

# Clark University and the Center for Excellence in Teaching and Learning (CETL)

## Teaching Assistants Training Workshop

August 21, 2015

9:00 am – 1:00 pm

Workshop led by

Marianne Sarkis, Ph.D.

(Center for Excellence in Teaching and Learning Coordinator)

To arrange for a consultation with CETL, please contact: Email: [cetl@clarku.edu](mailto:cetl@clarku.edu)

Marianne Sarkis  
email: [msarkis@clarku.edu](mailto:msarkis@clarku.edu)  
Phone: (508) 421-3898

Matt Malsky, Dean of the College  
email: [mmalsky@clarku.edu](mailto:mmalsky@clarku.edu)  
phone: (508) 793-7671

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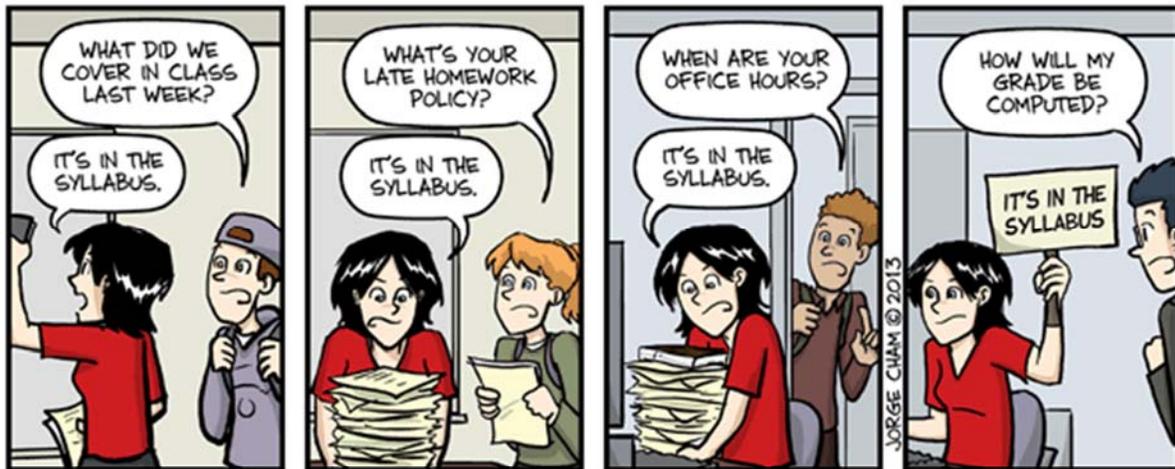
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# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

## **GRADUATE STUDENT PROFESSIONAL DEVELOPMENT SERIES**

Congratulations on your TA appointment at Clark University! Here's a great opportunity to develop the professional skills that will help you in graduate school and beyond. In our ongoing efforts to improve the quality of undergraduate instruction and the professional preparation of graduate students, the Graduate School and CETL have developed a program of TA training and graduate student development sessions. The August session is required for grad students who will be teaching assistants for the first time in AY13-14

### **Friday August 21, 2015 9:00am – 1:00pm: TA Orientation**

#### **Hosted in Lurie Conference Room, Higgins University Center**

9:00 – 9:15am	Sign-in and refreshments
9:15 – 9:30am	Welcome and Introduction to Teaching at Clark
9:30 – 10:00am	Being a TA: Ethical and Legal Responsibilities (Marianne Sarkis, Center for Excellence in Teaching & Learning)
10:00 – 10:15am	BREAK (Light refreshments will be served)
10:15 – 10:30am	Working with Disability Services
10:30am – 11:30am	What Does It Mean to be a TA at Clark (panel: faculty +TA pairs—with Q&A to follow)
11:30 – 11:45am	TA Evaluation at Clark
11:45 – 12:00pm	Evaluation and Close

#### **Fall TA Workshop Series (CETL): all grad students with an interest in teaching are encouraged to attend these upcoming workshops:**

Teaching in the Multicultural Classroom  
Responding to Student Writing  
Hosting Discussions in Class  
Teaching with Dialogue  
Hosting Effective Review Sessions  
Tips and Strategies for Effective and Efficient Grading

#### ***Other topics that you provide us with on the Session Evaluation Form!***

We hope and expect that you will find these programs useful in your professional development, and we welcome your comments, suggestions, and concerns.

Please make sure to visit the CETL website at <http://www.clarku.edu/departments/cetl>

Marianne Sarkis, Center for Excellence in Teaching and Learning (CETL)

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## COURSE-RELATED RESOURCES

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- ⇒ Planning a course
- ⇒ Designing a Course
- ⇒ Teaching a Course
- ⇒ Evaluating a Course



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## LEEP-RELATED MATERIAL

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- ⇒ About LEEP
- ⇒ LEEP-funded course changes
- ⇒ Incorporating LEEP Learning Goals into your Courses
- ⇒ Grants awarded for LEEP Development

## CONTACT CETL

To arrange for a consultation with CETL, please contact:

**Email:** [cetl@clarku.edu](mailto:cetl@clarku.edu)

**Marianne Sarkis**

email: [msarkis@clarku.edu](mailto:msarkis@clarku.edu)

Phone: (508) 421-3898

**Matt Malsky**, Dean of the College

email: [mmalsky@clarku.edu](mailto:mmalsky@clarku.edu)

phone: (508) 793-7671

### CETL Steering Committee for the 2014-2015 Academic Year

**Matt Malsky**  
Dean of the College

**Scott Hendricks**  
Humanities Faculty

**Jen Plante**  
Academic Advising

**Louis Colonna-Romano**  
Sciences Faculty

**Cheryl Turner-Elwell**  
Academic Technology Services

**Rob Boatright**  
Social Sciences Faculty

**Rachael Shea**  
Goddard Library

**Jing Zhang**  
Graduate School of Management

CENTER FOR  
EXCELLENCE  
IN TEACHING  
& LEARNING  
(CETL)

# ABOUT CETL

The Center for Excellence in Teaching and Learning (CETL) offers programs and services to enhance the quality of education at Clark University. These programs are designed to serve faculty and PhD students, are created in response to faculty-identified needs, and are guided by the CETL Steering Committee. The CETL website also serves as a resource for information related to pedagogy and the learning sciences. CETL offers hard-copy materials as well.



# CETL PROGRAMS

## Teaching and Learning Programs

### Communities of Practice (COP)

Faculty come together to discuss and implement a teaching and learning project.

### Brown-Bag Luncheons

Bring your lunch and join us for workshops that include dilemmas in teaching, new technologies, grading, dealing with difficult students.



VISIT US ON THE WEB

<http://www.clarku.edu/departments/cetl>

## FACULTY OPPORTUNITIES AND RESOURCES

- ⇒ Educational and Professional Development
- ⇒ Peer Learning Assistants (PLAS)
- ⇒ Teaching Consultations
- ⇒ Understanding FERPA's implications for your teaching
- ⇒ Conferences attendances

## TEACHING ASSISTANT RESOURCES AND OPPORTUNITIES

- ⇒ Teaching Assistant Evaluation
- ⇒ Workshops
- ⇒ Tips on being a TA
- ⇒ Publication venues
- ⇒ "Best practices" for Graduate Teaching Assistants



**CENTER FOR EXCELLENCE  
IN TEACHING &  
LEARNING (CETL)**  
Web: <http://www.clarku.edu/department/cetl>  
Email: [cetl@clarku.edu](mailto:cetl@clarku.edu)



**Ethics, Legal  
Rights  
and  
Responsibilities**

**Dr. Marianne Sarkis, Assistant Professor**  
Center for Excellence in Teaching and Learning (CETL)

### Take-home messages

- As a Teaching Assistant, you are part of the teaching staff at Clark.
- You have a responsibility to your department and Clark.
- You are responsible for knowing what (not) to do.
- When in doubt:
  - Err on the side of caution;
  - Ask a professional.

### The rules (and common sense)

- Academic honesty
- Privacy and confidentiality
- Record keeping
- Avoiding (perception of) harassment
- Fairness
- Students with disabilities
- Dealing with challenging students

### Academic Integrity (Clark Academic Integrity Policy)

- Definition, procedures
  - <http://www2.clarku.edu/offices/aac/>
- Responsibilities of faculty
  - Report suspected or proven violations of academic integrity to Associate Dean of the College
  - Make recommendation for sanction, where appropriate

### Academic Dishonesty (Clark Academic Integrity Policy)

- Responsibilities of TAs
  - Things you should do
    - Be vigilant.
    - Grade normally.
    - Make copies.
    - Turn in reports/copies to instructor and point out the problem.
  - Things you must not do
    - Confront or threaten the student(s).
    - Discuss the situation with anyone besides the instructor.

### Privacy and confidentiality (FERPA / “Buckley Amendment”)

- Grades and other academic information must be kept strictly **confidential**.
- Things you must not do:
  - Post lists of grades by name or ID#.
  - Allow students to see other students' graded papers or grade records.
  - Discuss a student's academic progress with anyone except the student or other course staff.

## Record keeping

- Grade records are arguably the most important records that Clark maintains!
- TA responsibilities
  - Double check *every* grade calculation and entry
  - Keep copies of graded papers for at least a year
  - Back up your grade file frequently, on a disk or separate computer, or Dropbox

## Harassment (Clark policy, federal and state law)

- Definition—
  - sexual advances
  - creation of a hostile environment
- Your responsibility: treat students in a friendly but *professional* manner
- Things you must *not* do:
  - Touch a student inappropriately
  - Date a student
  - Use offensive language
  - Display offensive material

## Fairness and favoritism (ethics, state and federal law)

- Equality is the law—gender, race, class, ethnicity, sexual orientation
- You may not like every student equally, but you owe them all a fair share of your time and attention
- You must treat everyone equally
- You must not pre-judge or display bias
- Avoid *perception* of favoritism—e.g. gifts, nicknames, out of class socializing

## Students with disabilities (federal law, institutional policy)

- Definition/examples
- **Student responsibility:** Get documentation from Disability Services Coordinator
- **Faculty responsibility:** Provide accommodations as requested by DSC
- **TA responsibility:** Administer accommodations as requested by DSC and faculty (extended time, quiet testing, assistive technology); maintain confidentiality

## Dealing with challenging students

- Don't take the behavior personally.
- Maintain an even temper; show tolerance.
- Do not tolerate disrespect to yourself or others.
- Never hold a grudge when grading student work.
- Enforce safety rules, without threats or physical contact.
- Let course instructor make most determinations.
- If there is an immediate threat to safety or property, call University Police.

## Case Studies

- For each, discuss
  - What are the issues?
  - How can this situation be best handled?
  - What should the TA do?



### Case Study 1.1

- You think one of the students in your class is attractive. She comes to see you during late afternoon office hours. After you have helped her with some difficult material, she invites you to dinner as a “thank you”.

### Case Study 1.2

- You share an office with another TA in your department. A student who comes to your office hours complains to you that the screen saver (a caricature of a political leader) on the other TA's computer is offensive.

### Case Study 2.1

- You lead a weekly discussion section and one student consistently arrives late. At least once during each class, he gets up from his seat at the back of the room and leaves the room and then returns a few minutes later, distracting you each time.

### Case Study 2.2

- It is past closing time and a student team refuses to leave the lab. When you ask them again one of the students tells you “I’m paying your salary with my tuition, I’ll stay as long as I want” and continues to ignore you.

### Case Study 3.1

*(Conversation between two students)*

- Sue - “Hi Dan, I talked to the TA about my grades. S/he showed me the grade sheet and I noticed you failed the last exam. I would be happy to help you on the next one.”

### Case Study 3.2

*(Phone call from parent)*

- Parent to TA - “I would like to talk to you about how my daughter is doing in your class.”
- TA to Parent - “What do you want to know?”
- Parent to TA - “Everything, I’m paying the tuition after all!”

### Case Study 4.1-2

- Two homework papers are essentially identical, including the same errors.
- Two students sitting next to each other in an exam have nearly identical solutions to one problem. One of the exam sheets looks like it has been erased.

### Case Study 5.1-3

- A TA is repeatedly late for discussion sections, and often not prepared.
- A TA leaves campus the day after classes end, and returns the day the next semester starts.
- A TA turns in a set of grades for an assignment that are all either A or A+.

**For more help**

**The Center for Excellence in Teaching and Learning (CETL)**

The Center for Excellence in Teaching and Learning (CETL) offers programs and services to enhance the quality of education at Clark University. These programs are designed to serve faculty and PhD students, are created in response to faculty-identified needs, and are guided by the CETL Strategic Objectives. The CETL website also serves as a resource for information related to pedagogy and the learning process.

<b>MENTORING PROGRAM</b> All teaching and research faculty on multiple-year contracts will be assigned peer mentors and invited to a monthly workshop.	<b>WORKSHOPS</b> Workshops are offered for faculty and first-year learning workshops in the calendar of events.	<b>FIRST YEAR INTENSIVES</b> Resources for faculty and advisors teaching first-year students. (resources login)	<b>CONSULTATION</b> Individual confidential consultations on teaching are offered to faculty and TAs.
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**For Graduate Students**

- Teaching Assistant Evaluation
- Teaching Assistant Workshop Materials
- Tips for Teaching Assistants
- Opportunities and Resources
- CETL Teaching Resources [PDF]
- Funding Opportunities
- Teaching and Course-Related Resources

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Liberal Education & Effective Practice

**LIBERAL EDUCATION  
AMPLIFIED**

## **LEEP in the Classroom**

### **What is LEEP?**

Liberal Education and Effective Practice (LEEP) is the ongoing undergraduate education renewal based on the Final Report of the Task Force on Undergraduate Education, approved by Clark faculty in April of 2009. Through LEEP, Clark will make the link between knowledge and action more explicit, thereby preparing students to address the challenges of a rapidly changing world. LEEP implementation began with the class of 2014.

In response to the Task Force, in fall of 2009, Clark faculty formally endorsed the following five educational goals:

Clark graduates will possess the following characteristics:

- 1) Knowledge of the Natural World and Human Cultures and Societies: *The acquisition of this knowledge will be focused by rigorous engagement with big questions, both contemporary and enduring.*
- 2) Intellectual and Practical Skills: *These skills will be practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*
- 3) Personal and Social Responsibility: *These abilities will be anchored through active involvement with diverse communities and real-world challenges, taking particular advantage of Clark's urban location and global connections.*
- 4) Ability to Integrate Knowledge and Skills: *This will be experienced through progressively more advanced knowledge creation, contextual reasoning, and the construction of shared meaning and opportunities for reflection.*
- 5) Capacities of Effective Practice: *These will be demonstrated by application of knowledge and skills to issues of consequence and by emerging membership in larger communities of scholarship or practice.*

LEEP espouses a developmental perspective in which the undergraduate experience is organized around three phases: transition, growth and exploration, and synthesis and demonstration.

Each successive phase in the cycle marks:

1. more extensive practice at intellectual and practical skills,
2. increased social responsibility and agency, with students growing to organize and direct their own learning; and
3. additional opportunities to integrate and apply knowledge.



Liberal Education & Effective Practice

# LIBERAL EDUCATION AMPLIFIED

## The Three Phases of LEEP:

**1) Transition Phase:** marks the initiation of the new student into the community and provides initial support for student success. In this phase, students will sharpen the fundamental skills (especially verbal literacy and formal analysis) that will assist them in making the most of the distinctive features of a Clark education. All first-year students will choose and complete a First Year Intensive (FYI) course designed to support their transition.

**2) Growth and Exploration Phase:** allows students to explore knowledge of human cultures and of the natural world. During this phase students will balance breadth and depth of learning, and will be given opportunities to integrate learning from various disciplines. They will be provided with opportunities to apply knowledge with agility and creativity to new contexts, and ideally they will be provided with opportunities to stretch their learning in ways that provide global and international experiences.

**3) Synthesis and Demonstration Phase:** provides students with the opportunity to demonstrate the capacity to take on responsibility for organizing learning and constructing new knowledge. Students will demonstrate their ability to synthesize and construct new knowledge in sufficient depth as to add value to some larger community. An important characteristic of this phase is that students will show their growing ability to integrate their learning, and to draw effectively on the help of others (faculty, students, and staff) as resources.

For more information about LEEP including, more detailed information about and resources for Phases 1 and 2, please visit:

<http://www.clarku.edu/departments/cctl/leep/index.cfm>

Please do contact CETL ([cctl@clarku.edu](mailto:cctl@clarku.edu)) with any questions you might have about LEEP including how to incorporate the goals of LEEP into your courses.

## **MOODLE**

As part of your responsibilities as a TA you might need to use MOODLE. To access this course management system, and some “how to” tutorials, go to:

<https://moodle.clarku.edu/course/view.php?id=1777>

In the next few weeks, Cheryl Elwell of ITS, will be hosting some office hours for those of you who feel you need some extra help navigating and using the system. So, save all of your questions for then. CETL will keep you posted on the dates, times, and locations of these office hours.

## **TEACHING ASSISTANT RESOURCES ON CETL'S WEBSITE**

CETL has currently redesigned its website to include a large section on resources for TAs!

The URL for the CETL website is:

<http://www.clarku.edu/departments/cetl>

Here you will find much more information (under the graduate students tab) on:

- The Certificate in College Teaching
- Useful tips and insights from experienced TAs
- Principles for good and effective course design
  - What makes a good TA?

You will also have the opportunity to request workshops and consultations directly from the website.



## CLARK STATEMENT ON ACADEMIC INTEGRITY

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<http://www2.clarku.edu/offices/aac/integrity.cfm>

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity do to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Several ways in which academic integrity may be violated are outlined below.

**Cheating** has three principal forms:

- Unauthorized use of notes, text, or other aids during an examination or in performance of course assignments.
- Copying the work of another.
- Handing in the same paper for more than one course unless the faculty members involved give their explicit permission to do so.

**Plagiarism** refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism.

**Unauthorized collaboration** refers to work that students submit as their own but which was arrived at through a process of collaboration without the approval of the professor. Since standards on appropriate or inappropriate collaboration may vary widely among individual faculty, students should make certain they understand a professor's expectations before collaborating on any class work.

**Alteration or fabrication of data** includes the submission or changing of data obtained by someone else or not actually obtained in the performance of an experiment or study, except where allowed by the professor. It also includes the changing of data obtained in the performance of one's research.

**Participating in or facilitating dishonest activities** includes, but is not limited to:

- Stealing examinations
- Forging grade reports or grade change forms, or altering academic records
- Sabotaging the work of another student
- Selling, lending, or otherwise distributing materials for the purpose of cheating
- Forging or altering Graduation Clearance forms
- Forging letters of recommendation
- Forging signatures on any official university documents

Student Accessibility Services at Clark University:  
<http://www.clarku.edu/offices/aac/ada/>



Clark University is committed to providing equal access to otherwise qualified students with disabilities who are able to effectively function in a rigorous, campus-based, liberal-arts environment.

Although Clark does not offer a specialized program, or a learning center for students with disabilities, the University does provide a support service for qualified students who register with Student Accessibility Services. The director of Student Accessibility Services works with students to coordinate academic accommodations and services on campus.

Student Accessibility Services is located in the Goddard Library, Room 430. This office is the point of contact for any student seeking accommodations.

We encourage parents and students interested in learning about our support services to read the following information. If questions are left unanswered, we then encourage further contact via phone or email. The phone number is (508) 798-4368 and the email address is [accessibilityservices@clarku.edu](mailto:accessibilityservices@clarku.edu).

### **Confidentiality Statement**

Student Accessibility Services treats all materials pertaining to a student's disability as confidential. This material does not become a part of a student's permanent record.

Documentation of disability is housed in individual student files in Student Accessibility Services

Only persons working at, or in collaboration with Student Accessibility Services have access to these files.

Students requesting letters of accommodation be sent to faculty acknowledge that some level of disclosure may be necessary to provide the requested accommodation(s).

Five years after the last recorded date of enrollment, documentation of disability housed in Student Accessibility Services will be destroyed.

Get information on the Family Educational Rights and Privacy Act of 1974 (FERPA)

Clark University does not discriminate against qualified persons on the basis of race, color, sex, sexual orientation, religion, national origin, age as defined by law, or handicap. Clark University is an Affirmative Action/Equal Opportunity.

## Potentially Useful Campus Resources:

Office	Location	Contact Information	Hours	What We Do
<b>Academic Advising Center (AAC)</b>	Corner House 142 Woodland Street, 2 <sup>nd</sup> floor Worcester, MA	508 793 7468 <a href="http://www.clarku.edu/offices/aac/advising@clarku.edu">http://www.clarku.edu/offices/aac/advising@clarku.edu</a>  <i>Jennifer Plante</i> Interim Director of Academic Advising <a href="mailto:jplante@clarku.edu">jplante@clarku.edu</a>	8:30a – 5:00p (M-F)	- Help students plan their academic programs through a coordinated set of activities and services. All new students are assigned a faculty advisor who helps them select courses and programs.  - This is also the location of Disability Services (see full entry on page 4).
<b>Career Services</b>	Alumni House 122 Woodland Street, 2 <sup>nd</sup> & 3 <sup>rd</sup> floors Worcester, MA	508 793 7258 <a href="http://www.clarku.edu/offices/career/careers@clarku.edu">http://www.clarku.edu/offices/career/careers@clarku.edu</a>  <i>Vickie Cox-Lanyon</i> Director of Career Services <a href="mailto:vcoxlanyon@clarku.edu">vcoxlanyon@clarku.edu</a>  <i>Lee Goldstein</i> Associate Director of Career Services <a href="mailto:lgoldstein@clarku.edu">lgoldstein@clarku.edu</a>	9:00a – 5:00p (M-F)  * Need to schedule an appointment with a career counselor  *1:00p – 3:00p M-F Quick Question Drop-In Hours (no appointment necessary)	- Help students assess their skills and interests.  - Guide students in exploring career options.  - Support students with internship, job and graduate school applications.
<b>Center for Excellence in Teaching and Learning (CETL)</b>		508 793 7386 <a href="http://www.clarku.edu/departments/cetl/cetl@clarku.edu">http://www.clarku.edu/departments/cetl/cetl@clarku.edu</a>  <i>Marianne Sarkis</i> <a href="mailto:msarkis@clarku.edu">msarkis@clarku.edu</a>  <i>Matt Malsky</i> <a href="mailto:mmalsky@clarku.edu">mmalsky@clarku.edu</a>	9:00a – 5:00p (M) T-Thurs it is best to make an appointment.  Email <b>Marianne Sarkis</b> at: <a href="mailto:msarkis@clarku.edu">msarkis@clarku.edu</a>	- Offers a wide variety of programs and services to promote and enhance learning at Clark University
<b>Counseling Services</b>	501 Park Avenue Worcester, MA	508 793 7678 <a href="http://www.clarku.edu/offices/counseling/counseling@clarku.edu">http://www.clarku.edu/offices/counseling/counseling@clarku.edu</a>  <i>Megan Kersting</i> Director	9:00a – 5:00p (M-F)	- Help students overcome interpersonal difficulties that develop into obstacles in the attainment of academic and/or personal goals.
<b>Dean of Students</b>	18 Downing Street, 1 <sup>st</sup> floor Worcester, MA	508 793 7423 <a href="mailto:dsoffice@clarku.edu">dsoffice@clarku.edu</a>  <i>Kevin McKenna</i> <a href="mailto:kmckenna@clarku.edu">kmckenna@clarku.edu</a>  <i>Adam Keyes</i> Interim Associate Dean of Students <a href="mailto:akeyes@clarku.edu">akeyes@clarku.edu</a>  <i>Erin McClintok</i> Assistant Dean of Students <a href="mailto:emcclintok@clarku.edu">emcclintok@clarku.edu</a>	9:00a – 5:00p (M-F)	- Responsible for coordinating services related to housing, residential life, intercultural student services, international student services, new student orientation, health services, student leadership and programming, personal counseling, wellness, and judicial affairs.

Office	Location	Contact Information	Hours	What We Do
Dean of the College	Geography Building, Room 206	508 793 7671 <a href="http://www.clarku.edu/offices/academicaffairs/deanofcollege/">http://www.clarku.edu/offices/academicaffairs/deanofcollege/</a> <a href="mailto:deanofcollege@clarku.edu">deanofcollege@clarku.edu</a>  <i>Matt Malsky</i> mmalsky@clarku.edu	To schedule an appointment with the Dean, you should call Kim Fisher Administrative Assistant to the Dean at extension 7671 or email her at: <a href="mailto:kifisher@clarku.edu">kifisher@clarku.edu</a>	- Responsible for the development and implementation of undergraduate academic programs and policies.
Dean of Graduate Studies	Geography Building, Room 210	508 793 7676 <a href="http://clarku.edu/offices/academicaffairs/deanofgraduate/">http://clarku.edu/offices/academicaffairs/deanofgraduate/</a>  <i>William Fisher</i> wfisher@clarku.edu	To schedule an appointment with the Dean, you should call Denise Robertson, Administrative Assistant to the Dean at extension 7676 or email her at: <a href="mailto:d Robertson@clarku.edu">d Robertson@clarku.edu</a>	- Responsible for all aspects of Graduate education.
Dean of Research	Geography Building, Room 209B	508 793 7779 <i>Nancy Budwig</i> <a href="mailto:nbudwig@clarku.edu">nbudwig@clarku.edu</a>	To schedule an appointment with the Dean, you could call Tracy Leonard, Administrative Assistant to the Dean, at extension 7673 or email her at: <a href="mailto:trleonard@clarku.edu">trleonard@clarku.edu</a>	- Responsible for all research centers and institutes and for all sponsored programs and research across campus.
Disability Services	Corner House 142 Woodland Street, 2 <sup>nd</sup> floor Worcester, MA	508 793 7468 <a href="http://www.clarku.edu/offices/aac/ada/advising@clarku.edu">http://www.clarku.edu/offices/aac/ada/advising@clarku.edu</a>	8:30a – 5:00p (M-F)	- The coordinator of Disability Services works with students to coordinate academic accommodations and services on campus.
Goddard Library		508 793 7579 (Reference) 508 793 7461 (Circulation) <a href="http://www.clarku.edu/research/goddard/">http://www.clarku.edu/research/goddard/</a>  <a href="mailto:goddardlibrary@clarku.edu">goddardlibrary@clarku.edu</a>	For the full and detailed listing of library hours, please see the library's website	- Many of the Library's resources are available online 24/7 - the catalog, databases, electronic references books, full text journals.  - Collection requests, appointments for class instruction sessions, heavy-duty reference questions can come to us virtually or in-person, but they are best handled during the hours that staff are available.
Health Services	501 Park Avenue Worcester, MA	508 793 7467 <a href="http://www.clarku.edu/offices/health/about.cfm">http://www.clarku.edu/offices/health/about.cfm</a> <a href="mailto:healthservices@clarku.edu">healthservices@clarku.edu</a>	9:00a – 5:00p (M-F)	- Provides acute illness care, gynecological and contraceptive services, as well as health counseling and education.  - The professional Health Services staff includes nurse practitioners, registered nurses and part-time physicians.

<b>ID Card (Clark University OneCard)</b>	22 Downing Street, 2 <sup>nd</sup> Floor Worcester, MA	<b>508 793 7109</b> <a href="mailto:idcard@clarku.edu">idcard@clarku.edu</a>	The OneCard Office will issue an ID whenever there is a staff person in the office. Please call ahead to check our availability.	- OneCard acts as a key to the following on campus: - - residential and academic buildings  - - meal plans  - - Cash Card account  - - Library card  - - Kneller Athletic & Dolan Field House
<b>Information Technology Services (ITS)</b>	Academic Commons, Ground Floor of the Goddard Library	<b>508 793 7745</b> (Helpdesk) <a href="mailto:helpdesk@clarku.edu">helpdesk@clarku.edu</a>	9:00a – 5:00p (M-F)	- Available to assist with, among other things, queries relating to software purchasing, e-mail account access, and accessing the internet.
<b>International Students and Scholars Office</b>	Dana Commons, 1 <sup>st</sup> floor	<b>508 793 7362</b> <a href="http://www.clarku.edu/offices/oia/interstud@clarku.edu">http://www.clarku.edu/offices/oia/ interstud@clarku.edu</a>  <i>Patty Doherty</i> Director <a href="mailto:pdoherty@clarku.edu">pdoherty@clarku.edu</a> 508 793 7762	8:30a – 5:00p (M-F)	- Develop and implement educational and co-curricular programs designed to heighten cultural awareness, appreciation of cultural diversity, and intercultural understanding for all students.  - Handle and process visas for international people, including faculty, visiting researchers, and students.
<b>Office of Sponsored Programs and Research</b>	Geography Building, Room 209A	<b>508 793 7765</b> <a href="http://www.clarku.edu/offices/research">http://www.clarku.edu/offices/research</a>  <i>Lisa Gandette</i> Coordinator of Sponsored Programs and Research <a href="mailto:lgaudette@clarku.edu">lgaudette@clarku.edu</a>  Susan Puryear Sponsored Research Administrator <a href="mailto:spuryear@clarku.edu">spuryear@clarku.edu</a>	9:00a – 5:00p (M-F)	- Responsible for the review, submission and acceptance of University-based research, educational, training, or technical assistance projects involving funds, materials, or other compensation from outside sources and/or require Institutional Review Board (IRB) approval.
<b>President's Office</b>	Geography Building, Room 202	<b>508 793 7320</b> <a href="mailto:presidentsoffice@clarku.edu">presidentsoffice@clarku.edu</a>  <i>David Angel</i> <a href="mailto:dangel@clarku.edu">dangel@clarku.edu</a>	To schedule an appointment with the President, you should call Joanne Miller, Executive Assistant to the President at extension 7320 or email her at: <a href="mailto:jmiller@clarku.edu">jmiller@clarku.edu</a>	

<b>Provost's Office</b>	Geography Building, Room 212	<p>508 793 7673</p> <p><a href="http://www.clarku.edu/offices/academic-affairs/provost/">http://www.clarku.edu/offices/academic-affairs/provost/</a></p> <p><i>Davis Baird</i> <a href="mailto:dbaird@clarku.edu">dbaird@clarku.edu</a></p> <p><i>Debra Brenner</i> Administrative Assistant <a href="mailto:debbrenner@clarku.edu">debbrenner@clarku.edu</a></p>	To schedule an appointment with the Provost, you could call Mare Plasse, Administrative Assistant to the Provost, at extension 7779 or email her at: <a href="mailto:mplasse@clarku.edu">mplasse@clarku.edu</a>	The Provost is the chief academic officer of the university.
<b>Residential Life and Housing (RLH)</b>	22 Downing Street, 2 <sup>nd</sup> Floor Worcester, MA	<p>508 793 7453</p> <p><a href="http://www.clarku.edu/offices/housing/housing@clarku.edu">http://www.clarku.edu/offices/housing/housing@clarku.edu</a></p> <p><i>Adam Keyes</i> Interim Associate Dean of Students &amp; Director of Residential Life and Housing <a href="mailto:akeyes@clarku.edu">akeyes@clarku.edu</a></p>	8:30a – 5:00p (M-F)	- All administrative processes associated with residential life are coordinated through the RLH Office. Specifically, room assignments, room selection, room changes, residence hall opening and closing, and damage restitution.
<b>University Police</b>	Bullock Hall, Basement,	<p>508 793 7575</p> <p><a href="http://www.clarku.edu/offices/police/">http://www.clarku.edu/offices/police/</a></p> <p><i>Stephen Goulet</i> Police Chief <a href="mailto:sgoulet@clarku.edu">sgoulet@clarku.edu</a></p>	24 hours a day, seven days a week	- Besides patrolling campus, officers also patrol the surrounding streets.  - They work in cooperation with the Worcester City Police to protect off-campus students and property.

For a complete alphabetical listing of all offices and resources on campus, please see: <http://www.clarku.edu/intranet/campusdirectory.cfm>

## **Teaching Resources**

**Integrating technology in teaching or assignments;  
research software**

Academic Technology Services

[www.clarku.edu/offices/its/academictechnology](http://www.clarku.edu/offices/its/academictechnology)

Cheryl Turner Elwell **MOODLE**;

[celwell@clarku.edu](mailto:celwell@clarku.edu)

**Exploring library research sources and  
tools for students of all levels**

Goddard Library

[www.clarku.edu/research/goddard](http://www.clarku.edu/research/goddard)

Anthony Penny

[apenny@clarku.edu](mailto:apenny@clarku.edu)

**Teaching about writing**

Writing Center

[www.clarku.edu/departments/writingatclark/center.cfm](http://www.clarku.edu/departments/writingatclark/center.cfm)

Jennifer Plante

[jplante@clarku.edu](mailto:jplante@clarku.edu)

**Harassment issues**

Human Resources

<http://www.clarku.edu/offices/hr/pdfs/harassmentdiscriminationprevention.pdf>

Jacqueline Capomacchio

[icapomacchio@clarku.edu](mailto:icapomacchio@clarku.edu)

**Designing and implementing community-based  
and service learning**

Community and Volunteering

[www.clarku.edu/community](http://www.clarku.edu/community)

Micki Davis

[midavis@clarku.edu](mailto:midavis@clarku.edu)

**LEEP in the classroom**

<http://www.clarku.edu/departments/cetl/leep/index.cfm>

Nancy Budwig and Matt Malsky

[nbudwig@clarku.edu](mailto:nbudwig@clarku.edu)

[mmalsky@clarku.edu](mailto:mmalsky@clarku.edu)

**Center for Excellence in Teaching and Learning (CETL)**

[www.clarku.edu/departments/cetl](http://www.clarku.edu/departments/cetl)

Marianne Sarkis

[msarkis@clarku.edu](mailto:msarkis@clarku.edu)

**How to teach with dialogue**

Difficult Dialogues

[www.clarku.edu/difficultdialogues](http://www.clarku.edu/difficultdialogues)

Amy Richter

[arichter@clarku.edu](mailto:arichter@clarku.edu)

**The Certificate for College Teaching program for TAs and faculty**  
Higher Education Consortium of Central Massachusetts (HECCMA)  
[www.heccma.org/cct/](http://www.heccma.org/cct/)

## **Students Struggling with:**

### **Academic issues**

The Associate Dean for Student Academic Success

<http://www.clarku.edu/offices/academicaffairs/deanofcollege/dean.cfm>

Phil Robakiewicz

[probakiewicz@clarku.edu](mailto:probakiewicz@clarku.edu)

### **Personal/social issues**

Dean of Students

<http://www.clarku.edu/offices/dos/>

Kevin McKenna

[kmckenna@clarku.edu](mailto:kmckenna@clarku.edu)

### **An apparent learning difficulty**

Disability Services

[clarku.edu/offices/aac/ada](http://clarku.edu/offices/aac/ada)

Emily Tarconish

[etarconish@clarku.edu](mailto:etarconish@clarku.edu)

### **Writing difficulties**

Writing Center

[www.clarku.edu/departments/writingatclark/center.cfm](http://www.clarku.edu/departments/writingatclark/center.cfm)

Jennifer Plante

[jplante@clarku.edu](mailto:jplante@clarku.edu)

Clark University  
Faculty Expectations and Feedback for Graduate Assistants<sup>1</sup>

Name of Teaching Assistant: \_\_\_\_\_ Course Number: \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Course Title: \_\_\_\_\_

Supervising Faculty Name: \_\_\_\_\_

This form is designed to facilitate discussion between professor and graduate assistants. Discussion with graduate students suggests that it would be most helpful if used, at minimum, once before the start of the semester, to structure a discussion of expectations, and once at the end of the semester, to facilitate communication about graduate assistant performance. A midterm discussion to review expectations and graduate assistant performance may be helpful in making “mid-course corrections”.

The following is a list of possible expectations for graduate assistant involvement in the course. No graduate assistant will do all of these things, and most will undoubtedly do other things as well. This list is intended as a starting point for a discussion of expectations of the graduate assistant role, and as a place to record your expectations and feedback. Both professor and graduate assistant may want to leave each meeting with a copy of this form.

<b>Possible Graduate Assistant Responsibilities</b>	<b>Pre-semester agreement of expectation</b>	<b>Midterm feedback (optional)</b>	<b>End of semester feedback</b>
Attend lecture			
Conduct class sessions (e.g. discussion sessions, labs)			
Conduct out of class sessions (office hours, help sessions)			
Grade (e.g. homework, labs, projects, exams; maintain grade records)			

<sup>1</sup> “Assistants” include both graduate teaching assistants and ad hoc graduate assistants.

<b>Possible Graduate Assistant Responsibilities</b>	<b>Pre-semester agreement of expectation</b>	<b>Midterm feedback (optional)</b>	<b>End of semester feedback</b>
Assist with technology (e.g. CICADA site, A/V equipment)			
Assist in laboratories (e.g. test labs, maintain equipment, deliver pre-lab lectures)			
Other expectations (e.g. prepare answer sheets, take attendance, other):			
Time expected before/after semester <sup>2</sup>			
Total time input expected <sup>2</sup>			

Overall assessment and suggestions for improvement (end of semester):

Faculty comments:

TA comments:

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<sup>2</sup> Note that graduate school policy states that a graduate teaching assistant is expected to work the equivalent of 17.5 hr/week for 15.5 weeks, and therefore may be expected to be available before the semester begins and/or after it ends. Ad hoc graduate assistants' time expectations vary according to their individual contracts.

**Clark University**  
**Student Rating Form for Graduate Teaching Assistants**

**Course Number** \_\_\_\_\_ **Course Title** \_\_\_\_\_

**Semester:** Fall \_\_\_\_\_ Spring \_\_\_\_\_

**Name of Teaching Assistant** \_\_\_\_\_

We use student ratings of graduate teaching assistants to evaluate TA performance and to help TAs improve their work. Your thoughtful responses and constructive comments are read and carefully considered.

**SECTION A**

Please rate your teaching assistant's performance on each of the following items using this rating scale:

N/A= Not applicable; 1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Outstanding

	<b>Rating</b>				
<b>Clarity</b>					
answers questions effectively	N/A	1	2	3	4 5
clarifies difficult points	N/A	1	2	3	4 5
speaks clearly	N/A	1	2	3	4 5
writes clearly	N/A	1	2	3	4 5
<b>Organization</b>					
is present and on time for scheduled sessions	N/A	1	2	3	4 5
is prepared for scheduled discussion or lab sessions	N/A	1	2	3	4 5
<b>Stimulation of student interest</b>					
conveys enthusiasm	N/A	1	2	3	4 5
uses effective examples to illustrate material	N/A	1	2	3	4 5
stimulates student inquiry	N/A	1	2	3	4 5
<b>Availability/rapport</b>					
holds consistent and adequate office hours	N/A	1	2	3	4 5
is interested in helping students	N/A	1	2	3	4 5
<b>Assessment/feedback to students</b>					
grades fairly and accurately	N/A	1	2	3	4 5
provides useful written comments on student work	N/A	1	2	3	4 5
<b>Discussion/lab interaction</b>					
respects students' efforts and opinions	N/A	1	2	3	4 5
encourages questions and debate	N/A	1	2	3	4 5
Overall effectiveness	N/A	1	2	3	4 5
<b>Insert course- or department-specific items as desired</b>					
	N/A	1	2	3	4 5
	N/A	1	2	3	4 5
	N/A	1	2	3	4 5
	N/A	1	2	3	4 5
	N/A	1	2	3	4 5

## SECTION B

Student information (circle one):

1. Class standing (1<sup>st</sup> yr, sophomore, junior, senior, graduate, other)

2. How many times did you attend sessions conducted by the TA that were a required part of the course (e.g. discussion sections, laboratories)? (circle one)

all

almost all

many

some

few

none

not applicable

3. How many times did you attend sessions conducted by the TA that were an optional part of the course (e.g. review sessions, office hours)? (circle one)

more than three times

three times

twice

once

never

not applicable

COMMENTS:

1. Please comment on specific items listed above and on other specific items that are not included on this form.

2. Please list one or two specific things that this teaching assistant did that helped your learning.

3. Please give this teaching assistant one or two specific suggestions for actions or strategies that might have improved your learning.