attention to students’ needs, experiences, and perceptions as learners. Because mentorship is a dyad approach to teaching, greater attention to your students is possible than in classroom teaching. The relationship between faculty and GTAs lends itself well to mentorship, even if only for a semester. Faculty who are able and willing to offer guidance to GTAs as future instructional faculty - and not simply as teaching employees - invigorate not only the professional development of those graduate students but also the sophistication of teaching in their current courses. Here are a few principles of faculty-GTA mentorship to consider:

- Explain learning objectives and your rationale for selected teaching strategies to GTAs; this helps GTAs understand the significance of a course’s teaching strategies, recognize their role in that instruction, and assess student learning over the course of the semester.
- Involve GTAs as you plan, teach, and evaluate the course.
- Encourage GTAs to articulate their learning over the course of the semester and offer your response to that reflection.
- GTA meetings should not address logistics exclusively but should also include formative feedback for the course.
- Consider GTAs to give an occasional lecture.
- Observe and evaluate GTA teaching in labs and discussion sections; give formative feedback.
- Support GTA efforts to professionalize as future faculty, including participation in CTE programs like the University Teaching and Learning Program ([www.cte.umd.edu/UTLP](http://www.cte.umd.edu/UTLP)).

**Working with Graduate Teaching Assistants**

Supervising and collaborating with graduate teaching assistants affords faculty an especially important teaching opportunity. Just as faculty mentor graduate students as scholars, they are able to guide these (often) newer teachers to become more reflective, purposeful, and effective. As outlined in this section on types of teaching assistantships, graduate students work to assist instructional faculty and departments in several capacities, and so whether your GTAs teach their own courses under your supervision, lead labs or discussion sections for your course, offer occasional lectures, or grade student work, consider this an opportunity to collaborate with future faculty. We provide here a few principles for the faculty-GTA pedagogical relationship.

- GTAs support faculty teaching, enhance their own learning, and contribute to student learning.
- GTAs are a systematic part of the course and Faculty-GTA communication should be clear and ongoing.
- GTAs should be provided a written agreement listing their responsibilities for the course.
• Expectations should be articulated early. GTAs should be given the opportunity to ask for clarification.
• Whenever appropriate rely on a community of GTAs for each course who share insights and problems and mentor each other. This sort of group is well suited for inventing improvements for courses and for sharing findings on teaching with larger groups, including the department, campus, and beyond.
• In student-GTA disputes, discuss problems with GTAs and work toward transparent solutions. This is especially important in matters of grade complaints; changing a grade (determined by a GTA's review of student work) without consulting the GTA may lead students to believe that faculty and students are working against the GTAs.
• Provide rubrics or grade-norming policies to set general grading expectations and limit inconsistent grading across sections or labs.
• Meet with GTAs before and during the semester to assess the course, students and to work on improving the course.
• Create a mid-term course evaluation and review it with your GTAs.

We recommend reviewing *Part II: A Graduate Teaching Assistant's Guide to Teaching*. Familiarity with the pedagogical situations in which GTAs find themselves may bolster your effectiveness when supervising and working with GTAs.

**Working with Undergraduate Teaching Assistants**

There are many instances at the University where undergraduates serve to assist faculty members with teaching. Generally these students are referred to as Undergraduate Teaching Assistants or UTAs. At other universities’ terms such as peer guides and learning assistants are also used. The range of activities where UTAs are involved in teaching is wide and varies across colleges and departments, with many having established programs for UTAs. UTAs may be involved in assisting or working in tandem with a faculty member or a graduate teaching assistant or UTAs may lead a discussion session or oversee a laboratory section. UTAs may receive formal training parallel to their teaching experience, or guidance may come from less structured meetings with faculty instructors or program directors. UTAs also have various levels of responsibility and autonomy in their roles. In some cases, UTAs are charged with designing and implementing learning activities for a small section of students. UTAs may have very specific duties within a course such as assisting with technology. They may be involved in grading and reporting grades of undergraduates to faculty sponsors or program directors.

The College of Education offers an Undergraduate Teaching Assistant (UTA) program that is available to individual instructors. It exposes UTAs to the practices of teaching, and the many issues involved in working with students (grading, multiculturalism and diversity, academic dishonesty, sexual harassment).

**Selection**

Generally selection criteria for a UTA involves a review of the student’s academic success and parallel commitments. To be selected as a UTA is both an opportunity for significant personal growth and an honor. To qualify, students must meet the following criteria:

- Have junior standing by the beginning of the semester
- Have a cumulative grade point average of at least 3.0
- Have earned a grade of A in the course in which she or he is assisting

Beyond these requirements, the only thing necessary is mutual agreement of the faculty mentor and the prospective UTA. Contact the Center for Teaching Excellence for more information.
There are many good reasons for adding UTAs to your program.

- An increasing body of research shows that undergraduates benefit from interactions with peers who help mentor their learning. Students may feel more comfortable approaching UTAs than they do approaching either graduate teaching assistants or faculty instructors. UTAs have a wealth of information that can help younger, less experienced peers: they have successfully completed the course for which they serve as a UTA; they are a convincing emissary that the course work is doable and worthy of time spent; they are well acclimated to campus and campus life and can serve as a resource to answer a wide variety of questions that neither faculty instructors nor graduate teaching assistants have any knowledge about.

- Undergraduates can share the labor of the course and because they have completed the course, UTAs also provide insight not otherwise available. UTAs can provide constructive feedback on the design of the course and how it relates to other courses in the discipline, and they can be a strong liaison to the undergraduate students giving faculty important feedback as the course progresses.

There is a significant benefit to the undergraduates who serve as UTAs. Depending upon your college and department course situation, students may earn credit and/or salary for their UTA role. Beyond this, students acting as UTAs have been shown to develop in areas of communication and leadership skills, knowledge in the discipline of the course, and self-confidence. The UTA role provides the student an opportunity to work closely with a faculty member, to learn aspects of teaching, and to develop an understanding of the teaching and the learning process. Many students who act as UTAs are surprised to learn the diversity of learning styles of their peers and also of the significant work and care faculty contribute to their teaching. To accentuate the value of the experience to the UTAs, some reflective assignments such as weekly journals or an end of semester portfolio process are recommended. Faculty may consider UTAs as teaching apprentices worthy of mentoring in the art of teaching. Undergraduates acting as UTAs may consider this experience an ultimate and authentic active learning opportunity.

Confidentiality
In all cases where sensitive student data is handled in grading or recording grades, it is important that, like all University personnel, UTAs are versed in the Family Educational Rights and Privacy Act (FERPA) guidelines. Please refer to Part V: Confidentiality which includes a link to an undergraduate student tutorial regarding FERPA. UTAs must take this tutorial before they are allowed to enter grades.

Instructional Opportunities for Undergraduates Supported by the University

Short-Term Study Abroad
An increasing number of faculty are developing short-term study abroad trips during winter and summer terms. The website www.international.umd.edu/studyabroad points to current offerings and provides student guidance on selecting a course and on the experience of education abroad. Faculty interested in designing and leading one of these courses should consider the following:

- Short-term study abroad courses are generally more affordable and often a preferred option for students who may feel constraint by course or degree requirements.

- Study abroad courses need academic objectives and benefit from very clear statements of purpose and outcomes. In order to design a course with sufficient academic rigor, consider how you will integrate travel experience with student learning. This does not mean limiting the experience to classroom learning. To the contrary, it is a recommendation to make connections between the sort of learning that cannot occur in a campus course with
the academic purpose that ought to shape all courses.

- Assignments that allow for reflection may help students identify and articulate the value of study abroad experience. Additionally, initiating this sort of writing before departure and sustaining it after return may help students acclimate to re-entry.
- Well designed reflective writing assignments may also help students and faculty assess learning gains over the duration of a study abroad course.
- Finally, it can be helpful to learn from the experience of colleagues who have led these sorts of courses. Make contact with and seek guidance from the many faculty who have taught courses abroad in recent terms.

**Service Learning**
Service learning is a form of experiential education in which students together engage in activities that meet human and community needs and reflect on their experiences through structured assignments designed to achieve desired learning outcomes. Widely recognized as a high-impact educational practice, service-learning enhances students’ grasp of academic content by encouraging them to situate disciplines within social contexts, by urging them to consider how disciplines address big social issues, and by connecting their disciplinary knowledge to practice. Service-learning also benefits our community by offering new energy, broadening the delivery of necessary services or beginning new ones, developing fresh approaches to enduring questions, and creating opportunities to participate in teaching and learning. Faculty members often find that service-learning invigorates their courses and enables them to orient their teaching toward community contexts. More information about how to incorporate service-learning into your course is available at [www.thestamp.umd.edu/student_involvement/lcslacademic/faculty_service-learning](http://www.thestamp.umd.edu/student_involvement/lcslacademic/faculty_service-learning).

**Professional Development Opportunities**

**CTE’s Summer Institute on Teaching and Learning with New(er) Technologies**
Participation in the summer institutes is open for members of the faculty who wish to integrate pedagogical enhancement through application of technologies that foster student learning. Faculty who need time, support, direction, and feedback necessary for this sort of change are invited to apply. Faculty participants benefit from guidance and colleagues’ experience as they consider ways to make new(er) technologies part of their pedagogy. The institute will help faculty address specific challenges—and meet specific learning outcomes—in their classrooms and develop plans to enhance their classes in the coming year. The faculty cohort meets regularly as a learning community during the subsequent academic year. Faculty participants receive a $1,500.00 stipend. For more information visit: [www.cte.umd.edu/sti](http://www.cte.umd.edu/sti).

**Faculty Lilly Fellowship Program**
The Faculty Lilly Fellowship has for more than twenty years provided opportunities for faculty to form lasting cohorts among colleagues from across campus as they address critical issues in teaching and learning at the University of Maryland. The Faculty Lilly Fellowships program provides an opportunity for up to ten faculty members from the College Park campus to meet regularly during the academic year to provide insights and guidance in improving teaching, learning and academic life at UM. Information for the coming academic year is posted during the summer. See [www.cte.umd.edu](http://www.cte.umd.edu) for more information about past Lilly Fellowship projects.

**Teaching Consultations**
Faculty Teaching Consultations are designed to help provide support for those who would like to improve their teaching. Teaching consultants work one-on-one with teachers based on their own
goals. The requesting teacher determines the issues to be explored, and the consultant provides an outside perspective, peer support for a plan of action, and suggestions for additional resources. Faculty Teaching Consultations are voluntary and completely confidential. The main purpose is improvement of teaching skills, not evaluative assessment. Documentation will be done only at the request of the teacher. Often the consultation involves videotaping of the faculty. CTE provides this service free of charge.

Working with a teaching consultant offers you an opportunity to work one-on-one with a CTE staff member or mentor to address issues regarding teaching, learning, course development, assessment, classroom management, use of technology in the classroom, and scholarship in teaching and learning. For appointments, contact CTE via cte@umd.edu.

Teaching as a Part-time Instructor

The University offers many courses taught by part- and full-time instructors, visiting faculty, and others. What follows is not a summary of policy, but guidance on pedagogical matters and protocols that influence teaching.

Backgrounds, Experiences, and Contributions to the University

While all who teach a course bring valuable experience and context to their courses, those whose primary profession entails more than undergraduate teaching at the University of Maryland are able to particularly enhance their courses. Very often, such faculty share professional experiences and a perspective of professional life outside of the University. Because many of these instructors teach in addition to significant professional responsibilities, they have demonstrated an enthusiasm for and commitment to teaching as an end and not a means to advancement in higher education. Those whose professions are off-campus bring connections to networks of guest presenters and other resources for research and experiential learning (e.g., the adjunct engineering faculty may take a small class on a site visit, or the part-time music performance faculty may invite students to a closed rehearsal off-campus). Finally, those who teach at more than one institution find that their familiarity with multiple intellectual environments enriches student learning.

Orientation to Teaching at Maryland

As instructional staff, you will be given a University email account, as well as a directory (LDAP) ID, which will be your means to creating and using ELMS course spaces (see the preceding section on technology and teaching), as well as other electronic interfaces (including personnel and payroll, library use, grade submission). Because most correspondence with students will take place by email or ELMS, be sure that your @umd.edu account is either forwarding email to a preferred account or checked regularly.

You will also be assigned office-hour space and supported by your department’s staff. See the preceding section on office hours for a discussion of individual pedagogy and instruction. Communicate clearly to students the location and times of your office hour availability. Ask your department’s chair, director of undergraduate studies, or administrator who supervises your course to explain the ways the department will provide logistical support for your course; this includes photocopying privileges, course evaluations, verifying rosters and responding to students on waitlists to enroll in your course, procedures for responding to student grievances, and tech support.

Because the course(s) you teach constitutes part of each student’s learning as an undergraduate at the University, the effectiveness of that course is often enhanced by some familiarity with how
it connects to a larger curriculum. Consider a brief review of your department’s course descriptions and tracks for majors, and, if your course satisfies a requirement (for all students or for majors), investigate that curricular context by reading the University’s description of the purposes of general education, the department’s learning outcomes for its majors, and any other public statement about the purpose of the curriculum to which your course belongs. Ask for sample syllabi from previous iterations of your course and, if possible, discuss the course with any faculty member who has taught one of those versions. The department chair or director of undergraduate studies should be a good source for guidance on the course.

Consider how to frame your relationship with students (see previous sections and reflect on how you will introduce yourself). For example, students are sometimes uncertain about the degree of formality with which they should address the instructor and will ask whether you prefer to be called “Professor,” “Doctor,” “Mr. or Ms.,” or by your first name. While the appropriate address should of course be dictated by a combination of your actual title and your personality, it is wise to consult others who teach in your department (which may thrive on the sort of culture that encourages first-name exchanges between undergraduates and faculty or may value the formality of rank and title).

Consider effective ways to integrate your experience in your teaching. For example, if you have taught courses at a number of institutions, you bring a variety of curricula, student learning styles, and student goals. That perspective should be brought to bear as you teach, as your students will bring a wide range of expectations and frames to your course. Those part-time instructors who teach courses in disciplines connected to a profession should carefully consider strategies for presenting that experience to new learners. For example, a congressional staffer teaching a course in the Department of Government and Politics on contemporary legislation could develop thoughtful ways to turn her/his experience into problem-based learning by introducing an actual case with which she is familiar, outlining stakeholders and precedents, and guiding students through their own responses to that experience-turned-course content. Note the distinction here between storytelling (primarily telling students what you have done) and inventing strategies for using that experience to stimulate active learning.
Part IV: An Annotated Guide to Campus Resources for Teachers

Academic, Emotional, and Wellness Support

The Counseling Center
www.counseling.umd.edu | Shoemaker Building | 301-314-7651

The University of Maryland Counseling Center offers two online guides for teachers. Access Helping Students in Distress at www.counseling.umd.edu/Infodata/HSID.pdf and the Resource Directory at www.counseling.umd.edu/Infodata/resdirec.pdf. In addition to these resources, the Counseling Center offers free and confidential counseling, consultation, and educational services. More about the Counseling Center’s services can be found in Part I: Classroom Climate.

Counseling Services | Main Lobby | Shoemaker Building | 301-314-7651
Services are available for graduate and undergraduate students.

Disability Support Services | 0106 Shoemaker | Voice 301-314-7682 | TTY 301-314-7683 | dissup@umd.edu | Services are available for disabled students and their teachers.

Learning Assistance Services | 2202 Shoemaker Building | 301-314-7693
Services are available for students who need help with math, reading, and writing skills, note taking, listening, exam preparation, study skills, and time management. The Guided Study Session (GSS) Program offers free regularly scheduled study sessions for traditionally difficult courses (www.counseling.umd.edu/LAS/html/gss.html).

The Returning Students Program | 2202 Shoemaker Building | 301-314-7693
Support is available for individuals who are 25 or over, have experienced a break in their formal education, and would like to return to or begin college study.

Office of Student Conduct
The Office of Student Conduct (OSC) handles allegations of misconduct and academic dishonesty. In keeping with the University’s aims to foster an intellectual community for students, it maintains the Code of Student Conduct and the Code of Academic Integrity. OSC also runs the Division of Student Affairs Citizenship and Ethical Development programming. Students participate in the work of upholding the University’s standards of student conduct and sit on the Honor Council, which hears cases in which academic dishonesty is alleged.

University Health Center
www.health.umd.edu | Health Center Building | 301-314-8180
The University Health Center website contains helpful information on accepted insurance carriers, mental health, and substance abuse services. Also see the link to the Center for Health and Well Being, a division of the Health Center that provides services for stress reduction, diet analysis, and nutrition counseling. The Health Center serves all University students, faculty, and staff.

The Writing Center
www.english.umd.edu/academics/writingcenter | 1205 Tawes Hall | 301-405-3785
The University of Maryland Writing Center provides free assistance with any undergraduate writing assignment. Trained tutors offer suggestions to help students improve their writing by clarifying an assignment, easing writing anxieties, exploring ideas and topics, planning a paper, determining strategies for revision, and improving troublesome areas or recurring grammatical problems. Tutors see students by appointment as well as by walk-in.
The Writing Center website provides resources that help faculty develop effective writing assignments as well as understand the services provided by the English Editing for International Graduate Students program (EEIGS) [www.english.umd.edu/academics/writingcenter/graduate/international](http://www.english.umd.edu/academics/writingcenter/graduate/international).

**Writing Resources for Graduate Students**
[www.gradwritingfellows.umd.edu](http://www.gradwritingfellows.umd.edu) | 2123 Lee Building | 301-405-0763

The Graduate School offers one-on-one writing consultations for graduate students. Consultations are available during Fall, Spring, and Summer terms. Students can request consultations with trained, experienced Writing Fellows. They assist with structure, argument, citation, syntax, grammar, and much more. Fellows do not edit for students but work in collaboration with each student. In addition, faculty may request departmental graduate writing workshops (co-instructed by Dr. Vorhies and the Writing Fellows). For more information and further resources visit the above website.

**Diversity and Inclusion**

**The Office of Diversity and Inclusion**
[www.diversity.umd.edu](http://www.diversity.umd.edu) | 1127B Main Administration Building | 301-405-6810

The Office of Diversity and Inclusion is an arm of the Office of the President. It investigates and resolves complaints of discrimination in accordance with the process set forth in the University Human Relations Code. It also develops and implements a broad range of proactive multicultural educational programs for faculty, staff, and students. This office is a resource for teachers who wish to include conversations about diversity, identity, and multiculturalism in their courses. In addition, it is the appropriate venue for teachers who wish to file a complaint of harassment or discrimination (or who are aware of this need for a student in his or her classroom).

**International Student & Scholar Services**
[www.international.umd.edu/ies](http://www.international.umd.edu/ies) | 3109 Susquehanna Hall | 301-314-7740

A division of the University’s International Programs, the Office of International Services provides a wide range of information and services to international students and faculty at the University of Maryland by:
- providing orientations for international students
- counseling on immigration concerns, financial problems, and cross-cultural issues
- assisting departments in obtaining appropriate visas for visiting faculty members
- advising American and international students interested in studying outside the U.S.

**Lesbian, Gay, Bisexual, and Transgender Equity Center**
[www.umd.edu/lgbt](http://www.umd.edu/lgbt) | 2218 Marie Mount Hall | 301-405-8720

The Office of LGBT Equity is a unit within the Division of Academic Affairs and reports to the Chief Diversity Officer. An institutional member of the National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education, the office envisions the University of Maryland as an institution where equity prevails for lesbian, gay, bisexual, and transgender students, staff, faculty, and alumni. The office provides a wide range of information, education, and support services regarding sexual orientation and gender identity or expression. It works to establish and maintain a safe, inclusive, and welcoming environment for sexual and gender minorities, their families and friends, and the campus community.
OMSE is a unit of the Academic Affairs Division of the University of Maryland. It recognizes the value of the multiple histories, beliefs, and ethnic backgrounds of our students, and works with students, faculty, and staff to support the ethnic diversity of our campus. OMSE administers a comprehensive program that includes tutorial assistance, academic skills development, study groups, peer mentoring, college success preparation, career development assistance, and collegial opportunities. Often overlooked, the tutoring assistance available through OMSE can be very helpful for students.

Technology and Information Resources

ELMS - Enterprise Learning Management System

www.elms.umd.edu

Canvas is the University’s online course management system. Among its utilities are tools for classroom communication and collaboration, student grades, organizing and displaying class materials, and for course administration purposes. The Division of Information Technology (DIT) offers training courses for instructors who wish to incorporate Canvas as a class management tool (See www.training.umd.edu for more information). The Learning Technologies staff provides workshops for ELMS (See otal.umd.edu/elms-services).

The Division of Information Technology (DIT)

www.it.umd.edu/

DIT’s main office is located in the Computer and Space Sciences Building. It helps faculty and GTAs achieve their teaching, learning, and research goals by providing computer access and licensing software, as well as assistance with instructional technology.

- For information on using teaching theaters and technology in classrooms, the creation of online courses and discussions, and how to seek assistance of an Academic Technology Coordinator, go to www.it.umd.edu/Faculty/.
- The DIT Help Desk provides support and advice regarding information technology related issues and on repairs of computers bought through the University. Call 301-405-1500 or visit www.helpdesk.umd.edu.
- Project NEThics promotes responsible use of information technology through user education and policy enforcement. For advice on issues regarding the legal and ethical use of computing resources, including interpretation of University policies, contact Project NEThics at 301-405-8787 or visit www.nethics.umd.edu.

Libraries

www.lib.umd.edu  | 301-405-0800

Creating Effective Research Assignments: www.lib.umd.edu/ues/guides/assignment

This site includes information about:

- The purpose of course-related library assignments
- How to prepare your students for a library assignment
- The characteristics of effective assignments
- Pitfalls to avoid
- Your students’ use of library and web resources
- The role of the librarian
- Plagiarism and citing
Directory of Librarian Subject Specialists [www.lib.umd.edu/ues/guides/specialists-subject](www.lib.umd.edu/ues/guides/specialists-subject)
Subject specialists may be consulted for help in locating information resources in their areas of expertise, and they are available to conduct instruction sessions for University classes.

Nonprint Media Services | [www.lib.umd.edu/nonprint](www.lib.umd.edu/nonprint)
The library collection includes audio and video materials that instructors can make available for student viewing. Instructors may request a room for a viewing, and students may check out materials to be viewed. Nonprint Media also has classroom audiovisual equipment and 16 mm films available on a free loan basis for instructors as well as graphic workstations for audio and video editing. Some videos can also be made available to students via ELMS.

Learning Technologies | [learningtechnologies.umd.edu/](learningtechnologies.umd.edu/)
The Learning Technologies Group helps faculty identify and learn to use appropriate instructional technologies for online, blended, and face-to-face courses. The office provides technical guidance and support for ELMS, digital media, and online collaboration as well as training in the use of instructional technologies. Learning Technologies, supported by DIT, sponsors the Learning Technologies Brown Bag Discussion Series, the Learning Technologies Institute, the Innovations in Teaching and Learning Conference, and the “how to” webinar series, all of which are free to University teachers.

Graduate Student Resources
The Graduate School
[www.gradschool.umd.edu](www.gradschool.umd.edu) | 2123 Lee Building | 800-245-4723
The Graduate School’s homepage gives information about degree and certificate requirements, various University graduate programs, Graduate Student Government, financial support, diversity and equity, thesis and dissertation guidelines, fellowships and assistantships, and Graduate Student Services. See the Graduate Catalog for a listing of the official policies governing graduate education [www.gradschool.umd.edu/catalog/](www.gradschool.umd.edu/catalog/).

Graduate Student Life Handbook | [www.union.umd.edu/GH/](www.union.umd.edu/GH/)
This handbook, a project of the Office of Graduate Student Life, includes a wealth of information on nearly all aspects of studying, living, and working as a graduate student at the University of Maryland. Visitors can find details about obtaining a parking permit, locating a place to live, family support for graduate students, a calendar of events, dissertation support, the Graduate Student Government, links to relevant University programs, and much more.

Ombuds Office for Graduate Students
[www.gradschool.umd.edu/Ombuds/](www.gradschool.umd.edu/Ombuds/) | 2100A Lee Building | 301-405-3132 |
The Ombuds Office for Graduate Students provides confidential, impartial, independent, and informal assistance to students having a problem with or within the University. When you have a problem and don’t know where to go, or know where to take your problem but are having difficulty getting there, contact the Ombudsperson for help in evaluating various option to address your concern. Contact the Ombudsperson for graduate students when:
- you feel your concerns are not being listened to.
- you find yourself entangled in bureaucratic red tape.
- you are confused about University policy.
- you feel that a University policy, procedure, or regulation is unfair, or applied unfairly.
- you want to discuss a sensitive question or issue.
• you feel as if you have been unfairly treated by anyone on campus.
• you need someone to help resolve or mediate a dispute.
• you have suggestions about how to improve the University.

Other University Offices

Center for Teaching Excellence
www.cte.umd.edu | 2301 Marie Mount Hall | 301-405-9356
The Center for Teaching Excellence (CTE) is the campus’ central partner for improving undergraduate education. It facilitates more than 20 programs for faculty, graduate students, and undergraduate teaching assistants, including the University Teaching and Learning Program (UTLP), the Faculty Lilly Fellowship Program, the CTE-Graduate School Teaching Fellows Program, the International Teaching Fellows Program, the Departmental Award for Excellence and Innovation in Undergraduate Teaching, and the campus-wide Distinguished Teaching Assistant Recognition Award. Through workshops, fellowships, consultations, and institutes, CTE fosters teaching communities of faculty and graduate students, ensuring innovation in teaching and learning.

Honors College
www.honors.umd.edu | Anne Arundel Hall | 301-405-6771
Visit the program’s website for detailed information about different Honors courses and how to apply to the program. The site also offers insights regarding the program’s renowned tutoring program, a free service for undergraduates that face academic difficulties. The Honors Tutors are available to assist fellow students in their respective fields. Contact them directly at www.universityhonors.umd.edu/tutoring.php.

The National Scholarships Office
www.scholarships.umd.edu | 2403 Marie Mount Hall | 301-314-1289
The National Scholarships Office (NSO) helps University of Maryland students identify, apply for, and win national scholarships and fellowships. The NSO also helps students find research opportunities in their fields of study including Fulbright awards.

Office of Leadership Community Service-Learning
www.csl.umd.edu | 0110 Stamp Student Union | 301-314-8494
For information on the University of Maryland’s various service-learning opportunities, visit the service learning website at thestamp.umd.edu/leadership_community_service_learning/academic/faculty_service-learning.

Office of Undergraduate Studies
www.ugst.umd.edu | 2110 Marie Mount Hall | 301-405-9363
The Undergraduate Studies website provides access to information on all UGST programs and policies, including College Park Scholars, the First Year Book Program, the Center for Teaching Excellence, the General Education requirements, Beyond the Classroom, Letters and Sciences, LGBT Studies, Asian-American Studies, and Air Force and Army ROTC.
Part V: Teaching-Related Policies and Guidelines

About this Section
This section offers an annotated guide to policies related to teaching at the University of Maryland. Policies are organized by topic and the topics are organized alphabetically. The challenge in such an arrangement is that inevitably someone looking for the University’s statement on “discrimination” may miss that policies regarding discrimination are under the heading “Classroom Climate.” If you are looking for a topic and do not see it here, we encourage you to look in the index, which breaks topics down even more fully. The purpose of this section is to anticipate, in general, the types of questions new teachers have and to point teachers to the appropriate University offices where specific policies are given. As a result, policy on any given topic is not reproduced in full in this text. Rather, the guide will help you find the appropriate place to look to find the University’s official wording on various teaching-related topics.

The full text of University policies can generally be found in four main locations: the Consolidated USMH and UM Policies and Procedures Manual (www.president.umd.edu/policies); the Policies of Interest to Faculty website (www.faculty.umd.edu/specificpolicies); The Graduate Catalog (www.gradschool.umd.edu/catalog/assistantship_policies.htm); and The Undergraduate Catalog (www.umd.edu/catalog). If you cannot find the topic you are looking for, these four resources are most likely to address it. If not, contact your department chair or the Office of Faculty Affairs (faculty@umd.edu).

Academic Confidentiality – FERPA
The University conforms to the Family Educational Rights and Privacy Act in order to maintain compliance with federal law and the Board of Regents policy. The Board of Regents requires that all colleges and universities in the University System of Maryland protect student confidential education records and comply with federal and state laws, including definitions of “students” and “educational records.”

In general, under FERPA guidelines you are not allowed to give out grades to students via email or phone except in cases 1) where you can clearly identify that the request is directly from a student; 2) where there is a signed and dated written consent from the student and his/her parent; 3) the student’s parents provide proof that the student is a dependent for federal tax purposes. It is recommended that grades be transmitted through the UMEG system and ELMS, which protects student confidentiality. Contact your department chair or faculty advisor if you have a parent who continues to ask for information regarding student performance. See the University policy at www.president.umd.edu/policies/iii630a.html. Undergraduate students who work with sensitive student data are required to complete the following tutorial on academic confidentiality: www.sis.umd.edu/ferpa/.

Academic Integrity and Code of Student Conduct
The best resource for information on the University’s policies regarding academic integrity, the honor code, and student conduct can be found at the Student Honor Council’s website: www.studentconduct.umd.edu.

1. Introduction
The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, the Code of Aca-
A Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

2. Definitions
ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:
   i) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
   ii) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
   iii) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
   iv) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

3. Responsibility to Report Academic Dishonesty
Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike. All members of the University community—students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

4. Honor Pledge
   a) On every examination, paper or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge:

   I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

   Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge. Submission implies signing the pledge.

   b) On examinations, no assistance is authorized unless given by or expressly allowed by the instructor. On other assignments, the pledge means that the assignment has been done without academic dishonesty, as defined above.

   c) The pledge is a reminder that at the University of Maryland students carry primary responsibility for academic integrity because the meaningfulness of their degrees depends on it. Faculty are urged to emphasize the importance of academic honesty and of the pledge as its symbol. Reference on syllabi to the pledge and to this Code, including where it can be found on the Internet and in the Undergraduate Catalog, is encouraged.
5. **Self-Referral**
Students who have committed acts of academic dishonesty but who wish to renew a commitment to academic integrity may report themselves in writing to the chair of the Honor Council. This option is available to students once during their enrollment at the University. More information about the requirements and repercussions is available at shc.umd.edu/SHC/StudentInfoForReferral.aspx.

6. **Procedures**
For detailed information about what happens once students are referred to the Student Honor Council, refer to www.president.umd.edu/policies/docs/III-100A.pdf under “Procedures.”

**Arbitrary and Capricious Grading (or Requests for Grade Change)**
The University’s policies on this subject offer definitions and procedures regarding allegations of arbitrary and capricious grading (graduate: www.president.umd.edu/policies/iii120a.html and undergraduate: www.president.umd.edu/policies/iii120b.html). These are the standards that students must meet in order to justify a request for their grade to be overturned. It is worth taking a moment to read these policies so that you know what the standards are and so that if a student would like to request a formal grade change after semester grades have been reported, you can point them in the right direction.

**Attendance**
The University expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements of each course for which he or she is registered. However, absences may not be considered in the computation of grades except as provided below, and the recording of student absences will not be required of the faculty.

**Excused Absences**
   a) It is the policy of the University to excuse the absences of students that result from the following causes: illness of the student or dependent; participation in University activities at the request of University authorities; compelling circumstance beyond the student’s control and religious observances. Students claiming excused absence must apply in writing and furnish documentary support.
   b) Students must notify their instructor of the reason for absence as soon as possible. In the case of religious observance, requests should be made within the first two weeks of the semester.
   c) Prior notification is especially important in connection with final examinations since failure to reschedule a final examination before conclusion of the final examination period may result in loss of credits during the semester.
   d) For information on making up course assignments, see Assessments below.

**Student’s Medically Necessitated Absence**
The University shall excuse class absences that result from a student’s own illness. As explained below, the procedures and the documentation a student is required to provide to the class instructor for the purpose of obtaining an excused absence differ depending on the frequency of the absence. For medically-related absences, documentation guidelines can be found at www.president.umd.edu/policies/docs/V-100G.pdf.

   a) *Medically necessitated excused absence from a single class:*
   No written documentation from the Health Center shall be provided for a single absence. However, the student must submit a self-signed note to the instructor and inform him/her
prior to the class. Each note must contain an acknowledgement by the student that the information provided is true and correct.

b) **Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event.** Students who experience a prolonged absence(s) shall be required to provide a formal written documentation of the illness from the Health Center or an outside health care provider. The documentation must verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities.

**Use of Attendance and In-class Participation in Grading**
In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. When this is the case, the course syllabus should specify the nature of the in-class participation expected and the effects of absences on the student’s grade. These specifications should be in accordance with the general policy of the instructor’s academic unit.

**Changes in Classroom Location**
Permanent changes in the scheduling or location of classes must be approved by the chair, the director, or the dean of the department, non-departmentalized school, or college, as appropriate.

**Assessments (Examinations, Major Assignments, and Final Grades)**
Information on reporting excused absences can be found in the Attendance section. For detailed information, please visit: www.umd.edu/catalog/index.cfm/show/content_section/C/27/SS/1584/S/1540.

**Make-Up Examinations**
- **a)** The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty.
- **b)** The make-up assessment or substitute assignment must be at a time and place mutually agreeable to the instructor and student, cover only the material for which the student was originally responsible, and be at a comparable level of difficulty with the original assessment.
- **c)** In cases of dispute, the student may appeal to the department chair offering the course within one week from the date of the refusal to schedule a make-up assessment.

**Religious Observances**
Examinations or other significant assessments may not be scheduled on Rosh Hashanah, Yom Kippur, Good Friday, or the first two days of Passover. The website interfaithcalendar.org maintains a reliable calendar of widely recognized religions and their respective holy days. For information on the current academic year’s religious holidays, please visit the Office of Faculty Affairs site at faculty.umd.edu/teach/attend_student.html.

**Dates and Locations for Assessments**
- **a)** Ordinary assessments are given during class hours in accordance with the regularly scheduled (or officially “arranged”) time and place of each course.
- **b)** No less than seven calendar days’ notice shall be given for assessments scheduled at other times and places.
- **c)** It shall be the instructor’s responsibility to ensure that the change in schedule does not interfere with any student’s regularly scheduled classes or in-class final examinations.
d) It is the responsibility of the student to be informed concerning the dates of announced quizzes, tests, and examinations.

**Final Examinations**

a) A final examination shall be given in every undergraduate course. Exceptions may be made with the written approval of the department chair.

b) No final examination or equivalent may be given or due during the last week of classes.

c) All final examinations, whether in-class or out-of class, must be held on the date and at the time listed in the Official Final Examination Schedule.

d) Each faculty member is to retain, for one full semester after a course ends, the students’ final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the University, the final assessments and grade records for the course must be left with the department chair.

**Class Materials**

Information and relevant links regarding all the topics below can be found at [www.faculty.umd.edu/textbooks](http://www.faculty.umd.edu/textbooks).

**Textbook Adoption & Ordering**

University policy requires submission of all textbook orders for *Summer and Fall classes by May 1* and for *Winter and Spring classes by December 1*. As directed by the State’s Textbook Affordability Law, faculty members must submit an acknowledgement of compliance with the law. For general information, best practices, and policy requirements regarding adopting and ordering textbooks see the [Textbook Adoption & Ordering](http://www.faculty.umd.edu/textbooks).

**Self-Authored Materials**

All orders of self-authored instructional materials that entail financial gain for the instructor must be approved by the chair of the department offering the course. For more information, refer to the University’s policy on the [use of self-authored course materials](http://www.gradschool.umd.edu/catalog/assistantship_policies.htm#7).

**Sale of Course Materials in the Classroom**

Sale of such materials is strongly discouraged unless the instructor is the sole source of the material or can provide the material at the lowest price. Even in that case, consider alternative modes of distribution such as sale through the department’s business office or placing the material on reserve at the campus library.

**Code of Conduct and Professional Conduct**

University codes establish expectations for faculty and graduate students regarding conduct and professionalism. For graduate students, *The Graduate Catalog* explains that “In their interactions with students, faculty, and all other members of the University community, teaching assistants are expected to conduct themselves with the same sensitivity and thoughtfulness that they expect to receive from others” (See [www.gradschool.umd.edu/catalog/assistantship_policies.htm#7](http://www.gradschool.umd.edu/catalog/assistantship_policies.htm#7) for more information). In the *Faculty Handbook of Policies and Resources*, the University of Maryland Code on Equity, Diversity and Inclusion states that the University affirms its commitment to a policy of eliminating discrimination on the basis of race, color, creed, national origin, sex, sexual orientation, marital status, personal appearance, age, physical or mental disability, political affiliation, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution. Please see [www.president.umd.edu/policies/vi100b.html](http://www.president.umd.edu/policies/vi100b.html).
**Classroom Climate**

The University is dedicated to ensuring an open, free exchange of ideas in a classroom environment in which students of all ethnic, sexual, racial, and gender backgrounds feel welcome. It is the responsibility of faculty members to review classroom behaviors, and those of teaching assistants they supervise, to ensure that students are treated equitably and not discouraged or devalued based on their differences. Resources for self-evaluation and training for faculty members on classroom climate and interaction patterns are available from the Office of Human Relations. For the full University Statement on Classroom Climate, please see www.faculty.umd.edu/teach/classclimate.html.

**Copyright Notice**

Necessity of Notice: An original work is protected under copyright law as soon as it is fixed in a tangible form. Copyright notices are not required under United States law for works created after 1978 to claim copyright or the protections of copyright law. It is nonetheless useful to include a notice on all works, including online web sites, to reinforce the protected nature of works and to inform persons who to contact for permission to reproduce a work. For details see www.president.umd.edu/legal/commercial.html.

For additional information visit the U. S. Copyright Office at www.copyright.gov or download the Copyright Notice (pdf). The President’s Legal Office has compiled this list of some of the most informative and useful online resources copyright and copyright permissions to assist you in complying with Federal copyright law. For additional information and assistance, please contact the Legal Office (301-405-2211).

**Reproduction of Copyrighted Material**

The photocopying and electronic duplications of copyrighted material is subject to legal regulations, and failure to adhere to these laws may be punishable both civilly and criminally. The University neither condones nor encourages any actions that violate copyright law, whether or not University facilities are used. Generally, the photocopying of print materials without the consent of the copyright owner is an infringement of the owner’s rights. However, representatives of education and of the publishing industry have formulated an agreement whereby certain types of copying are deemed fair use and do not require permission. The Guidelines for Classroom Copying defines fair use. The copyright laws regarding the use of video and audio recording are complex and faculty are encouraged to contact non-print media for guidance on what is acceptable use. For more information, contact the President’s Legal Office at 405-4945. If permission to reproduce copyrighted material is required, University Copy Services (405-5500) can assist you with the process of obtaining approval. Requests must be submitted sufficiently in advance to allow for the time needed to obtain permission. There may be a fee for permission.

**Grades and Exams**

For University policy regarding Early Warning Grades, Incomplete Grades, Grade Submission, Final Examination Policy, Examination and Course Assessment Guidelines, and Grade Submission Expectations, the Office of Faculty Affairs has an extended discussion at http://faculty.umd.edu/teach/coursegrade.html. For Information about Grade Definitions and Pass-Fail Policy, see the Undergraduate Catalog by clicking through “Registration, Academic Requirements, and Regulations” → Academic Regulations → Marking System” for a thorough discussion of the University’s grade definitions. In addition to P/F and A-F UMEG allows you designate incomplete [I] or under judicial review [J]. These are discussed in Part I: Teaching and Learning at the University of Maryland under Assessment.
Graduate Teaching Assistant Duties and Responsibilities
The official University statement on what can be required of a graduate student is found in the Graduate Catalog (www.gradschool.umd.edu/catalog/assistantship_policies.htm), which is reprinted below.

The assigned duties of a Graduate Assistant are consistent with the objectives of the teaching and research missions of the University, including the objective that assistantships are to be educationally productive for graduate students. Workload expectations of the department, and of the student’s advisor/supervisor, should be explicit and clear. The appointment may be full-time (20 hours per week) or half-time (10 hours per week).

Departments are to provide work assignments that GAs receiving full stipends can satisfactorily complete in no more than a 20-hour average work week, and are to ensure that GAs spend no more than 20 hours per week on average throughout the term of appointment on work unrelated to their research. The actual number of hours required to complete assignments in any given week may vary.

Graduate Teaching Assistants
The specific duties of graduate teaching assistants (GTAs) vary across disciplines and departments. For the majority of teaching assistants, however, assignments and responsibilities fall into four categories:

- Assuming teaching responsibility for a laboratory or discussion session of a course;
- Assuming teaching responsibility for a classroom section of a multi-sectional course, under the close supervision of the director(s) of the course;
- Assisting a faculty member in the grading, advising, and administrative duties necessary for a course(s);
- Assisting in general departmental administrative duties, such as advising or the administration of community programs, workshops, etc.

Within a department, the particular assignment depends on the department’s needs and the experience and academic qualifications of the TA. All GTAs serving in any capacity are under the direction and close supervision of a member of the faculty.

Time Commitment
For TAs, the 20-hour average should include the time spent in faculty lectures, class preparation, classroom or laboratory teaching, reading and commenting on student papers or examinations, office consultation, and other duties required to carry out the teaching role.

The time that TAs devote to their assignments varies. The proportion of hours spent in preparation, classroom or laboratory time, and grading, for example, differs from one discipline to another. In some disciplines, a new TA may find that a task such as grading initially requires more time than the usual 20-hour weekly average allows.

TAs may be required to come to campus prior to the actual beginning of classes to participate in orientation and class-preparation duties. TAs usually complete their formal duties when examinations have been graded.

Grievance Procedures

GTAs
The most reliable and up-to-date information regarding grievance procedures for graduate students can be found in the Graduate Catalog under Grievance Procedure. It can be found online at www.gradschool.umd.edu/catalog/assistantship_policies.htm#8.
**Undergraduate Students**
Undergraduates who wish to file a formal complaint should be directed to the *Undergraduate Catalog Appendix I*, and specifically to [www.president.umd.edu/policies/v100a.html](http://www.president.umd.edu/policies/v100a.html). Generally, if after talking with the instructor the issue remains unresolved, students should contact the departmental undergraduate director or departmental chair.

**Human Relations Code**
The University is committed to equalizing opportunity and eliminating discrimination. The University’s Human Relations Code can be found at [www.inform.umd.edu/CampusInfo/Departments/OHRP/compliance/hrc/intro.html](http://www.inform.umd.edu/CampusInfo/Departments/OHRP/compliance/hrc/intro.html).

**Overload**
Graduate students who wish to file for an exemption to work more than 20 hours and faculty who choose to work positions that extend beyond the usual scope of their position can find paperwork to file for overload pay on the Provost for Academic Affairs’ website at [www.provost.umd.edu/pers-bud/Forms/oloadguide2.html](http://www.provost.umd.edu/pers-bud/Forms/oloadguide2.html).

**Sexual Harassment**
The University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. The University’s official policy, definition, procedures, and requirements of those receiving formal and informal complaints can be found on the President’s website at [www.president.umd.edu/policies/docs/VI-120A.pdf](http://www.president.umd.edu/policies/docs/VI-120A.pdf). Graduate students should consult the Graduate Catalog for policies, procedures, responsibilities, and complaints at [www.gradschool.umd.edu/catalog/assistantship_policies.htm#7](http://www.gradschool.umd.edu/catalog/assistantship_policies.htm#7).

**Statement on Sexual Relationships and Professional Conduct**
The basic function of a university is the discovery and transmission of knowledge, activities which are founded upon the free and open exchange of ideas. In order for productive learning and the work that supports it to occur, members of the Campus community--faculty, students, and staff personnel--should pursue their responsibilities guided by a strong commitment to principles of mutual trust and confidence and professional codes of conduct. It should be understood by all members of the Campus community that sexual relationships that occur in the context of educational or employment supervision and evaluation are generally deemed very unwise because they present serious ethical concerns. Many professional codes of conduct prohibit sexual relationships that occur within the context of one’s profession. Accordingly, faculty and supervisors are warned about the possible costs of even an apparently consensual relationship. The element of power implicit in sexual relationships occurring in the supervisory context can diminish a subordinate’s actual freedom of choice. There is doubt whether any such relationship can be truly consensual. In addition, sexual relationships between a professor or supervisor and subordinate create an environment charged with potential conflict of interest. Questions of favoritism frequently arise. As a result, such conduct may subvert the normal structure of incentives that spurs work and learning advancement and interjects attitudes and pressures that are not consonant with the education and employment policies and principles to which the Campus is committed.

The above statement is from in the *Undergraduate Catalog* ([www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/943](http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/943)).

The Graduate School similarly has a statement on “Sexual Relationships and Professional Conduct” in its Code of Conduct section, found at [www.gradschool.umd.edu/catalog/assistantship_policies.htm#7](http://www.gradschool.umd.edu/catalog/assistantship_policies.htm#7).
Syllabus
Per University policy, instructors are expected to distribute a course syllabus on the first day of class. Although there will be variations, this document should contain the following information:

- The course and section number and title.
- Name of instructor, office phone number, office address, and email address.
- A general description of the course, its location and meeting times.
- Required textbooks (where used). Include ISBN numbers if available (see also “Ordering Textbooks” above).
- Course outline, if possible, by week.
- Grading Procedures.
- Due dates for papers/projects and exam dates including final.
- Expectations of students.
- Attendance policy including handling of religious holidays, inclement weather, excused absences, and makeup exams. Specify the nature of the in-class participation expected and the effects of absences on the student’s grade.
- Office hours.
- Reminders about academic integrity.
- Arrangements for students with disabilities.
- How courses will be continued/completed in case of an emergency that will close the University for an extended period of time.

For more information and specific details about attendance guidelines, inclement weather, religious observances, rescheduling classes and exams, and more policies to clarify in your syllabus, please consult the “Syllabus Guidelines” at www.faculty.umd.edu/teach/syllabus.html. Useful information for preparing your syllabus can be found at faculty.umd.edu/teach/useful.html.

ADDENDUM: Because commercial firms may pay people to take notes and course materials which the firms may then copyright and sell, faculty members may wish to take preventative measures. Legally, course materials, which exist in a tangible medium such as written or recorded lectures, PowerPoint presentations, study materials and tests are copyright protected and the ability to copy and distribute materials unless it is for personal use and with instructor’s permission, is illegal. Faculty may wish to inform students on the course syllabus that the lectures and course matter are copyright protected and that written instructor consent must be obtained for reproduction and distribution of lecture notes and course material, especially for commercial use. Materials may be marked copyrighted e.g., ©2011 Smith. For more information, please go to www.faculty.umd.edu/teach/IllegalDistribution.html.
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Your Feedback is Needed!
Improve the Next Generation Teaching Resource Guide

The Center for Teaching Excellence is conducting a brief survey to understand the use of our Teaching Resource Guide and to improve its access for future users. Please tear out, fold, and mail this survey to the address on the back, or take the survey online at cte.umd.edu/TRGsurvey by Friday, December 13, 2013 to be entered in a drawing to win a Kindle.

Please respond to the following questions:

1. Which of the following best describes your status at UMD:
   - [ ] Faculty    [ ] Graduate Student    [ ] Staff    [ ] Other: _____________

2. Have you received a print copy of the 2013-2014 Teaching Resource Guide?
   - [ ] Yes    [ ] No    [ ] Other: _____________
   If yes...
   Where did you receive your print copy: _______________________

   How frequently have you used (or do you anticipate using) a print copy of the Teaching Resource Guide during the 2013-2014 academic year?

   - Very infrequently
   - [ ] 1    [ ] 2    [ ] 3    [ ] 4    [ ] 5
   - Very Frequently

3. Would you prefer to access the Teaching Resource Guide in a print or electronic format?
   - [ ] Print    [ ] Electronic    [ ] Both

4. How likely would you be to access the Teaching Resource Guide in the following formats?:

   - Very Unlikely
   - [ ] 1    [ ] 2    [ ] 3    [ ] 4    [ ] 5
   - Very Likely
   - [ ] 1    [ ] 2    [ ] 3    [ ] 4    [ ] 5

Print copy    PDF    ebook
App for iPhone    App for Android
HTML (website)

If you have additional recommendations or comments related to improving the Teaching Resource Guide, please contact cte@umd.edu.

If you wish to be entered into the drawing to win a Kindle, please include your name and email below. All responses will be kept anonymous.

Name: __________________________________________ Email: ___________________________

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Important Contacts

Career Center  
www.careercenter.umd.edu  
301-314-7225

Learning Assistance Service  
www.counseling.umd.edu/LAS  
301-314-7693

Office of Multi-Ethnic Student Education (OMSE)  
www.omse.umd.edu  
301-405-5616

Center for Campus Life  
(Stamp Student Union)  
www.thestamp.umd.edu  
301-314-8505

Libraries  
www.lib.umd.edu  
301-405-0800

Office of Student Conduct  
osc.umd.edu  
301-314-8204

Center for Teaching Excellence  
www.cte.umd.edu  
301-405-9356

Maryland Alumni Association  
www.alumni.umd.edu  
301-405-4678

Office of Student Financial Aid  
www.financialaid.umd.edu  
301-314-9000

College Park Scholars  
www.scholars.umd.edu  
301-314-2777

National Scholarships Office  
www.scholarships.umd.edu  
301-314-1289

Office of the Registrar  
www.registrar.umd.edu  
301-314-8240

Leadership Community Service-Learning  
www.thestamp.umd.edu/student_involvement/lcsl/academic/faculty_service-learning  
301-315-9044

Office of Academic Affairs  
www.provost.umd.edu  
301-405-5252

Office of Undergraduate Studies  
www.ugst.umd.edu  
301-405-9363

Counseling Center  
www.counseling.umd.edu  
301-314-7651

Office of the Bursar  
www.bursar.umd.edu  
301-314-9000

Ombudsperson for Graduate Students  
www.gradschool.umd.edu/Ombuds/  
301-405-3132

Disability Support Service  
www.counseling.umd.edu/DSS  
301-314-7682

Office of Diversity and Inclusion  
www.diversity.umd.edu  
301-405-6810

Education Abroad  
www.international.umd.edu/studyabroad/  
301-314-7746

Campus Recreation Services  
www.crs.umd.edu/cms  
301-226-4500

Office of Faculty Affairs  
www.faculty.umd.edu  
301-405-6803

Transportation Services  
www.transportation.umd.edu  
301-314-7275 (parking)  
301-314-2255 (transit)

Graduate School  
www.gradschool.umd.edu  
800-245-4723

Office of Graduate Student Life  
http://thestamp.umd.edu/engagement/graduate_student_life

University Health Center  
www.health.umd.edu  
301-314-8180

Honors College  
www.honors.umd.edu  
301-405-6771

Division of Information Technology  
www.it.umd.edu  
301.405.7700

University Police  
www.umpd.umd.edu  
301-405-3555

International Education Services  
www.international.umd.edu/ies  
301-314-7740

Division of Information Technology Help Desk  
www.helpdesk.umd.edu  
301-405-1500

Writing Center  
www.english.umd.edu/academics/writingcenter  
301-405-3785

Lesbian, Gay, Bisexual & Transgender Equity Center  
www.lgbt.umd.edu  
301-405-8720
2013 - 2014 ACADEMIC CALENDAR

FALL TERM 2013
First Day of Classes September 3 (Tuesday)
Thanksgiving Recess November 28-December 1 (Thursday-Sunday)
Last Day of Classes December 13 (Friday)
Reading Day December 14 (Saturday)
Final Exams December 16-21 (Monday-Saturday)
Commencement - Main Ceremony December 21 (Saturday)
Commencement - College/Department Ceremonies December 22 (Sunday)

WINTER TERM 2014
Classes Begin January 2 (Thursday)
Dr. Martin Luther King Holiday January 20 (Monday)
Classes End January 22 (Wednesday)

SPRING TERM 2014
First Day of Classes January 27 (Monday)
Spring Break March 16-23 (Sunday-Sunday)
Last Day of Classes May 13 (Tuesday)
Reading Day May 14 (Wednesday)
Final Exams May 15-21 (Thursday-Wednesday)
Senior Day May 22 (Thursday)
Commencement - Main Ceremony May 22 (Thursday)
Commencement - College/Department Ceremonies May 22 (Thursday) and May 23 (Friday)

SUMMER TERMS 2014
Sessions I and I-A Begin June 2 (Monday)
Session I-A Ends June 20 (Friday)
Session I-B Begins June 23 (Monday)
Independence Day Holiday July 4 (Friday)
Sessions I and I-B End July 11 (Friday)
Sessions II and II-C Begin July 14 (Monday)
Session II-C Ends August 1 (Friday)
Session II-D Begins August 4 (Monday)
Sessions II and II-D End August 22 (Friday)

All dates are potentially subject to change.

Get the Teaching Resource Guide as PDF
www.cte.umd.edu/TRG.pdf