32nd Annual Workshop for New Graduate Teaching Assistants

The University of Alabama
August 16-17, 2018

https://graduate.ua.edu/events/gta/
16 August 2018

Dear Colleague:

Welcome to the Thirty-second Annual Workshop for New Graduate Teaching Assistants!

The University of Alabama is committed to preparing its new GTAs to teach at the university level. Skilled teachers develop through the process of learning, raising questions, and being responsive to changing environments, fresh interpretations, and new ideas. It is our commitment to this process that led The University of Alabama to develop the Workshop for New Graduate Teaching Assistants in 1987.

In this year’s workshop, we introduce you to various topics related to university teaching. You will learn about important policies and legal issues, how to manage distressed and anxious students, and how to foster a culture of academic integrity in your classroom. You will also learn how to lead discussions effectively, how to communicate clearly and with confidence, how to solve some common classroom problems, and what elements should be included in a college-level syllabus. In addition, you will also learn about a wide range of resources and services on campus that are available to you as a teacher.

Most importantly, you also will have the opportunity to engage in hands-on teaching in a small, supportive environment. These sessions are led by Graduate Teaching Fellows, who are experienced GTAs recognized for their outstanding teaching skills. The Fellows have received special training to conduct this workshop.

We in the Graduate School place high value on graduate teacher training, and that is why we have committed much time in planning a beneficial learning experience for you. We hope you share our enthusiasm about the potential of this Workshop for New Graduate Teaching Assistants to get you off to a great start.

With every good wish for success,

Cathy Pagani, Ph.D.

Associate Dean of the Graduate School
The Graduate Certificate in College Teaching is a 12-credit (4-course) sequence designed to help graduate students in a variety of professional settings and disciplines who seek to enhance their understanding of teaching and learning issues for adult learners, particularly at institutions of higher education.

Students who participate in the certificate program will have exposure to theory, research, and practice related to the professoriate and to teaching and learning in higher education. The intent of the Graduate Certificate is to assist professionals in responding to the increasingly complex and diversifying social and cultural contexts for adult learners. Students who complete the Certificate will have it listed on their transcripts.

The Graduate Certificate in College Teaching is designed to help you:

- Clarify your goals related to student learning;
- Develop knowledge of and skills for using effective instructional methods;
- Improve your capacity for assessing student learning; and
- Understand the characteristics of the United States professoriate and what it means to be a member of it.
The Graduate Certificate in College Teaching involves coursework in The United States Professoriate and in College and University Teaching. Moreover, students take an elective related to a specific area of interest. Finally, students participate in a mentored teaching experience. The coursework is as follows:

THE AMERICAN PROFESSORIATE
AHE 602. History of the professoriate and recent trends such as expectations about teaching and research, the growth of non-tenure track lines, diversity, and the various institutional types and forms of public and private control.

COLLEGE AND UNIVERSITY TEACHING
AHE 603. Overview of the issues, principles, and practices associated with effective college teaching including learning and diversity; teaching models and strategies; teacher and student behaviors and learning outcomes; and instructional improvement strategies.

MENTORED TEACHING IN HIGHER EDUCATION
AHE 688. Immersion in a mentored experiential learning opportunity to develop competency and mastery in course construction and delivery in the higher education environment.

ELECTIVE
College teaching AHE elective, such as Student Development Theory 1, Academic Cultures and Learning in Academe, or Academic Program Development and Evaluation in Higher Education. Upon prior approval, a student may elect a course offered by another UA program, which has a clear focus on college teaching.

For admission information, please visit hea.ua.edu. For questions, please email Dr. Claire Major (cmajor@ua.edu).
THURSDAY REGISTRATION

32nd Annual Workshop for New Graduate Teaching Assistants

Please complete and return to the tray at the end of your table.

Please print in legible, block letters.

CWID_____________________

Name________________________________________________________________________

(Last/Family Name) (First Name)

Email address__________________________________________

Department/Area/Program________________________________________________________

Local Phone Number___________________________________________________________

Local Mailing Address___________________________________________________________
This binder is designed to both inform and shape your Workshop participation, but it has also been put together with the hopes of giving you vital (and retainable) information for your time as a GTA at The University of Alabama.

With those goals in mind, this binder has been divided into four sections:

**Helpful Information: What You Need to Know as a Graduate Student (pp. 2-8)**

This section includes important information to guide you as you obtain a master’s or doctorate at The University of Alabama. In this section, you’ll find deadlines, suggestions for new graduate students, and other critical information that applies generally to graduate students.

**Helpful Information: What You Need to Know as a Graduate Teaching Assistant (pp. 9-24)**

This section is focused specifically on the teaching aspect of being a GTA. Here, you’ll find the story of one UA GTA who made the most of his time at the Capstone, in addition to other tips on teaching as a graduate assistant.

**Thursday (pp. 25-107)**

This section and the following section are vital to your Workshop participation. In this section, you’ll find materials from our first day presenters. Each subsection begins with a copy of the presenter’s PowerPoint presentation (where applicable) and concludes with other materials the presenter thought participants should have (also where applicable).

**Friday (pp. 108-114)**

This section contains materials related to your Friday videotaping sessions, including instructions for preparing your presentation. This section also includes your registration form for Friday.
HELPFUL INFORMATION:
WHAT YOU NEED TO KNOW AS A GRADUATE STUDENT

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The University of Alabama

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**myBama**

**myBama Student Portal**
https://mybama.ua.edu/cp/home/displaylogin

**Communication**
The official communication tool of The University of Alabama is Crimson Mail powered through Google.com. Please forward your Crimson email account to the email you prefer to use. All UA notifications/reminders are sent out to all students using Crimson email.

**Student Services**

**Registration**
Drop/Add courses, change course options – variable number of hours, etc. Registration begins in the middle of the current semester for the following semester. Please watch for email notifications through Crimson Mail.

**Student Records**
Transcript, schedule, holds, enrollment verification, etc. Please check myBama STUDENT PORTAL.

https://mybama.ua.edu/cp/home/displaylogin

**Graduate Student Research and Conference Support Fund**
The Graduate School provides supplemental funding for graduate student research projects and travel to present research results at conferences. If you have any questions, please check with your department.

http://gradservices.sa.ua.edu/rt.cfm

**Student Receivables**
View account, pay tuition/fees, schedule confirmation, etc. All students must confirm their schedule each semester even if your tuition is covered and you do not owe a balance to UA.

https://studentaccounts.ua.edu

**Office of Disability Services (ODS)**
Provides academic accommodations for students who submit to us appropriate documentation of their disability.

http://ods.ua.edu
**Graduate Student Support Services and Programs**
The Graduate School provides programs designed to provide you with a smooth transition into graduate studies as well as support you through each stage of your graduate program.

https://graduate.ua.edu/current-students/

**Graduate Parent Support (GPS)**
An innovative, award-winning program initiated in the fall of 2009 that serves graduate students who have children.

https://graduate.ua.edu/current-students/graduate-parent-support/

**Graduate Orientation and Welcome (GROW)**
GROW is designed to prepare incoming graduate students with the necessary information to make their time at UA a success. Your orientation to graduate school will likely consist of a variety of experience such as a Departmental Orientation, an orientation of your specific cohort, and the campus-wide GROW event sponsored by the Graduate School.

http://graduate.ua.edu/about/our-students/grow/

**Financial Aid**
Status, eligibility, scholarships, fellowships, grants, etc.

https://graduate.ua.edu/prospective-students/#item-4/

**UA Academic Calendar**
https://registrar.ua.edu/academiccalendar/

**Graduate School**
https://graduate.ua.edu

**A-Z Index**
Direct links to the Graduate School website, Graduate Catalog sections, departmental websites and more

http://graduate.ua.edu/a-z/

**Graduate Catalog**
https://catalog.ua.edu/graduate/

**Graduate School Forms**
https://graduate.ua.edu/current-students/forms-students/

**Graduate School Deadlines**
https://graduate.ua.edu/current-students/student-deadlines/

**Academic Policies**
https://catalog.ua.edu/graduate/about/academic-policies/scholastic-requirements/

**Publisher in Residence Program**
https://as.ua.edu/facultystaff-resources/publisher-in-residence-program/

**Graduation**
https://registrar.ua.edu/graduation/
**General Information**

**Administrative Staff Contacts**
http://graduate.ua.edu/about/staff/

**Graduate Tuition Rates (and other costs)**
https://studentaccounts.ua.edu/tuition-rates/#graduate

**Thesis & Dissertation Preparation & Submission (Electronic)**
http://services.graduate.ua.edu/etd/overview.html

**Minimum Registration Requirements**
http://services.graduate.ua.edu/catalog/14400.html

**Graduate Assistantships**
http://gradservices.sa.ua.edu/gao.cfm

**Workshop for New Graduate Teaching Assistants**
Since 1987, the Graduate School has offered special training for graduate teaching assistants. The Workshop is held at the Paul W. Bryant Conference Center on Thursday and Friday of the week before fall classes begin. It includes a variety of formal presentations and interactive activities. Please check out the GTA Workshop page:

https://graduate.ua.edu/events/gta/

**Graduate Student Employment Policy**
http://services.graduate.ua.edu/publications/ga/gaguide.htm

**UA Student Employment**
http://www.uastudentjobs.ua.edu

**Confidential Student Records**
The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy and confidentiality of personally identifiable information contained within student education records. The University of Alabama complies with FERPA’s confidentiality protections and adheres to procedures dealing with student education records and directory information recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

https://registrar.ua.edu/academics-policies/ferpa/

**Library Guide for Graduate Teaching Assistants**
http://guides.lib.ua.edu/GTA

**Minimum Graduate Assistantship Rates**
http://services.graduate.ua.edu/admin/policy/GAStipends.html

**Tuition Policies**
http://services.graduate.ua.edu/admin/policy/ tuition_policy.html
**Graduate Assistant Guide (Formerly Graduate Student Employment Policy)**

http://services.graduate.ua.edu/publications/ga/gaguide.htm

**Student Health Center**

http://www.cchs.ua.edu/shc

**Graduate Assistant Health Benefits**

http://services.graduate.ua.edu/admin/gshealthins.html

**Immunization Information and Forms**

http://shc.ua.edu/?s=immunization

http://www.cchs.ua.edu/shc/insurance/forms

**Memorandum of Appointment**

These are employment contracts, which set out the terms and conditions and the rights and obligations of the student and the department. It is imperative that these forms correctly record the duties and compensation details; this is especially vital where the assistantship is funded from a contract, grant, or sponsored program. If you have any questions, please check with your department.

http://services.graduate.ua.edu/publications/dept/memo_appoint_reg.pdf

***All Graduate Assistants are paid monthly by direct deposit, except for the 1st check. If you have any questions, please check with your department.***

***Remember, to receive the GA Health Benefits, students MUST register at the Student Health Center before August 31st for fall semester AND must register again for the spring semester no later than January 31st.***

**Additional Websites**

**Act Card**

http://actcard.ua.edu

**Parking & Transportation**

http://bamaparking.ua.edu

**Bus System**

http://www.crimsonride.ua.edu

**Student Receivables**

http://studentreceivables.ua.edu

**University Registrar Office**

https://registrar.ua.edu
Students who anticipate graduating this December need to submit an online Application for Degree (via myBama/Student Tab - http://myBama.ua.edu).

For doctoral and Ed.S. students, please review your transcript with your advisor/department to insure the candidacy requirement and all degree requirements have been met. If your transcript does not reflect that you have been admitted to candidacy, please fill out the Admission to Candidacy form for your department/committee for approval. The Appointment of Committee form must be approved by this date. All forms can be found online at https://graduate.ua.edu/current-students/forms-students/.

Deadline to apply for transfer credit and receive an official transcript showing credit earned at another accredited institution (applicable only to prospective December graduates).

Tentative last day to register for and purchase the UA Student Health Insurance plan for the fall semester, the fall and spring semesters, or the entire year. Go online to https://www.uhcst.com.ua.

Last day to remove a four-week incomplete grade.

Last day to upload a defended thesis or dissertation at the ProQuest* website. The upload thesis or dissertation must be in its final form and has been converted to ProQuest-submittable format (e.g. PDF) and has received final approval from the committee chair to upload in that format. NO EXCEPTIONS!

The Committee Acceptance Form for Electronic Thesis or Dissertation must be submitted to the Graduate School the same day the thesis/dissertation is submitted to ProQuest. Please go to http://services.graduate.ua.edu/etd/ and follow the step-by-step instructions to submit your thesis/dissertation electronically. The “Committee Acceptance Form for Electronic Thesis or Dissertation” is located online at http://graduate.ua.edu/students/forms/. Please note that this form requires all original signatures so you might want to take this form to the defense with you.

All Doctor of Nursing Practice projects must be completed and approved by the Project Chair. Capstone College of Nursing will send confirmation of the approval/completion date to the Graduate School for students graduating in December. THERE ARE NO EXCEPTIONS TO THIS DEADLINE!

Last day to report the results of final comprehensive examinations to the Graduate School Office for those students NOT writing a thesis or dissertation and who expect to graduate in December. An electronic copy may be sent to the Graduate School at gradreg@ua.edu by the department chair or graduate program director.

COMMENCEMENT
Students who anticipate graduating this May need to submit an online Application for Degree (via myBama/Student Tab - http://myBama.ua.edu).

For doctoral and Ed.S. students, please review your transcript with your advisor/department to insure the candidacy requirement and all degree requirements have been met. If your transcript does not reflect that you have been admitted to candidacy, please fill out the Admission to Candidacy form for your department/committee for approval. The Appointment of Committee form must be approved by this date. All forms can be found online at https://graduate.ua.edu/current-students/forms-students/.

Deadline to apply for transfer credit and receive an official transcript showing credit earned at another accredited institution (applicable only to prospective December graduates).

Tentative last day to register for and purchase the UA Student Health Insurance plan for the fall semester, the fall and spring semesters, or the entire year. Go online to https://www.uhcsr.com.ua.

Last day to remove a four-week I or N grade from the previously enrolled semester.

Last day to upload a defended thesis or dissertation at the ProQuest* website. The upload thesis or dissertation must be in its final form and has been converted to ProQuest-submittable format (e.g. PDF) and has received final approval from the committee chair to upload in that format. NO EXCEPTIONS!

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COMMENCEMENT

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HELPFUL INFORMATION:
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Chris Swindle knew computers.
Before he came to the University for his master’s and doctorate degrees in history, he earned a computer science degree from Rose-Hulman Institute of Technology, a small private college in Indiana known for its excellence in engineering and science. On the day the Twin Towers fell, Swindle was working as a software engineer for a defense subcontractor on a project for the U.S. Navy. As a teaching assistant, his grades were calculated at the push of a button with Excel formulas. He even wrote programs to help him turn piles of Lego pieces into faithful reproductions of famous works of art.

So, on Jan. 24, 2009, when it came time to make a difficult announcement to those outside of his inner circle of friends and family, he went to Facebook. “Yes, I have cancer,” he wrote. “Stage III rectal cancer. Some of you know because I told you, some of you know because you heard it from someone else, some of you didn’t know exactly but suspected something is going on, and some of you didn’t suspect anything at all. But now all of you know.”

By that time, Swindle had already been through a round of surgery along with chemotherapy and radiation, and over the course of the next year, he would experience a series of setbacks and recoveries. His battle against cancer, however, would come to an all-too abrupt end when Swindle died on March 11 at the age of 33.

Today, family, friends and faculty from the history department will gather in ten Hoor Hall to remember Swindle. They will tell stories of his jokes, marveling at the little things he did to bring smiles to those around him, and they will share memories of a man described as warm and generous, yet intensely private. Above all, they will celebrate the life of a man hailed by his friends and colleagues as a dedicated teacher who cared about his students and others until the very end.

An Indiana boy
As a child growing up in Michigan before moving to Indiana, Swindle's parents, George Swindle and Dawn Owsley, said he was academically oriented. George, showing the same sense of humor his son would develop, jokingly threatened when Chris was young to punish him by making him go outside to ride his bike, taking him away from his precious books. He watched the evening news and demanded a globe so he could find the places that were discussed. When Swindle was bored as a child, he took to reading the dictionary, and he started reading daily newspapers before he started kindergarten.

Yet, at school, his kindergarten teacher had no idea Swindle could read. She just assumed Swindle was like the rest of his peers until his parents told her at a parent-teacher conference. “Chris was too modest, even in kindergarten, to say he knew how to read,” George Swindle said.

In high school, Swindle stayed busy as the
president of the French club, first chair saxophone in concert band and even worked as a manager for the basketball team after he failed to make it as a player. “He had really good friends [in high school],” George Swindle said. “They all boosted each other up anyway they could.”

One friend (among several) from high school remained in touch with Swindle, Missy Westafer, said she enjoyed the fun she had with him. “We stayed close even though we were far away,” said Westafer, who still lives in Indiana. Westafer said she and Swindle would e-mail each other once or twice a week just to check in or to lament mutual problems with the opposite sex before Westafer got married. “He was so unique,” Westafer said. “He really walked to the beat of his own drum.”

After high school, Swindle left home for the first time to move to the campus of the Rose-Hulman Institute in Terre Haute, Ind. Owsley said she was worried about the move and how Swindle might adjust to the new environment.

But her fears were unfounded. “He never missed us,” Owsley said.

Swindle studied a range of subjects as an undergraduate, going from computer science (his major) to history and drama. Following graduation, he had a string of jobs as a computer programmer or technology specialist, but none of them seemed to really excite him, George Swindle said. “He used to think ‘Dilbert’ was a funny cartoon until he got a job,” George Swindle said. “Then he realized that’s how the business world worked.”

When Swindle decided he wanted to get a master’s degree in history, he moved back home so he could study for the GRE, the standardized test for graduate school admissions, and his dedication paid off with a perfect math score of 800. Following his great aunt and uncle, Olga Mae Lewis and Hubert Ray Rye, decades before him, he decided to head south to attend the University of Alabama. Swindle missed out on a graduate assistantship on his first time to apply, but when a position opened up, it was all his. When Swindle found out about the assistantship, his father said he was thrilled. “He had a grin he couldn’t let go of, which was out of character for him,” George Swindle said.

Swindle’s parents said they only learned their son’s cancer diagnosis in 2008 because of a mistake when the hospital called his emergency contact number after a colonoscopy. Swindle said he wanted to tell them in person over Christmas break. Even after his parents and others knew of his cancer, Swindle tried to keep it and its progression a private matter. “He never let on how sick he was,” Owsley said.

As the cancer worsened, Swindle’s parents made sure to take him on the trips he had to make. He went to Chicago to see a traveling exhibit on Harry Potter, and he made a pilgrimage to see the Lego Imagination Center at Minnesota’s Mall of America. But the cancer had taken its toll, and Swindle was losing the fight as he was moved to the Hospice of West Alabama.

“Even in his final days,” George Swindle said, “he was less worried about himself than how it would affect others.”

He told others not to worry. He told his mother he wanted his Lego collection — his pride and joy of more than 50,000 meticulously sorted pieces — to go to a children’s cancer ward. He even made sure his father was recycling the refuse from the room where he was staying. “I can’t imagine someone in the state he was in concerned about recycling a plastic bottle,” George Swindle said.

Swindle’s death meant the end of his Ph.D. aspirations and the end of a half-joking dream to find a community college near the shoreline where he could teach. Even now, his mother marvels at his intelligence. “He never tried to show it off, he never tried to make you feel less.”

**Team Rable**

In the fall of 2005, history professor George Rable had three teaching assistants: the veteran Swindle and two rookies, Kris Teters and Charles Roberts. The three master’s students bonded quickly, so much so they took to calling themselves “Team Rable,” owing to their chemistry and the fun they had working together.

“Chris was an instrumental part of that team,” said Teters, who, like Roberts, is only a dissertation away from his doctoral degree.

Swindle even made T-shirts for the three, with “Team Rable” on the front and their names on the back. Instead of telling his friends what he was doing, he simply asked for their shirt sizes. “I knew he had something planned,” Roberts
said of when Swindle asked for his size. “I couldn’t wait to find out what it was.”

Swindle was always planning the next joke or surprise for the unsuspecting in the history department and ten Hoor. Whether it was secretly getting all of the teaching assistants in the department a snow globe for Christmas or sprucing up their pictures with witty captions, Swindle was the master of the subtle joke, his friends said.

However, when Swindle put a 6-foot-tall display of Milhouse, Bart’s affably nerdy co-conspirator from The Simpsons, in a ten Hoor window facing the expansive back parking lot, it was hard for everyone not to notice.

“He didn’t tell people to go out and look at it,” Roberts said, noting how fun it was to watch students in the parking lot that day as they discovered a looming yellow boy staring back at them. “He didn’t make a big deal about it. Just one day, Milhouse was looking out at everyone.”

“He liked doing stuff to surprise people,” said Elizabeth Edgar, a friend who met Swindle while working on her master’s in history before she switched to library and information studies. “The students afterward would talk about it forever.”

Outside of campus, the members of “Team Rable” were close friends, and Swindle and Teters lived in the same apartment complex.

“You could throw a rock from my apartment to his,” Teters said. “It was just chance.”

Many an afternoon, Teters said, was spent at Swindle’s apartment watching football. On the days when Michigan and Ohio State would play, the two northern boys each had their own team — Swindle pulled for Michigan and Teters, originally from Ohio, rooted for the Buckeyes. When it was time to study, they gathered at Teters’ apartment, reading a few books before settling in to watch a Simpsons DVD. Other times, it might be a scary movie night or board games like Risk at Swindle’s apartment.

“I spent a lot of time with Chris on both a personal and professional level,” Teters said. “They worked out together.”

Even after he got sick, Swindle remained committed to his friends. Just last August, he took a trip to England to see Edgar, who moved across the pond after she finished her master’s at the University.

“I don’t think his doctor was thrilled about a cancer patient travelling between chemo treatments,” Edgar said. “But he wanted to do it.”

With his death, Swindle’s friends say the University has lost a dedicated student and teaching assistant.

“He was a very good teacher,” Teters said. “He cared about his students when he TA’ed. He put a lot of thought into his lectures.”

Roberts said Swindle saw teaching as neither a burden on his research or as something easily dismissed as unimportant.

“Chris was a really good teacher,” Roberts said. “A much better teacher than I am.”

‘A bundle of contradictions’

“It’s a real tragedy when a young person dies before they’re able to realize their goals and dreams,” said Kari Frederickson, an assistant history professor and Swindle’s advisor.

Frederickson was on the committee that admitted Swindle into the University for his master’s degree and she was also supervising his doctoral dissertation. She also took it upon herself to organize today’s service in honor of Swindle.

“When someone starts with their master’s and continues with their doctorate, you know them for a long time,” Frederickson said. “I knew Chris for seven years. That’s longer than I’ve known my youngest child. We owed it to him and ourselves to celebrate his time here.”

Frederickson and additional members of the faculty will speak during the service, as well as Swindle’s parents and other graduate students. Frederickson and others have gathered up any piece of paper that represented Swindle’s time at the Capstone, from letters of recommendation to his statement of purpose, and put them into a scrapbook to be given to his parents.

Frederickson said part of the reason for the service was to show Swindle’s parents that the University was a good place for him.

“His time here was spent with people who cared about him,” Frederickson said.

Frederickson said, at his core, Swindle was “a bundle of contradictions,” an outgoing person who enjoyed making jokes yet remained quiet and reserved.

“I’m just sorry we won’t be able to find out more about him,” Frederickson said. “Because I think we were only scratching the surface.”
10 Helpful Tips for New Graduate Teaching Assistants
written by: Michele McDonough●edited by: Laurie Patsalides●updated: 4/26/2013
http://www.brighthub.com/education/postgraduate/articles/106582.aspx

So, you’ve managed to land a highly competitive position as a graduate teaching assistant. What do you do now? Many graduate programs don’t offer clear guidelines and, instead, leave you to figure it all out on your own. But, these tips will help you get moving in the right direction.

Becoming a Graduate Teaching Assistant (GTA)

Stepping into the role of a graduate teaching assistant marks a very important transition in your life. Yes, you’re still a student in your field, but you’ve become enough of an “expert” to start sharing your knowledge and teaching others. Also, if you’re thinking about making teaching or research a full-time career, a teaching assistantship will help you determine if that’s really a good choice for you.

Even if you plan to leave the world of academia after getting your graduate degree, you’ll pick up a lot of other useful skills as a GTA – such as how to communicate with people from a wide range of backgrounds, how to feel comfortable and confident when speaking in public, and how to convey technical or complex material to an audience that has a limited background in your field of study. All of these skills are extremely useful, no matter what career path you finally choose to take. So, while it is definitely exciting, your first assignment as a graduate teaching assistant can also be a little scary – especially if you have no teaching experience. Here are ten tips for helping alleviate some of those fears and for learning how to use this position as a gateway to your professional career.

1. Know What’s Expected of You
Depending on your field of study and your university, there are numerous different duties that may be assigned to a graduate teaching assistant. However, most of these assignments generally fall into one of the following three categories.

No Actual Classroom Duties – While many would argue that it’s not really a “teaching” assistantship if you’re not going to actually be in the classroom, many graduate programs like to ease their new teaching assistants into the roll with non-teaching duties. These duties generally include things like grading, holding office hours to answer student questions and/or proctoring exams.

Lead Problem Sessions, Labs or Discussion Groups Only – This is a very common type of assistantship at large universities. Instead of having full
responsibility for a class, you may just be required to lead smaller sections once or twice a week for a professor who conducts lectures to a large group the rest of the week.

**Full Responsibility of Your Own Class** – Generally, this type of assignment is reserved for graduate teaching assistants who already have experience in the classroom. However, depending on your university and field of study, you could be thrown into this right away.

As soon as you can, find out which type of assignment you will be given. Then, if it falls into one of the first two categories above, make an appointment with the lead professor for the class. In addition to finding out exactly what is expected from you, also ask for a copy of the course syllabus and any other relevant material that the professor plans to hand out. On the other hand, if you are being given full responsibility for teaching your own class, you may have to jump a few more hurdles. First, find out who is in charge of managing graduate teaching assistants. This person may be a professor in the department or may simply be the department’s administrative assistant. Speak to this person and be sure to get a copy of the textbook for the course as well as an outline of material that must be covered during the term. You may still be required to write your own course syllabus, but the department will probably already have a list of topics that should be mastered in this course. Since many entry-level courses are prerequisites for later classes, this is extremely important. If your department doesn’t have such a list of required topics available, make appointments with other professors who have taught the course in the past. They will generally be more than happy to guide you here, and point out which sections of the textbook are mandatory for the course. In fact, they’ll appreciate that you took the time to be so thorough!

**2. Being Nervous Is Natural**  It’s OK – go ahead and be nervous. And, don’t be afraid to admit you are. If you’re a natural introvert or even if you just don’t have much experience speaking in public, the first time you step foot into a classroom can be positively terrifying. Unfortunately, some try to compensate for this by taking on a cold demeanor to try to appear “in control.” This, in turn, distances you from your students and can make them leery of interacting or asking questions. Another common mistake made by new graduate teaching assistants is to take the “ostrich approach.” You know what I mean – we’ve all had professors like this. Instead of facing the class and looking out into their faces, these teachers focus on the board for the entire session – writing away while the class stares at their backs. If you can’t see the class, then they won’t be looking at you, right? You can just pretend they’re not there! It doesn’t take long for the class to pick up on the fact that you’re pretending they’re not there, and that’s actually pretty
offensive. After all, your job is supposed to be teaching them – not talking to the board. This approach will distance your students even more than the “cold” approach, causing them to quickly lose attention in both you and the material being discussed. Instead, take a deep breath and look out into your class. It’s OK to admit to them that you’re new and a little nervous. In fact, since you’ll probably be teaching an entry-level class, many of your students will also be new to the university – it’s likely that many of them will also be both nervous and excited as well. In any case, it’s better for your students to think you’re nervous than to think you don’t care. Also, remember this isn’t high school. All of your students will be adults, and they’ll appreciate your honesty. I know it’s hard to believe now, but after a few minutes, your nervousness will fade and then you can get down to the business of teaching.

3. Prepare Before Class  Because the classroom assignments given to graduate teaching assistants are generally entry-level courses, some people feel like they don’t really need to prepare – that they can just walk into class and “wing it.” Don’t fall into this trap! Always spend at least 10-15 minutes reviewing the material you plan to cover before walking through that classroom door. For your first few teaching sessions, you’ll probably want to spend even more. Some prefer to do this immediately before going to class, but I recommend preparing the night before – or at least several hours before class. That way, the material can sit in the back of your mind for a little bit and you may think of some additional points you want to mention when class time arrives. Also, if you assign homework or if you will be answering questions on homework assigned by the course’s lead professor, make sure you are completely familiar with the homework. For math and science GTAs, this means you should actually do the homework, too! Because of your expertise, it won’t take you that long to do, but it will make you much more prepared when students have questions.

4. Make Office Hours – and KEEP Them  No matter what type of assignment you have as a graduate teaching assistant, you should schedule regular times throughout the week during which you will be available for “walk in” students who have questions or need extra help. After deciding on these hours, let your students know when they will be. Also, post the hours on your office door – or on your desk if you share an office with several other GTAs. Treat these office hours as a significant job responsibility. Try not to cancel or reschedule them without ample warning. Suppose one of your scheduled office hours sessions is from 4:00 – 5:00 pm on Friday. If no one shows up after the first 15 minutes, it can be very tempting to duck out early – especially because it’s Friday. But, don’t do it. Remember, this is a job – a real job with responsibilities. If you tell your students that you are going to be in your office at certain times, then you have an obligation to actually be there for them. Wouldn’t you expect the same from your professors?
5. **Share Tips That Help You as a Student** You may not have as much teaching experience as the seasoned professors and instructors in your department, but you do have something else working in your favor – you’re still a student (and a working one, at that). You know what it’s like to have to juggle your classes, work, and your private life. And, considering the fact that you managed to get your undergraduate degree and are now in grad school, you must have done something right. If you have tips or strategies of your own that you use to study for tests – or even just to get through a long day packed with classes – share them with your students. Not only will they benefit from your experience, but they’ll respect your position a bit more because “you’ve been there and done that.”

6. **Conduct Mid-Term Teaching Evaluations** It’s fairly common practice nowadays for students to evaluate graduate teaching assistants at the end of each term. This type of feedback can help you evaluate your style and methods before embarking on your next assignment, but it’s a bit too late to help with the current one! Instead of waiting for the end of the term, create an evaluation form and pass it out to your students sometime in the middle of the semester or quarter. It doesn’t have to be a huge affair – just include a few (less than 10) open-ended questions that ask students to evaluate your strengths and weaknesses, what you could do better, what has helped them most, and so forth. Then, read through them with an open mind to see if there are any changes you can make right away that will improve your students’ learning experience.

7. **Be Friendly, but Maintain Boundaries** It’s very likely that you’ll be close in age to many of your students and have similar likes and dislikes. So it’s quite natural to start thinking of some of them as friends – especially if you are not the main instructor for the course and your job mainly consists of holding weekly problem or discussion sessions. However, tread very carefully here. No matter what your GTA duties are, you still hold a position of authority. Never compromise that. While you do want to project a professional friendliness and have an approachable manner, don’t allow yourself to be thought of as “one of the gang.” If you’re invited to dinner, parties, concerts or other social events by your students, politely decline. And, never even consider dating one of your students. If you really do meet someone that you want to get to know better outside of class, wait until the term is well over and all grades have been officially recorded.

8. **Talk With Other TAs** Make a point of meeting and talking to other graduate teaching assistants in your department – and in other departments as well. You can learn a lot from their experiences. Plus, it’s nice to have a sympathetic ear when you have one of
those “bad class” days. Just remember, if you’re going to share your rants, return the favor by listening and sympathizing with their horror stories as well.

9. Be Yourself – Develop Your Own Style  While it’s great to get tips and ideas from seasoned professors and other graduate teaching assistants, don’t forget to interject your own style and personality in the classroom. As you gain more experience, you’ll learn what works and what doesn’t, but don’t be afraid to try something new! Some of those new ideas may backfire, so you probably want to be a little careful and not introduce too many “creative” ideas at once. But, definitely, you’ll get a much better response from being yourself rather than trying to mimic a perfect copy of someone else – even if that someone else is a professor you greatly admire.

10. Start Building Your Portfolio Now  No one is a graduate teaching assistant forever, no matter how much you love the job. One day, you’ll be finished with school and looking for a job with that fresh new graduate degree in hand. And, while the degree might get you an interview, potential employers will be happier to see some work experience on your resume – especially if you plan to go into a teaching or research field. The job hunt will go a lot easier if you start building your portfolio now. When you write a course syllabus or a final exam, keep a copy and add it to your portfolio. Did a student take the time to send you a note, thanking you for your help? Keep that, too. And those mid-term evaluations we discussed earlier? You guessed it – toss them in a large envelope and keep close to your other portfolio material. Keeping all these things serves two purposes. First, potential employers may want to look at samples of teaching materials that you created as well as feedback from your students. You can always go through the documents later and pick out the ones you want to “show off.” Secondly – and perhaps more importantly – you’re also going to need letters of recommendation from your professors when you’re searching for jobs. While your professors should be able to speak easily about your research and academic capabilities, most will probably have no idea what to say about your teaching abilities or they’ll simply say something generic and vague. Their letters of recommendation will stand out a lot more if they speak very specifically about your teaching accomplishments. When asking for such a letter, you can also offer to show your teaching portfolio to your professors so they can see for themselves how you have grown and matured – and they can incorporate this very specific information into their recommendation. These extra details really do make a hiring board sit up and take notice.

References, Resources and Image Credits  Guidelines for Graduate Teaching Assistantships and Instructional Assistants at The George Washington University,
For more information on classroom pedagogy, please refer to the Library Guide for Graduate Teaching Assistants: http://guides.lib.ua.edu/c.php?g=319083&p=2131717

**What the Best College Teachers Do** by Ken Bain
Call Number: LB2331 .B34 2004
ISBN: 0674013255
Publication Date: 2004-04-30

**The Courage to Teach** by Parker J. Palmer
ISBN: 0787910589
Publication Date: 1997-12-05

**Classroom Teacher's Survival Guide** by Ronald L. Partin
Call Number: LB3013 .P32 1999
ISBN: 9780876289099
Publication Date: 1995-09-19

**University Teaching** by Leo M. Lambert (Editor); Jerry G. Gaff (Foreword by); Stacey Lane Tice (Editor); Nicholas Jackson (Editor); Peter Englot (Editor)
Call Number: LB2331 .U757 2005
ISBN: 0815630794
Publication Date: 2005-06-01

**Student Success in College** by George D. Kuh; Jillian Kinzie; John H. Schuh; Elizabeth J. Whitt
Call Number: LB2343.32 .S79 2005
ISBN: 9780787979140
Publication Date: 2005-03-15
Experimenting with Facebook in the College Classroom

By: Nisha Malhotra, PhD
in Teaching with Technology

While discussing the nuances of regression analysis, I saw some of my students smiling. It wasn’t a smile of understanding; it was a response to seeing a Facebook comment on their smartphone. I later learned that 99% of the students in the research method class were Facebook users, routinely checking for updates 10-20 times a day. I asked them to refrain checking their phones during class.

The next semester, I decided to embrace social media and created a Facebook page for the class, which was comprised of 25 students. It was actually fun and easy. In less than two hours, I had created a page with relevant material for the course. For the sake of privacy, I kept the class page separated from my personal Facebook account.

For those who aren’t familiar with Facebook, a page is really just like a blog for your posts. People join by clicking the ‘like’ button and can then follow your updates. Members can post comments or submit their own posts.

I encouraged my students to join and discuss their research on our Facebook page. I visited the page each day to answer questions and post relevant articles. The page seems to be a natural addition to this course, which requires the budding researchers to discuss and review literature, data, and regression analysis.

Many of the students began participating instantly (though some never signed up). The students quickly formed study groups outside of class, exchanged articles, and helped each other. Overall, they performed better than the non-participating students. The discussions on Facebook were commendable and carried over into face-to-face discussions. In class, students were interacting like never before and seemed more comfortable with each other as a result of the online interactions. Not only were the discussions in class livelier, but also the students were more insightful in discussing each other’s research. After all, they knew the topics beforehand.

The only real problem was that not everyone joined our Facebook page. Consequently, for the next semester, I made it a course requirement. Participation grades were given for helpful
suggestions and discussions via Facebook. Naturally, everyone joined, and the discussions were
busy, though a few remained invisible, except for doing the minimum to qualify for their
participation grade.

This semester, I gave students an option to either (a) have the participation score for both class
participation and Facebook participation, or (b) have the participation score only for the class.
They chose (a) but requested that a Facebook group be used instead of a page. I had no idea what
the difference was between a page and a group, but I soon found out.

The next day, after wrapping up with a class of about 180 students, a bunch of them approached
me and asked if I use Facebook. “Yes, I have an account,” I said.

They asked, “Would you be comfortable joining our Facebook group for this class?”

“You have a Facebook group for my class?” I was intrigued.

“Not the whole class, just 12 of us. We try to help each other with the material.”

“I would love to,” I told them.

“It’s a ‘closed’ group, we’ll add you to it,” they said.

Why a Facebook group
This time I set up a Facebook group for the research methods class and everyone joined. I set it
to be an open group thinking that these discussions might be helpful for other sections. Some
students were concerned about the open status of the group and thus created anonymous
Facebook accounts to join the group.

The participation and discussion rates were higher than ever, and more problem solving, and
other requests were made for help with the course. This module helped achieve what face-to-
face, three-hours a week interaction could not. I have decided to make this technology a
permanent feature in my course. However, next semester, we will have a closed Facebook
group.

This is what I have learned:

- A Facebook page creates a public presence online. Anyone on the Internet, even those
  that don’t have a Facebook account, can view this page. By default, comments can be
  viewed by anyone on the Internet. (Pineda)
- Students tend to be concerned about their online persona – saying something unintelligent
  is a big concern for them. (Selwyn) As a result, they are less likely to participate on a
  Facebook page than a closed group.
- Facebook groups resemble an online café with walls to the rest of the online community,
  allowing students to (a) chat in real-time, (b) discuss in virtual-time, and (c) share
  materials through straightforward file upload.
• Facebook groups can be **open** (public), **closed** (require administrator approval for joining and only members can read the posts), or **secret** (only members can see the group, who’s in it, and what what’s being posted).

• **Students prefer a closed group.** They are apprehensive about asking questions in open groups where their Facebook friends can judge them as scholastically inept. (Selwyn)

As for the benefits of creating a Facebook group for your course, not only am I seeing better online interactions and face-to-face discussions, but it’s a fantastic way to get mid-semester feedback from the students.

For a step-by-step tutorial on setting up a Facebook group, view the Mashable article: [Everything You Wanted to Know about Facebook Groups](https://www.Facebook.com/blog/blog.php?post=324706977130).

References:


*Dr. Nisha Malhotra is an instructor in the Vancouver School of Economics at the University of British Columbia.*
Study says "tension" between graduate training in research and teaching is false and that teaching training may build research output

Submitted by Colleen Flaherty on June 27, 2018 - 3:00am

Graduate school takes long enough already. That’s one of the reasons, among others, why Ph.D. programs tend to focus on research over teaching. A new study [1] challenges assumptions that building teaching expertise has to come at the expense of research preparation, however.

Looking at a national sample of life sciences Ph.D. students, the study’s authors considered how increased training in evidence-based teaching practices impacted students’ confidence in their preparation for research careers, their ability to communicate about their research, and their publication counts.

In a challenge to conventional but previously untested wisdom, the authors found that the research confidence and output of Ph.D. students who "invested" time in learning evidence-based teaching, or EBT, practices did not suffer. In fact, data revealed what the authors called a “slight synergy” between investing in evidence-based teaching and research savvy. That is, learning about teaching actually appeared to benefit students’ research skills.

The long-standing “tension” between developing research and teaching skills "may not be salient for today’s graduate students,” reads "The Trade-Off Between Graduate Student Research and Teaching: A Myth?" The study was published this week in PLOS ONE. “This work is proof of concept that institutions can incorporate training in EBT into graduate programs without reducing students’ preparedness for a research career.”

Although some institutions already bake pedagogical training into their programs, the authors note, "increasing these programs at scale, and including training in EBT methods could create a new avenue for accelerating the spread of evidence-based teaching and improved teaching across higher education."

The paper’s message isn’t necessarily new. Many academics and some professional associations have previously said that rounding out graduate training to build skills beyond research better prepares students for a variety of jobs inside and outside academe. But new here are data to back up that argument, the authors say. (And of course there’s a major push for evidence-based teaching practices in science at the undergraduate leve [2][3], in part to encourage diversity in the field.)

Cutting Through the ‘Tension’

“The tension between research and teaching has been investigated for decades for faculty, but we were interested in if there is data to support the trade-off between investing in research and in
modern evidence-based teaching for graduate students," co-author Erin E. Shortlidge, an assistant professor of biology at Portland State University, said Tuesday. “I hope that this is only the beginning of research on the topic.”

Shortlidge and her co-author, Sarah L. Eddy, an assistant professor of biology at Florida International University, developed their own survey instrument for gauging students' self-reported awareness of, training in and use of different evidenced-based teaching methods. To do so, they borrowed heavily from two published surveys of faculty and postdoctoral researcher awareness of such practices and shaped them based on various feedback. The survey instrument also asked students to rate their confidence and training in research, teaching and communication, and about how many papers they'd published.

The survey's ultimate set of evidence-based teaching practices was presented with written definitions, to include case studies, clickers, concept maps, discussion-based instruction or Socratic method, flipped classroom, problem-based learning and/or inquiry-based learning, process-oriented guided inquiry learning, and think-pair-share.

Student participants were recruited through professional scientific society Listservs, departmental Listservs and snowball sampling, or chain referrals. The final sample, which did not include first-year Ph.D. students who hadn’t been studying long enough for their answers to be relevant, for example, was 338 students. They represented 19 subfields in what the authors call “traditional" life sciences (not biology education or philosophy of science, etc.).

Results

In an advanced analysis, increased training in evidence-based practices did not reduce students’ confidence as researchers, but rather had a slightly positive effect. Training in EBTs also increased students’ confidence in communicating their research.

Interestingly, teaching experience alone, as opposed to direct instruction in best practices, did not increase research communication confidence.

Controlling for whether students had earned a master’s degree and year in their Ph.D. program, the analysis also found no negative relationship between number of papers published and investment in evidence-based teaching practices.

To the contrary, the paper says, “the trend actually hints at the potential for the opposite pattern: for each unit increase in a student’s average training in EBT practices, they were 1.04 times more likely to have at least one additional paper.” For example, students with the mean EBT training index had a 47 percent chance of having zero publications and students in the third quartile of the EBT training index were slightly less likely to have zero publications, or a 43 percent chance.

Shortlidge and Eddy wrote that, based on other research, many graduate students report having to seek out voluntary evidence-based teaching training and that training of one semester or longer is most effective in building lasting skills. They note that their study is based on self-reported data from self-selected students, and so may not be applicable across the life science graduate student population.

Still, Shortlidge told Inside Higher Ed that in her own experience, based on a forthcoming study, “graduate students perceive that their institutions generally only give lip service to professional development and teacher training -- that such training is not a real priority.”

So maybe the new data will help convince institutions that investing in evidence-based teaching training won’t negatively impact students' research, and even "render them more prepared for their future academic positions," she said.
Teaching and Learning [6]


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Ms. Norma Lemley, Counsel
The University of Alabama System
IMPORTANT POLICIES AND LEGAL ISSUES FOR GTAS

The Office of Counsel
The University of Alabama
August 16, 2018

REQUEST FOR CIVILITY AND RESPECT

• Some of the legal issues and examples I am going to discuss today might be difficult to hear, particularly regarding child abuse or neglect, sexual assault, rape or dating or domestic violence. Words I speak or that appear on my slides may provoke a negative reaction from someone who has experienced these offenses.
• I encourage you to contact employees in the Title IX Office or one of the counselors at the Women and Gender Resource Center if you need support. My materials provide contact information for both offices.
• I will be discussing all of the legal issues in a very matter of fact way. My job is to make sure that all of you in this training session are aware of the information and resources we have available on campus to report situations and to receive help.
• I ask that you listen and be respectful of individuals who may have suffered from some of the misconduct I will be discussing.

Thank you for your respect and civility.

CONSEQUENCES OF VIOLATION OF POLICIES

• Criminal Prosecution
• Reputational Damage
• Loss of Employment & GTA Benefits (GTA MOA)
• Code of Conduct Sanctions (up to suspension/expulsion)
• Investigation by federal/state agencies (DOE, OCR, DOJ, DOE Office of the Chief Privacy Officer, state Ethics Commission)
• Could result in loss of federal financial assistance to UA
• Civil Litigation (Individually or Institution)
  • Examples: Title VII, Title IX, Title VI, ADA, § 504 of the Rehabilitation Act, Equal Protection, assault, outrage, breach of privacy, etc.
  • UA provides a defense to employee sued if acting within the scope of employment and employee has not blatantly violated policy
  • Example: Violation of UA Consensual Relationship Policy = no liability coverage
• Cost and Disruption of Litigation

LAW SUIT!

POLICIES TO KNOW

• Harassment, Sexual Misconduct, Pregnant Student-Related Policies
  • EEO, Non-Discrimination & Affirmative Action Policy
  • UAct website
  • AL Mandatory Reporting Law for Child Abuse
  • Registration of Activities with Youth Participants
  • Code of Student Conduct
  • Hazing Policy
  • Sexual Misconduct Policy & Title IX Office
  • Pregnant and Parenting Student FAQs
  • Harassment/Hostile Work & Learning Environment
  • Confidentiality & Anti-Retaliation
  • Consensual Relationships
  • Academic Freedom
  • Clery Act Reporting – Crime Statistics
• Accommodating Religious Beliefs
• Accommodations for Students With Disabilities
  • Confidentiality of Student Records - FERPA
  • UA Code of Ethical Conduct & State Ethics Laws
Equal Opportunity, Non-Discrimination and Affirmative Action Policy Statement

- Non-Discrimination: UA prohibits discrimination on the basis of genetic or family medical history information, race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability, protected veteran status or any other legally protected basis in admission or access to, or treatment of employment in, its programs and services.
- Anti-Retaliation: Employees/applicants shall not be subjected to harassment, intimidation, threats, coercion, discrimination, reprisals and/or adverse actions because they have engaged in, or may engage in filing a complaint of unlawful discrimination, participating in an investigation, opposing any unlawful discrimination or exercising any other right protected by EO, affirmative action or UA policy.
- Affirmative Action Program:
  - Invitation to confidentially and voluntarily report protected veteran & Individual with Disability (IWD) status – Forms at mybama portal, employee services
- Reasonable Accommodation: provided to qualified IWDs unless undue administrative/financial hardship

UACT: WORKING TOGETHER TO CREATE AN ETHICAL COMMUNITY DEFINED BY RESPECT AND CIVILITY

- See https://www.ua.edu/campuslife/uact/ & handout
- Has sexual assault bystander intervention videos
- Has contact information for Confidential Counseling
- Has contact information for reporting following concerns:
  - Harassment, discrimination (including based on sexual orientation, gender identity & expression), sexual misconduct (sexual assault, dating violence, domestic violence, stalking); student accommodations related to pregnant/parenting student; accommodation for non-student pregnant employee; hazing; child abuse or neglect
  - Code of Conduct violations & criminal violations
  - Alarming/threatening behavior
  - Unethical or unlawful work-related behaviors

MANDATORY REPORTING REQUIREMENTS IN ALABAMA FOR ABUSE OF CHILD

- UA Child Protection Policy & Procedures
  - https://fa.webprod.fa.ua.edu/UAFASPOnline/abuse/6e4d971_13dc-493b-a241-9e0a980e6f9d/ChildProtection%20Policy%20and%20Reporting%20Procedures.pdf

- By state law, all UA employees (GTAs) are required to report Suspected Abuse or Neglect involving a child (under 18 years) that allegedly occurs on UA campus, on property owned or leased by UA, or while UA personnel are participating in a UA-connected activity off campus
  - Call UAPD to report (348-5454)
  - See policy for definitions of abuse/neglect
  - Failure to report = misdemeanor & 6 months in jail or fine up to $500
  - AL Statute & UA policy: Prohibits retaliation against person who reported
  - AL Statute: Immunity from civil liability for reporting

REGISTRATION PROCESS FOR ACTIVITIES OR PROGRAMS WITH YOUTH PARTICIPANTS

- UA requires an online submission process for UA and third party groups hosting camps, activities or programs that involve youth participants.
  - https://compliance.ua.edu/financial-affairs-policies/
  - Excludes academic program in which persons under 18 are enrolled for credit
  - Must seek approval at least 8 weeks before the start date of the activity or program
  - Must have a UA Program Contact who is a full-time UA employee
  - Persons working in youth activities/programs must complete background check
  - Must comply with all UA policies, including Child Protection Policy and Facilities and Ground Use policy
  - See Youth Protection Policy Governing Activities and Programs with Minor Participants & Guide for Activities and Programs with Minor Participants
  - Compliance, Ethics & Regulatory Affairs 348-2334; youthprotection@fa.ua.edu

The University of Alabama System
The University of Alabama
The University of Alabama at Birmingham
The University of Alabama at Huntsville

32nd Annual Workshop for New Graduate Teaching Assistants
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CODE OF STUDENT CONDUCT:
VIOLATION OF UNIVERSITY POLICIES

- http://www.sc.ua.edu/index.cfm (select Student Code)
- Covers on- & off-campus violations
- Students violating published UA policies & other identified offenses are subject to disciplinary sanctions
  - Sexual Misconduct, www.titleix.ua.edu
  - Hazing, http://policies.ua.edu/hazing.html
  - Child Protection, https://www.ua.edu/about/policies/

STUDENT CODE OF CONDUCT:
COMPLAINT PROCESS

- Members of UA community may file complaints against any student for misconduct
  - non-UA members with direct knowledge/information about alleged violation may participate as witnesses
- Complaints shall be prepared in writing and directed to the Office of Student Conduct, 173 Burke Hall East, Box 870295, 205-348-8234. Director: Todd Borst
- Any alleged violation should be submitted as soon as possible after the event takes place, preferably within 30 calendar days of the knowledge of occurrence

STUDENT CODE: HARASSMENT/
THREATENING BEHAVIOR/BULLYING

- Harassment of a non-sexual nature. Includes:
  - Unwelcome conduct directed at person(s) based on genetic information, race, color, religion, national origin, age, disability, veteran status.
  - Must be sufficiently severe, pervasive and objectively offensive that it would interfere with a reasonable person’s ability to participate in or obtain the benefits of a UA activity, opportunity or resource
  - Any attempt to intentionally and repeatedly make contact with person, over their stated objection, to harass or alarm (non-gender stalking)
  - An act that invades the privacy of another person (making, possessing, storing, sharing or distributing unauthorized video, digital or photographic images of person who had a reasonable expectation of privacy)
- Threatening behaviors — written, oral or physical conduct that causes reasonable expectation of injury to health or safety of a person or damage to any property
- Bullying/cyberbullying behaviors —
  - May involve teasing; social exclusion; threats; intimidation; stalking; physical violence; theft; sexual, religious or racial harassment; public humiliation; destruction of property

HAZING POLICY

- Any action, inaction, situation created, or communication that recklessly or intentionally harms or threatens the mental/physical health or safety of person or any act that destroys or removes property for purpose of initiation, admission into, affiliation with, or as condition for continued membership in a group or organization
- See UAct website (select Hazing) for examples of hazing https://www.ua.edu/campuslife/uact/information/hazing
- Violation if you know its occurring & do nothing to stop it or fail to promptly report to UA authorities or retaliate against reporter
SEXUAL MISCONDUCT POLICY - TITLE IX

- Includes, but not limited to: dating violence, domestic violence, stalking, rape, statutory rape, sexual assault, sexual contact, sexual exploitation, non-consensual sodomy, indecent exposure, fondling, incest, sexual harassment (includes sexual orientation, gender identity, gender expression), and any sexual act that occurs without the victim’s consent or that occurs when victim is not in a state that enables them to give consent.

- Examples of non-consensual sexual exploitation:
  - Causing incapacitation of another for sexual purposes
  - Electronically recording, photographing, or transmitting sexual sounds or images of another person
  - Allowing a third party to observe sexual acts
  - Engaging in voyeurism
  - Knowingly transmitting a sexually transmitted disease/infection or HIV to another individual

SEXUAL MISCONDUCT POLICY – TITLE IX

- Sexual Assault/Rape - any form of sexual penetration or attempted sexual penetration, without consent; includes sexual intercourse committed by physical force or coercion
  - Coercion is the use of express or implied threat or intimidation that would place a reasonable person in fear of immediate harm for the purpose of obtaining sexual favors: (emotional abuse, threats to reputation, public humiliation, threats to others, financial harm)

- Sexual contact/fondling - any intentional sexual touching of a person that is done without consent and for purpose of personal sexual gratification, or to harass, intimidate or threaten

- Sexual touching - any intentional contact with the sexual or intimate parts of a person or other type of intentional physical contact done in sexual manner or for personal sexual arousal

SEXUAL MISCONDUCT POLICY - CONSENT

- Under UA policy, consent = clear willingness to participate in sexual act (e.g., clear communication through words or actions; recommend verbal words)
  - Initiator’s responsibility to obtain partner’s consent
  - Previous consent is not consent to future sexual acts
  - Can be withdrawn in clear communication (words/actions)
  - Lack of resistance does not grant consent

- No consent if:
  - Incapacitated due to alcohol, drugs, RX meds, etc.
    - Totality of circumstances analyzed to determine if inability to give consent (person conscious or unconscious, whether person became sick due to intoxication, ability to communicate/slurred speech, person’s coordination & other action indicative of level of cognitive functioning)
  - Unconscious, asleep, ill, or in state of shock
  - Mentally/physically impaired & not able to give consent
  - Under age of consent (16)
WHAT TO DO IF STUDENT CONFIDES IN YOU RE: TITLE IX VIOLATION

- See FAQs for Reporting Title IX Sexual Misconduct on UACT website: https://www.ua.edu/campuslife/uact/information/titleix
- GTAs/GRAs & Faculty are Included Among Responsible Reporting Officials (RRO)
- Promptly email or call the Title IX Office to report
- Inform the student that they can choose to:
  - Contact UAPD, 348-5454, to pursue criminal charges (helps ensure preservation of evidence)
  - Contact the Women & Gender Resource Center (WGRC) Victim Advocate (348-5040) if the student wants to maintain strict confidentiality and obtain info about available accommodations, interim measures, and resources, and/or Contact the Office of the Title IX Coordinator (348-5496), titleix@ua.edu or a Designated Harassment Officer

OTHER INFORMATION RRO SHOULD KNOW

- RROs are not required to report incidents communicated as part of the routine academic experience (writing assignment, class discussion, research projects, application essay, awareness events) unless student clearly states they want report made
- Remind student that reports to following offices are held in strict confidence
  - WGRC, Counseling Center, SHC, UMC, Psychology Clinic, Autism Spectrum Disorders Clinic and UA Law School clinics
- Advise student that reports to Title IX Office are kept as private as possible, shared only on a need-to-know basis
  - Complainant may request that the Respondent not be informed of the identity of the Complainant, but that may limit UA’s ability to end the inappropriate conduct, prevent its recurrence, and remediate its effect
  - Title IX Coordinator determines if UA needs to take action to provide safe environment for entire campus community

- Reports of incidents off campus or a long time ago should still be reported to the Title IX Office
  - No time limits in Sexual Misconduct Policy
  - Title IX Office decides if jurisdiction to conduct an investigation
  - Even if no jurisdiction, Title IX Office may be able to assist with accommodations
- Title IX Office is located in 107 Mary Burke Hall West, (205) 348-5496, www.titleix.ua.edu. E-mail: titleix@ua.edu Beth Howard is Coordinator; Jessica Humber is Deputy Coordinator. Has accommodations specialist & other investigators
- GTAs/Faculty should not conduct investigation — simply report ASAP to the Title IX Office
- Bridges – Training for Faculty, Staff, and Graduate Student Employees is offered through the Department of Human Resources.
  - Instructions on completing the course: http://hr.ua.edu/faqs/title-ix-training

WHAT TO DO WHEN TITLE IX COORDINATOR CONTACTS YOU RE: ACADEMIC ACCOMMODATION

- Title IX Office and WGRC assist students with academic support
- You may be contacted to facilitate with interim support measures or academic accommodations
- EX: If student misses class/test because they were providing a statement to Title IX Office, the Title IX Office may send you an email requesting that you excuse the absence
  - You will not be provided with any details other than verification that the student was working with the Title IX Office
  - Student may be the Complainant, Respondent, or a Witness
- You may contact the Title IX Coordinator’s Office to verify the email was sent to you from them
**TITLE IX AND PREGNANT STUDENTS**

- See Pregnant & Parenting FAQs on UAct website https://www.ua.edu/campuslife/uact/information/pregnancy or linked from Title IX website
- Title IX protects students who are pregnant or who have either had a false pregnancy, termination of pregnancy, have gone through childbirth, or are recovering from any of those conditions
  - Can’t exclude pregnant student from a class or internship
  - Can’t require a student to withdraw or take leave of absence
  - Can’t require doctor’s certification of fitness to continue in an activity unless the same requirement is imposed on all other students with medical conditions requiring a doctor’s care
  - UA must provide the same services to pregnant students that it provides to other students with temporary disabilities
- Harassment based on pregnancy, or retaliation for asking for accommodation or for complaining should be promptly reported.

**POSSIBLE ACCOMMODATIONS FOR PREGNANT STUDENTS**

- Reschedule tests or exams
- Excuse absences
  - Regardless of the professor’s typical makeup assignment policy
  - A professor cannot reduce a pregnant student’s grade because of attendance or participation points that she missed during excused absences due to her pregnancy-related conditions
- Submit work after a deadline
  - The professor must give the student a reasonable opportunity to earn back the credit missed due to pregnancy
- Provide alternatives to makeup missed work
  - The makeup work does not have to be exactly the same as the missed work, but needs to be reasonably equivalent
- Alternative might include retaking a semester, allowing student additional time in program to continue at same pace and finish at a later date

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**UA HARASSMENT POLICY**

http://eop.ua.edu/harrassment.html

No Tolerance Statement

Defines Inappropriate Harassment (broader than sexual assault)

Requires Prompt Reporting of Inappropriate Incidents

Requires Supervisory Personnel To Educate, Sensitize, Prevent And Stop Illegal Harassment

Identifies Reporting/Complaint Channels (See Designated Harassment Resource Person List)

http://eop.ua.edu/persons.html

Assures Confidentiality (limited to need to know) & No Retaliation

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**COVERS ALL PROTECTED CATEGORIES**

Abusive or hostile conduct directed toward or inflicted upon another person because of his or her:

- race, color
- religion
- ethnicity, national origin
- sex, sexual orientation, gender identity, gender expression, pregnancy (Title IX – Sexual Misconduct Policy)
- age
- disability or protected veteran’s status
EXAMPLES OF SEXUAL HARASSMENT

• Sexually explicit statements (verbal/written) including sexually suggestive comments, jokes, or innuendos
• Unwanted touching or sexual advances
• Displaying of sexually graphic materials
• Offers for or demands for sexual activity in exchange for perceived benefits
• Public lewdness

EXAMPLES OF GENDER HARASSMENT

• Unfair treatment or behaviors directed toward individual or group because of person’s sex or gender
• Written, verbal or electronic statements that disparage a person based on their perceived gender, sexual orientation, gender identity or gender expression
• Excluding a person from a program, activity, or facility based on sex, sexual orientation, gender identity or gender expression

OTHER TYPES OF INAPPROPRIATE HARASSMENT

• Using epithets, slurs, negative stereotypes
• Threatening, intimidating, or engaging in hostile acts that relate to a protected characteristic
• Offensive jokes or pranks targeted at members of a protected group
• Placing on walls, bulletin boards or elsewhere on UA’s premises, or circulating in the workplace by oral, written, electronic or graphic means any material that belittles, mocks or shows hostility toward a person or group because of protected characteristics

WORD OF CAUTION RE: SOCIAL MEDIA

• As GTA, you may be held responsible for any pictures and/or text posted involving you that might demonstrate violations by you of UA’s Student Code of Conduct or of policies/procedures of the Graduate School or University.
• Communications or pictures that could be deemed to violate UA’s Harassment Policy, Sexual Misconduct Policy, Code of Student Conduct, or are otherwise inappropriate for the workplace should not appear on social media sites if you are teaching and you invite your students to visit your website.
• You may be disciplined as an employee or sanctioned under Student Code of Conduct as a student.
• GTA Appointment: GTA is an at-will employee: can be fired & support package terminated immediately if Dept. Chair and Dean believe such action is warranted.
CONFIDENTIALITY
• Confidentiality promised to the extent permitted by law
  • Only persons with a need to know have access
  • If sanctions sought, then due process requires notification to accused
• If complainant requests confidentiality or does not file complaint:
  • UA still has duty to take reasonable steps to investigate and respond to complaint consistent with request
  • UA’s ability to respond may be limited, but UA will consider other steps to limit effects of harassment & prevent recurrence
  • Appropriate UA officials will evaluate request in light of responsibility to provide safe/non-discriminatory environment & will tell complainant if UA cannot ensure confidentiality
• Students can obtain confidential counseling from WGRC & Counseling Center

ANTI-RETALIATION POLICY
• It is against UA Policy and federal law to retaliate against anyone who complains of harassment/discrimination or participates in inv (sanctions will be imposed!)
  • Ex of Retaliation for Students: lower grade; refuse to give a recommendation; reassign to another group; refuse to re-hire as student employee; dismiss from program, etc.
  • Ex of Retaliation for Employees: demoted; negative evaluation resulting in no salary increase; reassigned; fired
• Anything a reasonable employee or student would have found materially adverse, meaning that it would have dissuaded a reasonable worker or student from making or supporting a charge of discrimination

UA’S POLICY ON CONSENSUAL ROMANTIC RELATIONSHIPS
• Employees cannot engage in relationship with student/employee over whom they exercise any academic, administrative, supervisor, evaluative, counseling, advisory, or extracurricular authority or influence
• Employees cannot engage in relationship with person in supervisor/subordinate relationship
• Employee who has authority to influence aid, benefits or services provided to student may not engage in relationship with student seeking such
• Employees with authority to influence academic progress of student may not engage in relationship with student seeking such
• See policy at: http://hr.ua.edu/hr-policy-manual (# 130)

HOSTILE ENVIRONMENT OR ACADEMIC FREEDOM?
• Balance legal duty to maintain hostile-free learning environment and academic freedom rights
  • Professor suspended from teaching (English Language and Lit.) after previous warning about vulgar classroom speech
  • In discussing sexually explicit literature, he expressed personal sexual escapades; repeatedly ostracized students who expressed offense or disgust; frequently used obscene and vulgar language
  • 6th Circuit held: Students are “captive audience” “paid to be taught and not vilified in indecent terms,” particularly when no academic purpose or justification.
• Academic freedom cannot compromise student’s right to learn in hostile-free environment. Professor speech must be germane to course content as measured by professional standards.

32nd Annual Workshop for New Graduate Teaching Assistants
UA POLICY ON CLASSROOM SPEECH & ACADEMIC FREEDOM

• Speech/conduct of sexual or hostile nature exceeds First Amendment protection if it:
  – creates hostile/offensive learning environment or unreasonably interferes with student’s academic performance, and
  – is reasonably regarded as non-professorial speech (advances personal interest vs. furthers the learning process or legitimate objectives of course) or
  – lacks accepted pedagogical purpose or is not germane to the academic subject matter

CLERY ACT COMPLIANCE: REPORTING CRIME STATISTICS

• [http://police.ua.edu/clery-act/]
• Colleges required to prepare Annual Report with crime statistics and safety-related policies (including information on sexual assaults, etc.) collected from Campus Security Authorities (CSA)
• GTA is not CSA, unless an advisor to student org.
• Assaults, Sexual Assaults (forcible and non-forcible), Domestic Violence, Dating Violence, Stalking, Hate Crimes are some of the crimes that must be reported
• UA's Campus Security Report, Forms on Reporting Crimes for inclusion in the Report, and training on what types of crimes must be reported can be found on the website above
• More info: contact Chad Clark, Ph.D, Clery Compliance Officer, at 347-0547; E-mail: cclark@fa.ua.edu

GUIDELINES FOR ACCOMMODATING STUDENTS’ RELIGIOUS BELIEFS

• Review website: [http://provost.ua.edu/religious-observances.html]
• Faculty are required to make reasonable efforts to accommodate sincerely held religious practices and observances of students unless the accommodation would create an undue hardship on the University
• Refer to on-line schedule of religious holidays (http://www.interfaith-calendar.org/) & be cognizant of major religious/cultural observances when planning major UA events
• Include on syllabus and announce at beginning of semester:
  ▪ Students should notify faculty (in writing or email) in the first two (2) weeks of the semester of their intention to be absent from class for religious observance
  ▪ Faculty should provide students who gave notice and are absent a reasonable opportunity to complete academic responsibilities in the original or alternative form without penalty, unless doing so would interfere unreasonably with the academic integrity of the course
  ▪ If parties can't agree, student may file academic grievance
PROCEDURES FOR ACCOMMODATING EMPLOYEE’S RELIGIOUS BELIEFS

▪ If an employee needs a reasonable accommodation for disability, religion, or pregnancy, visit http://hr.ua.edu/reasonable-accommodation for links to appropriate accommodation page.

▪ UA provides reasonable accommodations for employees’ sincerely held religious beliefs or practices unless doing so would impose an undue hardship on UA.

▪ Employee completes Religious Accommodation Request Form & sends to HR Religious Accommodation Coordinator, emarbutt@fa.ua.edu, when an employee
  ▪ Has a reoccurring schedule conflict due to religious beliefs and/or events
  ▪ Has requested to be off due to a religious event that conflicts with a mandatory work schedule
  ▪ Has requested to be off due to a religious event and the leave request has been denied

▪ Employees must engage in interactive dialogue with the HR Partner for the department

WHAT ADA AND § 504 REQUIRE

▪ Students
  – with “disabilities”
  – who are “otherwise qualified”

▪ must receive “reasonable accommodations” and

▪ are protected from discrimination, harassment, and retaliation.

DETERMINING WHETHER A COVERED DISABILITY EXISTS

▪ Need evidence of the specific disability and the limitation on major life activity

▪ Individualized case-by-case determined made by Office of Disability Services (ODS) personnel

▪ ODS prepares an accommodation notice & student brings it to the GTA/instructor

▪ GTA’s job is to provide the accommodations on the notice (not a diagnosis)
STUDENT “OTHERWISE QUALIFIED”

- Student must meet the “essential functions” of being a student, with or without reasonable accommodation:
  - Comply with academic standards (UA does not have to lower its admissions/performance standards)
  - Comply with essential attendance policies
  - Comply with honor code
  - Not threaten the health or safety of others
  - Note: Contact UAPD if imminent threat; otherwise, contact Behavioral Intervention Team

REASONABLE ACCOMMODATIONS

- Remove architectural barriers (ramps, parking)
  - Service Response Center ADA Hotline: 348-5882
  - Send an e-mail to Facilities@fa.ua.edu
  - Office Hrs: Offer to meet at accessible location
- Provide auxiliary aids/services (note-takers, taped lectures, interpreters, alternative texts—not personal services)
- Modify policies and/or procedures (flexibility in deadlines & assignment formats, lecture outlines)
- Modify classroom presentations (outlines, read info on board, preview & summarize)
- Modify testing (format, time, distraction-free)

VERY FEW LEGAL JUSTIFICATIONS TO DENY ACCOMMODATION

Fundamental change in the program or modification of essential academic requirements

Unreasonable costs to the Institution—not to the faculty member or department

Unreasonable administrative burden on the Institution—not to the faculty member or department

13 TIPS TO AVOID LEGAL EXPOSURE

1. Do not decide if student has a qualifying disability or what a reasonable accommodation might be. ODS makes that initial decision.

2. Generally, you are not required to provide accommodations unless you have a notice from ODS recommending those particular accommodations.
TIPS (CONTINUED)

3. Do not discuss accommodations with student in classroom or in front of other students. Respect the student’s privacy.

4. Do not ask the student about the disability, how it happened, etc. A teacher is not entitled to know what the disability is and ODS cannot share that information with you. It is confidential.

5. Do discuss with the students how you plan to work with them to comply with the accommodations. The law requires a collaborative process!

6. Do include a statement on your syllabus about registering with ODS (see suggested language on handout)

7. Do not ignore the recommended accommodations because you disagree with them. Your failure to follow ODS procedures can result in the University declining to provide a legal defense to you.

8. Do call ODS if you disagree, and if after efforts to resolve the matter fail, you may appeal.

9. Do provide the student the ODS-approved accommodation while any appeal process is pending.

10. Do learn how students may schedule tests online through ClockWork Test Scheduling: http://ods.ua.edu/clockwork

11. Do not ask a student with a dog in your class for a letter from ODS: Can only ask 2 questions (in private):
1) Is this dog required because of a disability?
2) What work or task is the dog trained to perform?
12. Follow ODS guidance on how to provide Notetakers (#7 of FAQs) & view video tutorials at http://ods.ua.edu/notes/
   - ODS letter has the language you should use to announce in class to recruit notetakers
   - DO NOT identify the student who needs the accommodation
   - Create folder in your UA+Box account for each course in which student needs accommodation
   - Send link to notetaker for uploading notes
   - Separately send link to student(s) for accessing notes
   - Only 1 notetaker per course – receives $100 stipend on ACTION card

13. Do work to ensure that websites, YouTube videos, etc. are captioned and accessible for all students.

   Visit UA’s Technology Accessibility Support portal http://helpspot.accessibility.ua.edu/. Technology accessibility support includes:
   - Request Technology Accessibility Training
   - Register for an account with the AMP Accessibility Tool
   - Questions, suggestions, and technical issues with accessibility
   - Report an accessibility issue
   - Request an accessibility evaluation
   - Report a Docsoft issue
   - Apply for a Captioning Grant
   - For more information, please visit http://accessibility.ua.edu

Accommodating Employees With Disability

- Section 504 & ADA apply to all employees with disabilities who are otherwise qualified. Entitled to:
  - reasonable accommodations
  - protection from discrimination, harassment, & retaliation.
- Employees requesting accommodations in the workplace should contact HR Service Center (8-3150) to submit documentation of disability and request for accommodation.
  - http://hr.ua.edu/ada - click on Employee Procedures for Requesting Reasonable Accommodations

UA PERSONNEL TO CONTACT FOR HELP

- Office of Disability Services
  - 348-4285
  - Houser Hall, Suite 1000
  - See Attached FAQs and contact personnel in ODS
- Emerging Technology & Accessibility: http://accessibility.ua.edu
- College ADA/§ 504 Liaisons http://eop.ua.edu/persons.html#ada
- Dr. GwenHood, UA ADA/§ 504 Coordinator http://eop.ua.edu/disabilities.html
Family Educational Rights and Privacy Act (FERPA) & UA’s Policy on Confidentiality of Student Records

REASONS TO KNOW POLICY

- Comply with Faculty Handbook, which requires all faculty and staff (GTAs included) to:
  - know UA’s Policy on Confidentiality of Student Records
  - observe appropriate precautions when handling student information
- Avoid Investigation by DOE Office of the Chief Privacy Officer
- Avoid breach of privacy litigation
- Avoid Virginia Tech situation—not sharing information when employees COULD under FERPA

UA TRAINING AVAILABLE

- University Registrar Privacy Guidelines (FERPA)
  - https://registrar.ua.edu/academics-policies/ferpa/
  - UA’s Policy on Confidentiality of Records & Lots of FAQs and Training Resources
- FERPA Fact Sheet – Hints for Faculty – Do Not:
  - Use the Student ID/Student Names to post grades
  - Leave graded tests [electronically or in print] for students to sort through
  - Circulate electronically or in print, class list with the Student Name & CWID
  - Provide anyone with student schedules
  - Provide anyone with lists of students enrolled in your classes
  - Include confidential information (i.e., grades, # of credits) in a recommendation letter without the written consent of the student
  - Note: If a student provides you a resume with the information, you may disclose whatever is in the resume

THREE PRIMARY FERPA RIGHTS FOR STUDENTS

1. REVIEW their own education records
2. SEEK TO AMEND their own education records
3. LIMIT DISCLOSURE of their own education records to third parties
   - Lots of legitimate disclosures in the regulations
   - We will cover five of them
What Records Are Protected?

▪ Records, files, documents and other materials (including e-mails and other computer files) which
  (1) contain information directly related to a student; and
  (2) are maintained by an educational agency or institution.
▪ Sole Possession Records (your personal notes about students not used/required by anyone but you) are not FERPA records
▪ Oral conversations or personal observations about students are not FERPA records

CAUTION ABOUT EMAILS

▪ An email about a student that is maintained by UA and shared with others may be considered a FERPA document
  • Student would have right to inspect it
    ▪ Be careful what you write
    ▪ Do not retain emails you do not need to keep
  • You should keep it as confidential and secure as you would their grades (share only with those who have need to know)

▪ Beware of Student Phishing Scams
  • Hackers pose as employers, tutors, honor societies & ask for financial data - Do not provide data and call UAPD
  • Review OIT’s Guidance: https://oit.ua.edu/service/phishing/
    When in doubt, call OIT at 348-5555.

1st of FIVE DISCLOSURE REASONS

1. WITH STUDENT’S WRITTEN CONSENT
   • Consent must:
     o Identify the records to be released and to whom
     o purpose for disclosure
     o student’s signature and
     o date
   • Registrar’s Office tracks consent to parents or guardian (can be done through myBama)
     o See Parental Access to Student Records Handout
   • Student may grant access to selected portions of educational record to anyone with valid email address by using the Proxy feature
     o Proxy access does not replace the need for written consent & does not allow faculty member to discuss or release non-directory information

2nd of FIVE DISCLOSURE REASONS

2. DIRECTORY INFORMATION
   Not considered harmful or an invasion of privacy if disclosed without consent.
   • Name
   • Local Address & Phone Number & Permanent Address & Phone #s
   • UA email address
   • UA School/College(s), Major(s)/Degree Program(s), Class/Level
   • Full-/Part-Time Enrollment Status
   • Degree(s) Earned and Date(s)
   • Academic Awards and Honors
   • Prior Postsecondary Institution(s) Attended
   • Dates of Attendance
   • Participation or membership in officially recognized activities, social or Greek organizations, and sports (or in intercollegiate athletic teams)
   • Weight and height of members of intercollegiate athletic teams.
3rd of FIVE DISCLOSURE REASONS

3. SCHOOL OFFICIALS
Can only access information that is needed to perform job.

Violates policy to share or disclose info to 3rd party, within or outside UA, unless that person is also a school official with legitimate educational need.

Ex: can share information with academic advisors, athletic department academic advisors, department chair, deans, Provost, legal counsel, etc.

4th of FIVE DISCLOSURE REASONS

4. PARENTS – NO RIGHT TO RECORDS
When a student is enrolled in K-12, the FERPA rights belong to the parent

When a student of any age enrolls in college, the FERPA rights transfer to the student

A parent has no RIGHT to a college student’s record.

UA policy allows UA to release record information to parent about their child in limited circumstances

Next slides discuss four circumstances

4th of FIVE DISCLOSURE REASONS

• PARENTS – When we may disclose
1) When the student gives consent
   a) Advise the parent that students may designate access to their academic record to parents and/or guardians via their myBama account
   b) Direct student to ‘Record Release to Parent/Guardian’ link under the Student Services folder located on the Student Tab of myBama

To deactivate a previously assigned release, students must submit this request in writing to the UA Registrar

4th of FIVE DISCLOSURE REASONS

• PARENTS – When we may disclose
2) When the student verifies or parent proves student is claimed as dependent on most recent tax filing
   a) The downside of this is that students rarely know if their parents claimed them as a dependent on the tax return AND that is only valid for the current tax filing
   b) GTAs/faculty/colleges should never collect parent’s tax returns – encourage the parent to have the student consent on myBama
4th of FIVE DISCLOSURE REASONS

- **PARENTS – When we may disclose**
  3) If the student is under the age of 21, and UA has determined the student has violated any federal, state or local law or any UA policy governing the use, possession, or distribution of alcohol, narcotics, or other controlled substances.

NOTE: This is an exception student affairs employees use—GTA or faculty should not normally be discussing these issues with the parents.

4th of FIVE DISCLOSURE REASONS

- **PARENTS – When we may disclose**
  4) When UA has determined that a health or safety emergency exists (see next two slides):
     a) Remember that what a GTA/faculty member personally observed or heard the student say is not a FERPA-protected record. Law does not preclude us from discussing with parent what was personally observed.
     b) Contact UAPD if imminent threat by student.
     c) Otherwise, contact Behavioral Intervention Team or Student Care and Well-Being Office at 205-348-2461 (see http://threatassessment.ua.edu/ for more info).

5th of FIVE DISCLOSURE REASONS

5. **HEALTH OR SAFETY EMERGENCY**

- Can release in connection w/emergency to protect (keep from harm, attack, injury) health or safety of student or other persons.
- School must record “articulable & significant threat to health or safety of students or others” w/in a reasonable amount of time after disclosure & keep in student’s record.
- DOE will not substitute its judgment for school’s if, based on info available at time, there is rational basis that emergency exists.

5th of FIVE DISCLOSURE REASONS

- **Who Can Be Told in Health or Safety Emergency?**
  - Anyone if knowledge is necessary to protect health/safety of students/others
    o Current or prior peers of student
    o Mental health professionals who can provide info to help protect against threat
    o Law enforcement officials
    o Potential victim and parents of potential victim
    o Other schools that student has previously attended (can rely on current school’s emergency decision)
  - Threat Assessment Teams (who decide if emergency) AND PARENTS.
8 STANDARDS OF ETHICAL CONDUCT

1. Provide quality education, research, business interactions, healthcare, & other services
2. Treat individuals with respect
3. Comply with applicable laws, regulations, and policies
4. Use confidential information responsibly
5. Acknowledge and appropriately manage conflicts of interest
6. Safeguard & accurately account for UA resources
7. Provide a safe environment
8. Document, code, bill & collect in accordance with applicable rules and regulations

Appendices A-C reference related student, faculty & staff and general policies

REPORTS OF VIOLATION & ANTI-RETALIATION

- UA community members required to bring suspected violations of applicable laws, regulations, policies & standards to attention of appropriate office
- Notice of suspected compliance violation is treated very seriously
- UA community members are prohibited from retaliating or allowing retaliation against UA community member for reporting activities suspected of violating laws, regulations, contractual obligations, or UA policy
- Confirmed violations result in appropriate consequences

COMPLIANCE WITH STATE ETHICS LAW

- [http://provost.ua.edu/state-ethics-law.html](http://provost.ua.edu/state-ethics-law.html)
  - See handout
- UA must make mandatory report to Ethics Commission for suspected violations
- Covers many UA policies that protect employees from violating state ethics law (criminal). Ex:
  - State employee cannot sell football tickets for price greater than what employee paid
  - Faculty cannot use own textbook unless approved by textbook selection committee
  - Cannot use UA property or employees for personal gain (only for UA business)
- Cannot accept gifts to corruptly influence official action
  - Not violation of law if gift is of de minimis value ($25 or less) and not to corruptly influence official action
FAQs To Help Comply with Laws Protecting Students with Disabilities
(Refer to http://ods.ua.edu/instructorstaff/ for more information)

1. **Who determines if a student has a qualifying disability that requires reasonable accommodation?** Faculty members, instructors, and graduate teaching assistants (GTAs) do not. Initially, students are responsible for informing the University of their disability and need for accommodations and services by presenting documentation verifying the disability to the Office of Disability Services (ODS). ODS requires diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the student’s respective disabilities. ODS determines if the documentation is acceptable and whether reasonable accommodations should be provided. For more information on specific disabilities or UA services for students with disabilities, please call (205) 348-4285 or visit the website at www.ods.ua.edu.

2. **What do I do if the student identifies himself/herself to me as having a disability—Do I, as the instructor, unilaterally decide if the student is entitled to an accommodation?**

   No. Students who merely identify themselves as having a disability to instructors, but who do not have accommodation notices from ODS, are NOT generally eligible for services (i.e., reasonable accommodations). Faculty members should immediately refer such students to ODS to procure accommodation notices.

3. **Should I discuss reasonable accommodations in my class session?** Regarding a specific student, no! That could possibly violate FERPA, ADA, and § 504. Instructors must respect the privacy of students with disabilities and avoid mentioning accommodations in front of others. In the event a situation arises where you need to immediately address a disability accommodation, do your best to confer with the student in the least distracting manner possible. You are, however, encouraged to include a statement similar to one of the following in course syllabi and orally announce it during your first few class sessions:

   “If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 or visit Houser Hall, Suite 1000, to register for services.”

   “Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, Houser Hall, Suite 1000, before receiving academic adjustments.”

4. **When am I on notice that I must provide a particular accommodation?** The ODS issues accommodation notices after documentation of a student’s disability has been reviewed and accepted. The student is responsible for delivering the accommodation notices to each instructor in whose course the student is requesting accommodations, and to discuss with those instructors methods for providing the requested academic adjustments. **Instructors are not obligated to provide academic adjustments until they have received the notices.** If the notice arrives only within a few days of an exam, the instructor is obliged to “do the best you can” in providing reasonable academic adjustments on short notice. Also, accommodation notices delineate...
services for which a student is **eligible**. It is the student’s responsibility to discuss with his/her instructors which academic adjustments s/he intends to **use** in each class.

5. **What do I do once I have been presented with an accommodation notice?** Provide the accommodations noted. Do not question the student about his/her need for the accommodation approved on the notice or your personal philosophy about the ADA. You are encouraged, however, to be sure that you and the student mutually understand and agree upon the specific details of implementation (when, where, how). Providing reasonable academic adjustments is a **collaborative process** between the student and his/her instructor. For example, administration of exams, quizzes or in-class writing assignments with extended time and/or reduced-distraction accommodations should be at a time and location that is appropriate and efficient for both the student and the instructor. Reduced-distraction settings for exams should, if at all possible, be provided in the faculty member’s own department, but testing does not have to coincide with scheduled exam time. The instructor should arrange a location close to the regular classroom (with a minimum of distractions) so the instructor is available if the student has questions. ODS also maintains a testing area as a service to faculty members where many students take tests with accommodations. If you have any questions or concerns about implementing specific accommodations, contact ODS staff members ASAP. **If ODS is not contacted, faculty members are considered to have agreed to provide the recommended accommodations.**

6. **If I do not have an appropriate location for administering tests with accommodations, can ODS help?** Yes, ODS can help, although the ultimate responsibility for providing accommodations lies with the instructor and department. ODS maintains a testing center as a service to students and instructors with 50 individual testing rooms, which is filled on a first-come, first-served basis. The rooms are monitored by security cameras and ODS personnel are assigned to watch the live video feed while students are taking tests. Faculty members who suspect academic misconduct has occurred on a test administered at ODS can view the archived videos.

Students taking tests at ODS are responsible for scheduling their own tests online through the ClockWork Test Scheduling system. Instructors will receive an automatic email from odstesting@ua.edu one week in advance of the test (provided students have scheduled within the appropriate time frame), and they should then log into the ClockWork system to provide instructions on test administration. For additional information, visit [http://ods.ua.edu/clockwork/](http://ods.ua.edu/clockwork/).

ODS is open for test administration Monday – Thursday, 8:00 a.m. – 10:00 p.m. and Friday, 8:00 a.m. – 4:45 p.m. During final exams, test administration hours are Monday – Thursday, 8:00 a.m. – 11:00 p.m, and Friday 8:00 a.m. – 4:45 p.m.

7. **How do I provide notes for students whose accommodation notices require “access to peer note takers”?** You should make an announcement to the class asking for someone to volunteer as a note taker, but do NOT name the student who needs this accommodation. The text of the announcement is included in the accommodation notice. Notes are now provided electronically, via a UA+Box account. Instructors will need to create a UA+Box account if they do not already have one, as well as a folder in their UA+Box account for each course in which students with ODS have this accommodation. You will need to provide the appropriate links produced when the folder is set up to the note taker (for uploading notes) and to students utilizing this accommodation (for accessing the notes). Only one note taker per course is needed, and note
takers will receive a $100 stipend on their Action Card for serving as the note taker in the course, regardless of the number of students receiving the notes. This system affords anonymity to students with disabilities who utilize note-taking accommodations, so it is never appropriate to disclose their identities to the note taker. For complete instructions on setting up this system, including video tutorials, please see the website at: http://ods.ua.edu/notes/. Should you encounter technical difficulties when setting up the UA+Box system, please contact the Faculty Resource Center (FRC) at (205) 348-3532 or access the website: http://frc.ua.edu.

8. **Can I see the student’s documentation filed with ODS?** No. It is NEVER appropriate to ask the student about the nature of his/her disability. Disability-related information is treated as confidential and cannot be released without the informed, written consent of the student. Faculty and staff may only be provided with information related to the services and/or accommodations requested by a student.

9. **Is there anyone who can answer my questions or help me implement reasonable academic adjustments?** YES! The following ODS staff members located in 1000 Houser Hall, and reachable by phone at 205-348-4285 or 205-348-3081 (TTY), are available to assist you:

   - **Ms. Vanessa Goepel**, MA, LPC, ADC, CPS
     Director, ODS
     National Test Accommodations; course subs
     E-mail: vanessa.goepel@ua.edu

   - **Ms. Donna Marlowe**
     ODS Office Manager
     E-mail: donna.marlowe@ua.edu

   - **Ms. Brittany Gregg**, MA, LPC
     Assistant Director
     Last names G-1, Bama By Distance, Early College
     E-mail: Brittnay.gregg@ua.edu

   - **Mr. Marion Stevens**, MA, MLIS
     Accommodations Specialist
     Last names A-F, Low vision, Blindness
     E-mail: marion.stevens@ua.edu

   - **Ms. Amy Hagedorn**, MS, CCC-SLP
     Accommodations Specialist
     Last names R-Z; deaf/hard of hearing
     E-mail: amy.hagedorn@ua.edu

   - **Ms. Wendi Hogue**, LPC, NCC
     Accommodations Specialist
     Last names J-Q
     E-mail: wendi.hogue@ua.edu

   - **Mr. Seth Lawlor**
     Assistive Technology Specialist
     e-text; assistive technology
     Email: odsetext@ua.edu

   - **Tailor Jernigan**, Receptionist

ODS TESTING CENTER – 205-348-2716 - odstesting@ua.edu

   - **Ms. Amanda Bulls**
     ODS Testing Coordinators
     E-mail: amanda.bulls@ua.edu

   - **Ms. Mary Grace Cassity**
     ODS Testing Coordinator
     E-mail: marygrace.cassity@ua.edu

In addition to consulting with ODS, contact your academic department head and the ADA/504 Liaison in your college. These liaisons can provide information on campus resources for students with disabilities and assist faculty in implementing reasonable academic adjustments. Consult http://eop.ua.edu/coordinators.html or the University ADA/§504 Coordinator (348-5855) for a current list of ADA/504 Liaisons.
10. **What if I disagree with the accommodation the student has requested and ODS has recommended?** The University has a legal obligation to make an effort to provide effective and reasonable accommodations for individuals with disabilities who are otherwise qualified. Consequently, instructors are not allowed to choose whether or not to provide reasonable accommodations for students who present accommodation notices from ODS. *Ignoring the accommodation notice could expose the University to a lawsuit and the instructor to personal liability (possibly at the instructor’s own cost for legal defense).* ODS considers ALL faculty questions and concerns about implementing reasonable accommodations, and works with faculty members to tailor accommodations to individual course requirements, if possible. As an initial step, address your concerns to ODS. If not resolved at that stage, then a meeting with the faculty member, the College ADA/504 Liaison, ODS staff members, the Associate Provost-Academic Affairs, and the student (if appropriate) will be arranged as a second step. If still not resolved, the dissenting party must appeal the accommodation requests. *During that appeal process, the student is entitled to receive all accommodations recommended by ODS.*

11. **What obligations do I have to assist the University in meeting its legal responsibility to provide physical access for students with mobility impairments?**

Faculty members who have offices that are inaccessible to students in wheelchairs (e.g., an office on an upper floor of a building without an elevator, or the elevator is not large enough for a wheelchair) must make themselves available to meet with students in alternate, accessible locations.

Also, if you notice accessibility barriers (e.g., ramps that may be in disrepair, non-functioning electric doors, etc.), please contact the University’s Service Response Center ADA Hotline at 348-5882, OR send an e-mail to: facilities@fa.ua.edu.

12. **A student who is not blind or does not appear to have a need for a service animal has brought a dog to class without my knowledge or permission. What should I do?**

First, recognize that it is the policy of UA that individuals with disabilities who require the use of service animals as a reasonable accommodation receive the benefit of the work or tasks performed by such animals. As such, service animals assisting individuals with disabilities are generally permitted in all facilities and programs on the UA campus that are open to the public or to students with certain limitations. Students who use a service animal in UA facilities are not required, but strongly encouraged, to contact ODS, who can assist in making recommendations on how the student can handle inquiries. See also Animal Control Guidelines and Assistance Animal Policy at: https://www.ua.edu/about/policies/.

Service animal is defined by the ADA as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Second, you may not require documentation from the student with the service animal or ODS. To comply with federal ADA regulations, University officials (including GTAs, Faculty, etc.) may appropriately ask the student to answer ONLY the following two questions:

- a) Is the animal required because of a disability? and
- b) What work or tasks is the animal trained to perform?

You may not require that the service animal be licensed or certified.
Third, there are limited circumstances when the student with a service animal may be asked to remove the animal, including but not limited to:

- if the animal is out of control and/or disruptive and the animal’s handler does not take effective action to control it;
- if the animal is not housebroken;
- where the presence of the animal fundamentally alters the nature of a program or activity or presents a safety hazard (i.e., research labs, areas requiring protective clothing, food preparation areas, primate labs, areas with sharp objects on the floor or protruding from a surface, extremely hot or cold material on the floor, or a high level of dust). NOTE: Service animals are not permitted in any lab area requiring Personal Protective Equipment, unless a documented need is reviewed and approved by ODS and Environmental Health and Safety.

13. I do not know if I will have a student registered with ODS in my class, but I require students to review websites that are not fully accessible and to watch YouTube videos that are not captioned. Who can help me make my course content accessible for all students?

The UA Center for Instructional Technology Emerging Technology and Accessibility group offers consultations and reviews for course materials and web sites regarding the accessibility of course content for all users regardless of (dis)ability. While this does not replace accommodations an individual user may need and request from ODS, a focus on accessibility can ameliorate common challenges with digital content and make content more usable and accessible for all users. You can make a request for a consultation at: http://accessibility.ua.edu/ua-resources.html.

CONTACT INFORMATION
Office of Disability Services
The University of Alabama
Houser Hall, Suite 1000; Box 870185
Tuscaloosa, AL 35487-0185
(205) 348-4285 (Voice); (205) 348-3081 (TTY)
(205) 348-2716 (Testing Office)
www.ods.ua.edu

This document can be provided in alternative formats upon request.
Parental Access to Student Records

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), it is the policy of the Office of the University Registrar that a student’s educational record only be released with the student’s consent. There are two ways a student can give consent for a third party, including parents, to have access to his or her educational record.

1) Students may complete a FERPA release giving consent to having their records discussed with a particular individual. The student may, through myBama, consent to having their records discussed with the following people: Father and Mother, Father, Mother, or Guardian. This FERPA release does not expire and may be revoked by the student at any time.

Faculty and staff who need to confirm a FERPA release should go to the Faculty or Employee tab in myBama. Under the Banner Self-Service block, open the Faculty and Advisors folder, the Student Information Menu folder, and click the Student Information option as shown. Enter the term and submit. Enter the student’s CWID when prompted and submit.

Beginning Fall 2016, those with Advisor level security in Banner will have access to a Student Profile page that will display Confidential records and FERPA releases as shown in the image to the right.

No information may be released about a student with a directory hold. If the student has authorized release of information to a parent or guardian, one of the following descriptions will display in the FERPA Release and Attribute Information field: Dependent on Father, Dependent on Mother, Dependent on Father and Mother, or Dependent on Guardian.

2) Students may grant access to selected portions of their educational record to anyone with a valid email address by using the Proxy feature.

The student is responsible for creating a proxy user account in myBama and determines which part(s) of their educational record each proxy may access. The designated proxy may view midterm/final grades, unofficial transcript, schedule, graduation applications, and active addresses as selected by the student. The default time for a proxy to remain active is five years, but the student may opt to grant access for a specific period of time. Proxy users do not have the ability to update information. Proxy access DOES NOT replace the need for a FERPA release and DOES NOT allow university personnel to discuss or release non-directory information.
1. **Legal Duty to File Statement of Economic Interest.** Ala. Code § 36-25-14 requires all full-time public employees whose base pay is $75,000 or higher to file a Statement of Economic Interests no later than April 30. Each person who meets the necessary criteria, regardless of whether they retired the previous year or served/worked in the public position for any time (even a portion of one day) during the previous year, is required to file. **The duty of an employee to comply with the Ethics Act, including the duty to file the Statement of Economic Interests, rests with the employee, not UA.** Employees who are required to file, but fail to timely file a Statement of Economic Interests with the Ethics Commission may be fined $10.00 per day not to exceed $1,000.00 or be charged with a Class A misdemeanor for intentional failure to file [Ala. Code §6-25-14(d) & (e)]. More information is available at: [http://ethics.alabama.gov/forms-ecint2.aspx](http://ethics.alabama.gov/forms-ecint2.aspx).

2. **Proof of Mandatory Online Ethics Training within 90 Days of Date of Hire.** All public employees required to file Statement of Economic Interests forms have 90 days from their date of hire or date of reaching the $75,000 base pay threshold to complete state-required training. **If you are hired effective 8/16 you must complete this training no later than November 14. The duty of an employee to comply with the Ethics Act, including the duty to complete the online training, rests with the employee, not UA.** The training is on-line at: [http://ethics.alabama.gov/training/intro.aspx](http://ethics.alabama.gov/training/intro.aspx).

3. **UA Requirement to Timely Provide Proof of Training to HR Service Center.** UA requires ALL NEW FACULTY to take the Ethics training (regardless of salary level). **It is each new faculty member’s responsibility to complete your individual online Ethics training within 90 days of your hire date.** You must print, sign, and put your CWID on the certificate after you complete your training, and send a copy of it to the HR Service Center by email to hrsvctr@ua.edu or by campus mail to Box 870174. (HR Service Center is located in the Human Resources Administration Bldg., 1670 Ruby Tyler Parkway; phone number is (205) 348-7732.

4. **Criminal Act to Use Position for Financial Gain/Rules for Contracts with UA.** It is a violation of the State Ethics Code (felony or misdemeanor, depending on facts) for a UA employee to use his/her position with UA to obtain personal gain for themselves, a family member or any business with which the employee is associated. **(See Alabama Code § 36-25-5).** Ala. Code §36-25-11 prevents any public official or public employee, or members of their households, or any businesses associated with these people from entering into a contract that will be paid for using government funds unless the contract has been awarded through a competitive bid process. The contract must then be filed with the Ethics Commission within ten (10) days of its execution.

5. **More Information on Amendments to Ethics Act & Gifts to Public Employees.** Additional information about the Ethics Act may be found at: [http://ethics.alabama.gov/law.aspx](http://ethics.alabama.gov/law.aspx). For example, public employees may not solicit or receive anything for the purpose of corruptly influencing official action, regardless of whether or not the thing solicited or received is a thing of value. Family members of public employees may not receive anything given to them for the purpose of corruptly influencing official action. No public employee shall, other than in the ordinary course of business, solicit a thing of value from a subordinate or person or business with whom he or she directly inspects, regulates, or supervises in his or her official capacity. Excluded from the definition of “thing of value” are meals at educational functions/workshops/widely attended functions or items or services of de minimis value, or meals under $25 (maximum of $50 per year). Convictions of intentional violations of Ethics Laws are class B felonies (2-20 years in prison & fines up to $30,000).
6. **Ethics Law Pertaining to UA Employees Selling Textbooks.** Violations of the Ethics Act occur if a UA employee sells an instructor edition or complimentary copy of a textbook or any related materials (study guides, test banks, supplementary CDs, etc.) to anyone, including a student, bookstore or online textbook reseller, unless the proceeds of that sale are retained by the University. For example, sale proceeds can be deposited into a departmental account to purchase office supplies or institutional purposes. Employees selling complimentary course materials are responsible for providing documentation showing that they have not personally profited.

7. **Faculty Handbook Policy on Textbook Selection.** Each academic department is expected to have a textbook selection committee. If a faculty member wants to use a textbook, lab manual, computer software or other materials from which the faculty member or any person or business associated with the faculty member’s family obtains direct financial gain, the faculty member SHALL submit a recommendation to the textbook selection committee at least three months prior to the beginning date of the semester in which the material will be used. The committee reviews the recommendation, considers the appropriateness of the materials and alternative materials and informs the faculty member and department head or dean of its decision. Decisions on selection of materials authored by a faculty member, or from which the faculty member receives royalties, are effective for all semesters beginning in the next subsequent 12 months, if the faculty member elects to continue using the textbook or materials. Faculty members submitting textbook selections online must certify compliance with this policy. Because individual faculty members cannot make the final decision of the use of such materials, faculty members should not enter into a contract with a publisher that stipulates UA course adoption of the material. Further, receiving advance funds for authoring a textbook under a publisher’s agreement stipulating UA course adoption is a violation of this policy.

8. **Ethics Law Pertaining to Selling Football Tickets.** Current UA employees are allowed to purchase faculty/staff football tickets not available to the public. As such, they cannot sell their faculty/staff order sheet or purchased faculty/staff tickets for a profit. The faculty/staff purchase rate is lower than the face value of the ticket. Any sale above the purchase price constitutes use of a public position for personal gain, a violation of the Ethics Act. UA officials investigate reports of any employee selling tickets for more than they paid for them or sale/trade for any value of complimentary tickets. Employees found to have profited from the sale or trade of tickets are subject to being reported to the Alabama Ethics Commission, which can levy fines and criminal charges. In addition, all faculty, staff and retirees who violate this policy are subject to penalties from the Intercollegiate Athletics office. Those penalties include revocation of current season tickets and bans on the purchase of faculty and staff tickets in the future. This policy applies to tickets labeled “Faculty/Staff” or “Complimentary.” Faculty, staff and retirees who purchase tickets through the Tide Pride Program can sell those tickets without these restrictions.

9. **University Policies on Use of UA/State Property for Personal Gain.** UA/state property, including equipment, supplies, tools, and building materials are to be used for conducting official business of UA. Private or personal use of UA/state property without proper authorization is prohibited. Faculty and staff shall not: a) make use of property or personnel of UA for the purpose of obtaining compensation from sources external to UA, except when such use is permitted by law and is a normal part of the individual’s professional academic activities, or b) use or permit the use of the name of UA in a way that would suggest that the activity is sponsored or endorsed by UA, without prior authorization of the President.

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32nd Annual Workshop for New Graduate Teaching Assistants

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10. **Criminal Act to Use Property/Human Labor for Personal Reasons.** It is a violation of the State Ethics Code (felony or misdemeanor, depending on facts) for UA employees to use or cause to be used equipment, facilities, time, materials, human labor, or other UA/state property under their discretion or control for the private benefit or business benefit of that employee, except as otherwise provided by law or pursuant to a lawful employment agreement. It is also illegal for a person to solicit a UA employee to do these things for that person’s private or business benefit, except as otherwise provided by law. *(See Alabama Code § 36-25-5).* This includes using students and/or employees to perform personal errands or favors for non-work related purposes.

11. **Violation of Faculty Handbook Code of Conduct and AAUP Statement on Professional Ethics to Use Students for Private Advantage.** It is a violation of the Code of Conduct for a faculty member to exploit students for his/her private advantage. A faculty member should also acknowledge significant assistance from students, demonstrate respect for the student as an individual, and assure that evaluation of that student reflects their true merit.

12. **University Policies on Patents, Ownership Of Intellectual Property, Conflicts of Interest in Sponsored Programs.** Intellectual property generated during the course of your employment may also be owned by UA. Become familiar with Patent and Copyright Policies; Policy on Distribution of Royalties, Fees, and Other Financial Returns from Inventions Owned by the University; Policy on Conflict of Interest/Financial Disclosure in Research and Other Sponsored Programs; Policies and Procedures for Participation in Companies Commercializing University Technology, Data Ownership and Retention UA Policies and Procedures & other related policies, which are accessible at http://ott.ua.edu/?page_id=211 and the Office for Sponsored Programs Policies and Procedures website at http://ovpred.ua.edu/sponsored-programs/policies-and-procedures/.

13. **Electronic Media Policy.** All electronic media systems, including but not limited to voice mail, text messages, e-mail, the Internet, fax machines, hardware, software, local area networks, files and all information composed, transmitted, accessed, received, or stored in these systems are the property of UA and employees should have no expectation of privacy in connection with the use of these systems. Those systems are to be used for conducting UA business, although limited incidental personal use is permitted provided it does not consume a significant amount of computing resources, does not interfere with job performance or work or other employees and does not violate laws, rules, policies or licenses. **However, the use of this equipment for personal commercial purposes or for personal financial or other gain is strictly prohibited.** *(See Electronic Media Policy, Policy # 115, in the HR Policy manual [http://hr.ua.edu/hr-policy-manual].)*

14. **Rules for Discarding UA/State Property.** As a state-funded entity, employees are prohibited from throwing away or discarding UA/state property. When things are no longer useful to a department, they may be sent to Surplus Property and then sold to the public. The only way an item purchased with UA/state funds can be sold is to offer it to the public through a public auction. *(http://fawp.ua.edu/surplus/surplus-property-2/).*

15. **Inappropriate Conduct Regarding Use of UA/State Property.** Employees are prohibited from engaging in the following conduct and may be disciplined, up to and including dismissal: dishonest acts; appropriating state or student equipment, time, or resources for personal use or gain; misusing or neglecting UA/state property, funds, materials, equipment or supplies; or stealing or possessing
without authority any equipment, tools, materials or other UA property or attempting to remove them from the premises without approval or permission from the appropriate authority.

16. **Participation in Political Activities.** Board Rule 320 prohibits the use, or appearance of use, of the UA name or resources in support of a political campaign or organization. This rule recognizes the civil and political rights and responsibilities of UA personnel and encourages them to fulfill their responsibilities as private citizens. It prohibits, however, the use or appearance of use of UA resources, time, or property for or on behalf of any political candidate, campaign, or organization or for any contribution or solicitation of any contribution to a political campaign or organization. No UA employee shall lend or appear to lend the support of UA in connection with any contribution or solicitation of any contribution to a political campaign or organization. When an employee is involved in political activity, it is incumbent upon them to make clear that they are acting in a private and individual capacity and that their activities have neither UA sponsorship nor support. UA employees may not seek or hold public office and remain employed at UA if such activities could or would result in a conflict of interest or interfere with the employee carrying out his University responsibilities. Employees who intend to seek election to public office must first obtain written consent from the Chancellor through appropriate reporting channels.

17. **Employment of Members of the Same Family.** Alabama law (§ 41-1-5) prohibits an employee of UA from appointing (hiring) any person related to him within the fourth degree of affinity or consanguinity to any job with UA. If this rule is violated, the appointment is deemed void and the person can be charged with a misdemeanor and fined up to $500 and imprisoned for up to one year. The Employee Handbook states that no employee is permitted to work within the chain of command when work responsibilities, salary, hours, career progress, benefits or other terms and conditions of one relative could be influenced by the other relative.

18. **Restrictions on re-employment of retirees.** The revolving door provision in the State Ethics law prohibits employees who retired from positions of authority at UA from being re-employed at UA for a period of two years, unless the employee suspends retirement benefits from Retirement Systems of Alabama. See Re-Employment of Retirees, Policy # 291 in the HR Policy Manual (http://hr.ua.edu/hr-policy-manual). Retired UA employees need to email the Ethics Commission at info@ethics.alabama.gov for approval to work at UA (and should include his/her former position description). Once the employee receives a decision from the Ethics Commission, they should forward a copy to the appropriate HR partner for the retiree’s employing department.

19. **Code of Ethical Conduct.** All employees should adhere to the Code of Ethical Conduct (accessible on the Policies website at https://www.ua.edu/about/policies). UA community members are required to bring suspected violations of applicable laws, regulations, policies, and standards to the attention of the appropriate office and are protected from retaliation for making a good faith report.

20. **UA Compliance and Fraud Hotline.** Unethical or illegal behavior in violation of the Ethics Laws should be reported to your supervisor, Dean’s office, or anonymously through the UA Compliance and Fraud Hotline: http://financialaffairs.ua.edu/compliance/. The University must report ethics law violations to the State Ethics Commission (Alabama Code § 36-25-17). Knowingly transmitting a false report to the Ethics Commission is a Class A misdemeanor and subjects the reporter to actual legal expenses incurred by the respondent against whom the false report was filed.
Reporting Channels and Resources Related to Discrimination, Harassment, Sexual Assault, or Sexual Violence

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on genetic information, race, color, religion, ethnicity, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability, protected veteran status, or any other legally protected basis. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such University policy violations.

Any student, faculty or staff member, applicant, or campus visitor who has concerns about illegal discrimination, dating or domestic violence, stalking, harassment, sexual assault, sexual violence, other Title IX violations, or retaliation is encouraged to seek the assistance of the appropriate University official designated below. For more information, refer to the University’s Harassment Policy at www.eop.ua.edu/harassment.html; its Title IX website at www.titleix.ua.edu; and its Sexual Misconduct Policy at www.titleix.ua.edu/sexual-misconduct-policy.html.

For information on accommodations for pregnant students, see the FAQs for Pregnant and Parenting Students on the Title IX website. If the situation is an emergency or you or someone you know needs immediate assistance, please contact The University of Alabama Police Department at 205-348-5454. The reported behavior discussed herein may constitute a crime. Individuals are encouraged to contact The University of Alabama Police to discuss criminal charges that may apply and the appropriateness of a criminal investigation.

Contact Information
Below is information to assist with contacting the offices and individuals identified in this document:

**Designated Harassment Resource Persons**
https://eop.ua.edu/persons.html

**Equal Opportunity Programs/University Compliance**
Dr. Gwendolyn Hood – Director/Officer
107 Burke West, Box 870300
(205) 348-5855 – ghood@aaalan.ua.edu
https://eop.ua.edu/index.html

**Office of Student Conduct**
Todd Borst – Executive Director
172 Burke East, Box 870295
(205) 348-8234 – student.conduct@sa.ua.edu
https://studentsconduct.sa.ua.edu/

**Human Resources Partners**
http://hr.ua.edu/hr-partners

Women and Gender Resource Center
1000 South Lawn Office Building, Suite 2000
1101 Jackson Avenue, Box 870361
(205) 348-5040 – wgrc@sa.ua.edu
https://wgrc.sa.ua.edu/

The University of Alabama Police Department
1110 Jackson Avenue, Box 870180
(205) 348-5454 – ua.police@ua.edu
https://police.ua.edu/

**Report Illegal Discrimination, Harassment, Sexual Assault, or Sexual Violence for Students**

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<th>Contact this office</th>
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| Report illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation | An employee, including a faculty member, graduate assistant, other student employee, or a staff member | Designated Harassment Resource Persons  
For gender based conduct, Title IX Office |

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<th>Contact this office</th>
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| Report illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation | A student | Student Life Designated Harassment Resource Person  
For gender based conduct, Title IX Office |

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</table>
| Report illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation | A third party or campus visitor (neither a student nor an employee) | Designated Harassment Resource Persons  
For gender based conduct, Title IX Office |

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>And the alleged offender is . . .</th>
<th>Contact this office</th>
</tr>
</thead>
</table>
| Report illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation | Anyone | For non-gender based conduct, Equal Opportunity Programs/University Compliance  
For gender based conduct, Title IX Office |

**Report Illegal Discrimination, Harassment, Sexual Assault, or Sexual Violence for Employees**

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>And the alleged offender is . . .</th>
<th>Contact this office</th>
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</thead>
<tbody>
<tr>
<td>File a Code of Student Conduct charge</td>
<td>A student</td>
<td>Office of Student Conduct</td>
</tr>
</tbody>
</table>

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<tr>
<th>If you want to . . .</th>
<th>And the alleged offender is . . .</th>
<th>Contact this office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain information/ask questions about Title IX compliance, accommodations for pregnant students or those affected by sexual misconduct, or report gender discrimination, dating or domestic violence, stalking, sexual harassment/sexual violence and assault or incident of retaliation</td>
<td>Anyone</td>
<td>Title IX Office</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>If you want to . . .</th>
<th>And the alleged offender is . . .</th>
<th>Contact this office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain free and confidential counseling (including for sexual harassment, dating or domestic violence, stalking, sexual violence or assault), advocacy, and support services and to learn more about reporting options</td>
<td>Anyone</td>
<td>Women and Gender Resource Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you want to . . .</th>
<th>And the alleged offender is . . .</th>
<th>Contact this office</th>
</tr>
</thead>
<tbody>
<tr>
<td>File a criminal charge or report abuse or neglect of a child (under 18)</td>
<td>Anyone</td>
<td>The University of Alabama Police Department</td>
</tr>
</tbody>
</table>
Reporting Channels and Resources for Employees and Campus Visitors Related to Discrimination, Harassment, Dating or Domestic Violence, Sexual Assault, Sexual Violence, Stalking, and Retaliation

<table>
<thead>
<tr>
<th>If you want to . . .</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Report an employee or campus visitor for illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation (<em>Gender-based conduct includes, but is not limited to, discrimination or harassment based on pregnancy, gender, sexual orientation, gender identity, or gender expression.</em>)</td>
<td>Designated Harassment Resource Persons</td>
</tr>
<tr>
<td>For gender based conduct, Title IX Office</td>
<td></td>
</tr>
<tr>
<td>Report an employee or campus visitor for illegal discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation for reporting and believe that you cannot effectively communicate your complaint through the Designated Harassment Resource Person</td>
<td>For non-gender based conduct, Equal Opportunity Programs/University Compliance</td>
</tr>
<tr>
<td>For gender based conduct, Title IX Office</td>
<td></td>
</tr>
<tr>
<td>Report a student for discrimination, harassment, dating or domestic violence, stalking, sexual assault or violence, or incident of retaliation for reporting OR File a Code of Student Conduct charge</td>
<td>Student Life Designated Harassment Resource Person</td>
</tr>
<tr>
<td>For gender based conduct, Title IX Office</td>
<td></td>
</tr>
<tr>
<td>Obtain information/ask questions about Title IX compliance, accommodations for pregnant students or those affected by sexual misconduct, or report gender discrimination, dating or domestic violence, stalking, sexual harassment/sexuality and assault or incident of retaliation</td>
<td>Office of Student Conduct</td>
</tr>
<tr>
<td>Obtain free and confidential counseling (including for sexual harassment, dating or domestic violence, stalking, sexual violence or assault), advocacy, and support services and to learn more about reporting options</td>
<td>Title IX Office Note: Pregnant non-student employees seeking accommodations should notify HR at 205-348-7733.</td>
</tr>
<tr>
<td>File a criminal charge or report abuse or neglect of a child (under 18)</td>
<td>Women and Gender Resource Center</td>
</tr>
<tr>
<td>The University of Alabama Police Department</td>
<td></td>
</tr>
</tbody>
</table>

Reporting Channels for Hazing Policy

The University does not condone hazing, regardless of its form. Indeed, hazing is prohibited by the University’s Code of Student Conduct and considered a crime in the State of Alabama under Alabama Code § 16-1-23. No individual shall directly engage in hazing or indirectly encourage, aid, or assist any other person in hazing. All students and other University representatives, including employees, should immediately report known or suspected hazing violations. For more information on the University’s hazing policy, please visit http://policies.ua.edu/hazing.html.

To report hazing, please provide specific information about the hazing incident to any of the following:

- The Hazing & Harassment Hotline
  (205) 348-HALT (4258)
  www.hazing.ua.edu

- The Office of the Dean of Students
  (205) 348-3326

- The University of Alabama Police Department (UAPD)
  (205) 348-5454 – ua.police@ua.edu

You may also report hazing online at:
https://hazingprevention.sa.ua.edu/how-to-report/

If the situation is an emergency and you or someone else needs immediate assistance, please contact UAPD at (205) 348-5454.

Reporting Alarming or Threatening Behavior

If the situation is an emergency or presents an imminent threat, immediately call 911. You can also reach UAPD by dialing (205) 348-5454.

In non-emergency situations:
- If the alarming or threatening behavior involves a current UA student, please contact Dr. Jeremy Henderson, the chair of the UA Behavioral Intervention Team at (205) 348-2461.
- If the alarming or threatening behavior involves a current UA faculty member, please contact the Dean’s Office of the involved college or school.
- If the alarming or threatening behavior involves a current UA staff member, please contact the Vice President’s Office of the applicable division and the HR partner.
- If the alarming or threatening behavior involves a visitor to the UA community, please contact UAPD at (205) 348-5454.
- Additional information is available at http://threatassessment.ua.edu/.

Reporting Actual or Potential Unethical or Unlawful Work-Related Behavior

Compliance & Fraud Hotline
1-866-362-9476

You may also report online at:
http://financialaffairs.ua.edu/compliance

Reporting Channels for Potential Violations of the UA Child Protection Policy

Under Alabama law, all University employees have a mandatory legal duty to immediately report known or suspected child abuse or neglect of any person under the age of 18 to the appropriate authorities, which, at UA, is The University of Alabama Police Department at (205) 348-5454. Failure to report is a criminal offense. Students are also encouraged to report. For more details, please visit http://policies.ua.edu/childprotection.html.
FERPA
The Family Educational Rights and Privacy Act of 1974 (FERPA) requires institutions accepting federal monies to protect the privacy of student information. In addition, FERPA affords students the right to review their education records, to request correction of inaccurate records, and to limit information disclosed from those records. An institution’s failure to comply with FERPA may result in the Department of Education’s withdrawal of federal funds.

**ALL UA FACULTY ARE OBLIGED TO COMPLY WITH FERPA REGULATIONS.**

**DIRECTORY INFORMATION**
These items **MAY** be disclosed, **UNLESS** the student has placed a “block” on Directory Information release.

**CONFIRM** this on myBama or consult the Office of the University Registrar at 348-2020.

- Name
- Local & permanent address
- Telephone number
- UA Email address
- UA School/College
- Class level
- Major(s)/degree program(s)
- Dates of attendance
- Full-/part-time enrollment status
- Degrees/honors/awards received

**PERSONALLY IDENTIFIABLE INFORMATION** (any identifying data other than “Directory Information”) including, but not limited to:

- Social Security Number
- Date of birth
- Residency status
- Gender/race/ethnicity
- Religious preference
- Pictures

**EDUCATION RECORDS**
Including, but not limited to:

- Class schedule
- Grades/GPA/Academic standing
- Test scores
- Academic transcripts
- Disciplinary records

“Personally Identifiable Information” or “Education Records” may be released only to the student and then only with the proper identification.

**General Practices for Protecting Student Information and Education Records**
- Do not leave exams, papers, or any documents containing a SSN/CWID/Username, grade, evaluation, or grade point average outside your office door or in any area that is open-access.
- Do not record attendance by passing around a class list, which contains that student’s SSN/CWID/Username.
- Do not provide tests and assignment scores, evaluations, or final grades via e-mail. When contacted by phone, first ask identifying questions (e.g., “What was your mid-term score?” but not “What is your CWID?”).

For more information, visit the registrar.ua.edu

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**THE UNIVERSITY OF ALABAMA**

32nd Annual Workshop for New Graduate Teaching Assistants
<table>
<thead>
<tr>
<th>Policy</th>
<th>Website Location</th>
<th>Description</th>
<th>Who to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAct</td>
<td><a href="https://www.ua.edu/campuslife/uact/">https://www.ua.edu/campuslife/uact/</a></td>
<td>One-stop shop for links to reporting channels for students, employees &amp; campus visitors for illegal discrimination, harassment, retaliation, domestic violence, dating violence, stalking, sexual misconduct, other Title IX violations, hazing violations, child protection policy issues, code of conduct violation, ethical violations, fraud, pregnancy accommodations and other compliance issues.</td>
<td>See contacts listed on website</td>
</tr>
<tr>
<td>OAA Guidelines for Religious Holidays Observance</td>
<td><a href="http://provost.ua.edu/religious-observances.html">http://provost.ua.edu/religious-observances.html</a></td>
<td>Guidelines for faculty requiring students to notify faculty during first two weeks of the semester of their intention to be absent from class for religious observance. Faculty should give reasonable opportunity to complete academic responsibilities in the original or alternative form without penalty, unless doing so would interfere unreasonably with the academic integrity of the course.</td>
<td>If accommodation denied, student may seek review through the academic grievance process: <a href="http://facultyhandbook.ua.edu/appendix-d.html">http://facultyhandbook.ua.edu/appendix-d.html</a></td>
</tr>
<tr>
<td>Title IX–Sexual Misconduct Policy</td>
<td><a href="https://titleix.ua.edu/policies/sexual-misconduct-policy-2/">https://titleix.ua.edu/policies/sexual-misconduct-policy-2/</a></td>
<td>Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance. Any student, faculty or staff member, or applicant who has concerns about pregnancy or sex discrimination (including gender identity, gender expression, sexual orientation) or sexual harassment, sexual assault, dating/domestic violence, stalking or other forms of sexual violence, or pregnancy discrimination is encouraged to seek the assistance of a Designated Responsible Reporting Official (Designated Harassment Resource Person, Office of Student Conduct, UAPD or the Title IX Coordinator). Strictly Confidential reports may be made to the Women and Gender Resource Center (WGRC). Pregnant students who need accommodations should contact the Title IX office for assistance. See Pregnant and Parenting Student FAQs on the Title IX website and UACT website. UÀ’s Equal Opportunity, Non-Discrimination and Affirmative Action Policy statement is available at <a href="https://www.ua.edu/about/policies/">https://www.ua.edu/about/policies/</a>.</td>
<td>Title IX Coordinator – Beth Howard &amp; Deputy Coordinator – Jessica Humber 107 Burke West, Tuscaloosa, AL (205) 348-5496 Fax: (205) 348-9137 <a href="mailto:TitleIX@ua.edu">TitleIX@ua.edu</a> for interim support or accommodations and to report Title IX violation Designated Harassment Resource Persons identified at: <a href="https://www.ua.edu/campuslife/uact/">https://www.ua.edu/campuslife/uact/</a> to initiate a Title IX investigation</td>
</tr>
<tr>
<td>Youth Protection Programs</td>
<td><a href="https://compliance.ua.edu/minorsprograms/">https://compliance.ua.edu/minorsprograms/</a></td>
<td>UA requires an online submission process for UA and third party groups hosting camps, activities or programs that involve youth participants. This site has links to Training, Guide for Youth Programs, Documentation Checklist, Registering a Program, and other helpful information.</td>
<td>Compliance, Ethics, and Regulatory Affairs Coordinator Dr. Marcy Huey <a href="mailto:mhuey@fa.ua.edu">mhuey@fa.ua.edu</a> 205-348-2335</td>
</tr>
<tr>
<td>Policy</td>
<td>Website Location</td>
<td>Description</td>
<td>Who to Contact</td>
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<tr>
<td>Child Protection Policy &amp; Reporting Procedures</td>
<td><a href="https://fa-webprod.fa.ua.edu/UAFPOnlinePublic/3a064971-1b8c-493b-8241-be0a98e609d/Child%20Protection%20Policy%20and%20Reporting%20Procedures.pdf">https://fa-webprod.fa.ua.edu/UAFPOnlinePublic/3a064971-1b8c-493b-8241-be0a98e609d/Child%20Protection%20Policy%20and%20Reporting%20Procedures.pdf</a></td>
<td>University faculty, staff, students, volunteers, and representatives as well as third-party vendors that contract for use of University facilities and with responsibilities that involve interaction with children must abide by state law and UA policy, which requires mandatory &amp; immediate reporting by UA employees to UAPD of any known/suspected child abuse or neglect of any person under the age of 18.</td>
<td>To report suspected child abuse/neglect, contact UAPD, 348-5454</td>
</tr>
<tr>
<td>Harassment Policy</td>
<td><a href="http://eop.ua.edu/harrassment.html">http://eop.ua.edu/harrassment.html</a></td>
<td>Harassment is abusive or hostile conduct which is directed toward or inflicted upon another person because of his or her race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity, gender expression), pregnancy, age, disability, or protected veteran’s status and which, because of its severity or pervasiveness, unreasonably interferes with an individual’s work or academic performance or creates a hostile or abusive work or learning environment for that individual’s work, education, or participation in a University activity. No person who brings a complaint may be subject to retaliation.</td>
<td>See <a href="http://eop.ua.edu/persons.html">http://eop.ua.edu/persons.html</a> for list of Designated Harassment Resource Persons who can initiate a complaint process or assist in an informal resolution.</td>
</tr>
<tr>
<td>Code of Student Conduct</td>
<td><a href="http://www.sc.ua.edu/index.cfm">http://www.sc.ua.edu/index.cfm</a> (select student code) <a href="http://www.sc.ua.edu/conduct.pdf">http://www.sc.ua.edu/conduct.pdf</a></td>
<td>Any member of the UA community may file a complaint against any student for misconduct. Complaints should be prepared in writing and directed to Office of Student Conduct. Among other offenses, the Code of Student Conduct covers behaviors that are prohibited in the University’s Drug Free Campus and Workplace Policy, Alcohol and Other Drugs Policy for Students, Hazing Policy, Harassment Policy, Child Protection Policy, Sexual Misconduct Policy, Dangerous Weapons and Firearms Policy, and other University Policies. Prohibits hazing, sexual misconduct, bullying behaviors, threats to others &amp; harassing contact that may be perceived as distressing, harmful, threatening, or intimidating.</td>
<td>Office of Student Conduct Todd Borst, Director 173 Burke Hall West Box 870295 (205) 348-8234 <a href="mailto:student.conduct@sa.ua.edu">student.conduct@sa.ua.edu</a></td>
</tr>
<tr>
<td>Hazing &amp; Harassment Hotline</td>
<td>205/348-HALT (4258) <a href="http://policies.ua.edu/hazing.html">http://policies.ua.edu/hazing.html</a></td>
<td>24-hour “Hazing Hotline” receives reports of incidents of hazing confidentially and, if desired, anonymously. Hazing is “any act which inflicts extreme physical, emotional, or psychological pressure or injury on an individual or which purposely demeans, degrades, or disgraces an individual.” Students committing acts of hazing are subject to Code of Student Conduct violations and can be charged with a Class C misdemeanor. An individual or organization participating in hazing or knowingly permitting hazing forfeits entitlement to public funds, scholarships, awards and grants. No individual shall directly engage in hazing or indirectly encourage, aid, or assist any other person in hazing. Failure to report hazing is also a violation of Alabama law and University policy.</td>
<td>205/348-HALT (4258) <a href="http://policies.ua.edu/hazing.html">http://policies.ua.edu/hazing.html</a> (form available) Callers may also leave a confidential message with the Dean of Students’ office (205-348-3326) Reports may be made to Office of Student Conduct at 205-348-8234 or email <a href="mailto:student.conduct@sa.ua.edu">student.conduct@sa.ua.edu</a> If the situation is an emergency, please contact UAPD (205-348-5454)</td>
</tr>
<tr>
<td>Campus Security Act Reporting Obligation</td>
<td><a href="https://police.ua.edu/clery-act/">https://police.ua.edu/clery-act/</a></td>
<td>All campus officials with significant responsibility for student activities must report information about crimes that occur on campus, on property adjacent to the campus and on property that UA owns or leases, even if no report is made to the police.</td>
<td>UAPD: Dr. Chad Clark, Clery Compliance Officer, 348-5454, <a href="mailto:cclark@fa.ua.edu">cclark@fa.ua.edu</a> See Campus Security Report at <a href="http://www.safety.ua.edu">www.safety.ua.edu</a></td>
</tr>
<tr>
<td>Policy</td>
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<td>Description</td>
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<tr>
<td>Consensual Romantic Relationships</td>
<td><a href="http://hr.ua.edu/hr-policy-manual">http://hr.ua.edu/hr-policy-manual</a></td>
<td>Employees are prohibited from engaging in consensual romantic or sexual relationships with any student or employee over whom they exercise any academic, administrative, supervisory, evaluative, counseling, advisory, or extracurricular authority or influence. Employees who have authority to influence aid, benefits, or services provided to a student may not engage in such relationships with students seeking that aid, benefits or services. Employees who have the authority to influence academic progress of a student are prohibited from having a consensual relationship with that student.</td>
<td>Report consensual relationships to management. Violations may be reported to: Title IX Coordinator Beth Howard 107 Burke West, Tuscaloosa, AL 35487-0114; (205) 348-5496 <a href="mailto:TitleIX@ua.edu">TitleIX@ua.edu</a> or Designated Harassment Resource Persons identified at: <a href="http://titleix.ua.edu/report-a-violation.html">http://titleix.ua.edu/report-a-violation.html</a></td>
</tr>
<tr>
<td>Code of Ethical Conduct</td>
<td><a href="http://policies.ua.edu">http://policies.ua.edu</a> (select Code of Ethical Conduct)</td>
<td>Identifies eight standards of ethical conduct which must be reported. Reporters are protected from retaliation for having made a report.</td>
<td>Appropriate offices or Ethics and Fraud Hotline (see below).</td>
</tr>
<tr>
<td>State Ethics/Conflict of Interest</td>
<td><a href="http://www.provost.ua.edu/state-ethics-law.html">http://www.provost.ua.edu/state-ethics-law.html</a></td>
<td>Has information about mandatory ethics training for certain UA employees and ethics-related policies at UA (including regarding selling of football tickets, receiving gifts, use of office for personal gain, using your textbook without approval by a textbook selection committee, etc.).</td>
<td>Websites to pertinent policies incorporated in handout on website. Suspected violations can also be reported to Fraud Hotline (see below)</td>
</tr>
<tr>
<td>Ethics and Fraud Hotline</td>
<td><a href="http://financialaffairs.ua.edu/compliance/">http://financialaffairs.ua.edu/compliance/</a></td>
<td>This Compliance and Fraud Hotline enables members of the UA community to inquire about or report actual or potential unethical or unlawful work-related behavior in a safe, anonymous way, online or over the phone.</td>
<td>Call toll-free 24 hours a day, 7 days a week 1-866-362-9476 or file an on-line report <a href="http://financialaffairs.ua.edu/compliance/">http://financialaffairs.ua.edu/compliance/</a></td>
</tr>
<tr>
<td>Behavioral Threat Assessment</td>
<td><a href="http://threatassessment.ua.edu/">http://threatassessment.ua.edu/</a></td>
<td>This site provides information on how the University identifies possible behavioral threats and outlines how to report a person of concern.</td>
<td>Always call UAPD (348-5454) immediately if student/employee is an immediate threat to self or others. See reporting options at: <a href="http://threatassessment.ua.edu/?page_id=85">http://threatassessment.ua.edu/?page_id=85</a></td>
</tr>
<tr>
<td>Dangerous Weapons &amp; Firearms Policy</td>
<td><a href="https://www.ua.edu/about/policies/">https://www.ua.edu/about/policies/</a></td>
<td>UA prohibits possession, transportation, and use of firearms and other dangerous weapons on campus. UAPD provides temporary storage for firearms lawfully possessed by students. Faculty and Staff may not possess firearms on campus except for a firearm properly maintained in a personal vehicle in a manner consistent with Alabama law.</td>
<td>UAPD, 348-5454</td>
</tr>
<tr>
<td>Alcohol and Other Drug Prevention</td>
<td><a href="http://aodprevention.ua.edu">http://aodprevention.ua.edu</a></td>
<td>Contains Drug and Alcohol policies for UA employees and students, prevention and education efforts, and copies of notices to students/employees about alcohol and other drug prevention programs.</td>
<td>Dr. Gerard A. Love, Executive Director, Collegiate Recovery &amp; Intervention, 348-9787, <a href="mailto:galove1@ua.edu">galove1@ua.edu</a>; <a href="http://recovery.ua.edu">http://recovery.ua.edu</a></td>
</tr>
<tr>
<td>Assumption of Risk Forms &amp; Insurance Contact</td>
<td><a href="http://riskmanagement.ua.edu/">http://riskmanagement.ua.edu/</a></td>
<td>See release &amp; assumption of risk form for minors and adults on left side of website. Has resources on what to do in case of accident, driver safety and vehicle management, insurance coverage for student organization advisors and faculty travel.</td>
<td>Director of Risk Management, Wade Bond, 348-7516</td>
</tr>
</tbody>
</table>
Run, Hide, Fight: Active Shooter Overview

Mr. John Hooks, UAPD Chief of Police
Mr. Adam Angline, UAPD Police Officer
RUN, HIDE, FIGHT
ACTIVE SHOOTER OVERVIEW
University of Alabama
Police Department
1110 Jackson Ave.
Tuscaloosa, AL 35487
205-348-5454
police.ua.edu
Officer Adam Anglin - 205-348-5454
aanglin@uapd.ua.edu

Objectives
Define Active Shooter
Historical Events
What to do if an active shooter incident occurs
Law Enforcement Response

Why Are We Here Today?
To provide you with OPTIONS that you may use should you ever find yourself in a dangerous or threatening situation.

To help you be prepared to make a DECISION. Making good SPLIT SECOND decisions could prevent you from being injured and may even save your life and the lives of others.

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Active shooter attacks are dynamic incidents that vary greatly from one attack to another.

The Department of Homeland Security (DHS) defines an active shooter as “an individual actively engaged in killing or attempting to kill people in a confined and populated area.” In its definition, DHS notes that, “in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.”

**What is an Active Shooter**

**Active Shooter Event Myths**

- The Active Shooter suspect will always display tendencies for violent acts/Prevention
- It will not happen here
- Police will always respond in time to stop the shooter
- Most people can do nothing against an armed intruder

**HISTORICAL EVENTS**

- **Amish School Nickel Mines, Pennsylvania** - Approx. 1 hour incident
  - 10 victims shot, 5 killed.
  - Incident started at 1025 AM with a hostage takeover; at 1107 AM, suspect began shooting victims. Troopers immediately approached and the suspect immediately committed suicide.

- **Columbine School** - 7.5 minutes
  - SRO on campus engaged shooters outside cafeteria five minutes into event. Swat team arrived 45 minutes later and shooters committed suicide.
  - 35 victims shot, 12 killed
  - After Columbine Police changed approach to active shooter events, resulting in training for first officers on a scene.

- **Norris Hall, VA Tech** - 8 minutes
  - Double Homicide being investigated 800 yards away. Police arrived within three minutes but it took 5 minutes to gain entrance to building.
  - 59 shot, 32 killed

- **Aurora Colorado Theater** - 90 Seconds
  - Shooting started at 12:38AM
  - 911 Call at 12:39AM Shooter arrested in parking lot at 12:45AM
  - 70 shots, 12 killed
Additional Incidents:

Office and Business:
1986 - San Ysidro, CA - McDonalds - (22 Dead, 19 Injured)
2007 - Orlando, Florida - Office building (1 Dead, 5 Injured)
2007 - Ft. Hood Texas killing 13 and wounding dozens;
2007 - Salt Lake City, Utah - Trolley Square Mall (5 Dead)
2007 - Omaha, Nebraska - Westroads Mall (9 Dead) shooting
2010 - Manchester, CT - Beer distribution warehouse (9 Dead)
2011 - Oslo, Norway - Explosion (8 Dead, 209 Injured)
2011 - Tucson, AR - 2011 Open Meeting (6 Dead, 13 Injured)
2012 - Aurora, Colorado - Movie Theater (12 Dead, 58 Injured)

Schools:
08/27/2012 - Perry Hall High School (Baltimore, MD) First day of school, 15 year old shot 17 year old Counselor tackled the shooter, teacher yelled “get out of the building”
05/21/1998 - Springfield, OR High School (2 Dead / 22 Injured) Killed his parents, Killed 2, Injured 22 in the school Tackled and held by seven students until police arrived
03/24/1998 - Jonesboro, AR Middle School (5 Dead / 20 Injured) Fire alarm used (11 and 13 years old)
12/01/1997 - West Paducah, KY (3 Dead / 5 Injured) During a prayer meeting
02/19/1997 - Bethel, AS (2 Dead / 2 Injured) 15 other students may have known about his intent

326 active shooter incidents between 1966 and 2012

Train building occupants on response options outlined by the Department of Homeland Security in “Active Shooter: How to Respond” when an active shooter is in the vicinity:

When our security and deterrence measures fail, then we must …

Plan, practice and execute very simple strategies that facilitate:

1. Intelligent Escape
2. When necessary barricade and hide.
3. Ultimately and when no other means exist; FIGHT BACK!!!

**RUN:**

Building occupants should evacuate the facility if safe to do so; evacuees should leave behind their belongings, visualize their entire escape route before beginning to move, and avoid using elevators or escalators.

With a shooter in one part of this large building, what could large numbers of those not in the immediate vicinity do, if they had good information?

**HIDE:**

If evacuating the facility is not possible, building occupants should hide in a secure area (preferably a designated shelter location), lock the door, blockade the door with heavy furniture, cover all windows, turn off all lights, silence any electronic devices, lie on the floor, and remain silent.

BUILDING OCCUPANTS SHOULD EVACUATE THE FACILITY IF SAFE TO DO SO; EVACUEES SHOULD LEAVE BEHIND THEIR BELONGINGS, VISUALIZE THEIR ENTIRE ESCAPE ROUTE BEFORE BEGINNING TO MOVE, AND AVOID USING ELEVATORS OR ESCALATORS.
FIGHT:
If neither evacuating the facility nor seeking shelter is possible, building occupants should attempt to disrupt and/or incapacitate the active shooter by throwing objects, using aggressive force, and yelling.
FIGHT

Be aggressive! Bad guys aren't always that skilled!

Interfere with their ability!

ACTION vs. REACTION, which is always second?
DISTANCE is a tactical advantage, GET IT however you can!

Can’t escape? Create MASS CHAOS, create sounds, sights, and touches that will increase the skill level required to harm. Throw things at the face to distract.

CONTROL THE ATTACKER. SWARM the attacker and control his limbs.
  • 5 limbs (2 arms, 2 legs, head) Swarm and put body weight on limbs.

SECURE THE WEAPON

Law Enforcement Response

• When safe to do so, call UAPD at 205-348-5454
  Please program this number in now
• When talking to dispatcher, stay calm and present the information you know
• Don’t open the door unless you KNOW it is safe to do so
• When we arrive, expect that you may see many types of uniforms or appearances
• Follow the commands you are given
• Initially, officers are there to stop the threat, then assist with the wounded

RUN, HIDE, FIGHT

ACTIVE SHOOTER OVERVIEW

Created by:
State of Alabama
Law Enforcement Agency
P.O. BOX 304115
Montgomery, AL 36120-4115
334-353-2050
334-353-3071 (Fax)
WWW.LE.ALABAMA.GOV
Arnaldo.mercado@le.alabama.gov

Questions?
BEHAVIORAL THREAT ASSESSMENT AT THE UNIVERSITY OF ALABAMA

Mr. Charles Dorsey, Director
Office of Threat Assessment
### Behavioral Threat Assessment at The University of Alabama

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1971–1975  | College of Arts and Sciences  
Biology                                                                 |
Arkansas State Crime Lab  
Arizona Department of Public Safety |
| 1987–2010  | FBI  
Washington Field Office  
Critical Incident Response Group  
- Criminal Profiling/Threat Assessments  
Tuscaloosa Resident Agency |
| 2011–August, 2013 | Daimler Corporate Security |
| August, 2013–Present | The University of Alabama  
Office of Threat Assessment  
Threat Assessment Specialist |

---

### Campus School Shootings

- **April 16, 2007**  
  Virginia Tech University  
  Blacksburg, Virginia

- **February 14, 2018**  
  Stoneman Douglas High School  
  Parkland, Florida

---

### The Evolution of Campus Security

#### Preventive Phase

**Intervention PRIOR to a campus attack**

- Initiate a Behavioral Threat Assessment
- Be PROACTIVE, not reactive
Behavioral Threat Assessment

Campus Threats

- **Most** students making a threat, will never carry it out
- Students who do act violently, **never made a threat**

Common Characteristics of Potentially Violent Students

While UA faculty and staff are not expected to formally assess behavior and/or the potential for a UA student to exhibit dangerous conduct, it is extremely important for them to be aware of the common characteristics which may elevate the risk for potential violence.

Any of the following may indicate the potential for a violent act(s):

- Observed as a “outsider,” noted discomfort in social setting
- Constantly tormented/bullied by their peers
- Evidence of past violent behavior
- History of stalking, harassment, or surveillance of colleagues
- Identification with, or continual praise for identified perpetrators of violence
- Fascination with and/or access to weapons
- Self-justification for violence, i.e. “an eye for an eye,” etc.
- Desire to avenge self-perceived wrongs done to others
- Sudden and/or dramatic change(s) in personality
- Dialogue involving suicide, suicide ideation, and/or a sense of hopelessness

UA Behavioral Threat Assessment Guidelines

- **OBJECTIVE**
  - Identify ‘Persons of Concern’ within the UA community
  - **Assess**, with consistency, the potential for violent behavior
  - **Prevent/Minimize** UA’s exposure to a potential violent act
    - Manage the identified/assessed underlying issue(s) by intervention

UA’s Behavioral Intervention Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd Borst</td>
<td>Executive Director/Office of Student Conduct</td>
</tr>
<tr>
<td>Charles Dorney</td>
<td>Director/Office of Threat Assessment</td>
</tr>
<tr>
<td>Clay Hickman</td>
<td>Captain/UAPD</td>
</tr>
<tr>
<td>Beth Howard</td>
<td>Title IX Coordinator</td>
</tr>
<tr>
<td>Robin Jones</td>
<td>Legal Counsel/UA Systems Office (ad hoc member)</td>
</tr>
<tr>
<td>Dr. Lee Keyes</td>
<td>Executive Director/Counseling Center</td>
</tr>
<tr>
<td>Dr. Cathy Pagani</td>
<td>Assistant to the Provost/Office of Academic Affairs</td>
</tr>
<tr>
<td>Travis Railsback</td>
<td>Director/Department of Human Resources</td>
</tr>
<tr>
<td>Dr. Laura Sanders</td>
<td>Director/ housing and Residential Communities</td>
</tr>
</tbody>
</table>

32nd Annual Workshop for New Graduate Teaching Assistants
UA’s Threat Assessment Team

Dr. Ralph Clayton  Assistant Vice President/Department of Public Safety
Charles Dorsey  Director/Office of Threat Assessment
Dr. David Grady  Vice President, Division of Student Life
Dr. Jennifer Greer  Associate Provost for Administration/Academic Affairs
John Hooks  Chief of Police/UAPD
Robin Jones  Legal Counsel/UA Systems Office (ad hoc)
Dr. Clayton Shealy  Director/Psychology Clinic and Psychology Professor
Dr. Nancy Whittaker  Associate Vice President/Human Resources

UA Behavioral Threat Assessment Guidelines

UA Threat Assessment web site:

http://threatassessment.ua.edu/
How to Manage Distressed Students

Dr. Lee Keyes, Director, Counseling Center
Dr. Lee Keyes
Director, Counseling Center

How to Manage Distressed Students
Effective Presentations and Classroom Dialogue

Dr. Adam Brooks,
Assistant Director of Public Speaking
Communication Studies
Communicating in The Classroom: Presenting Professionalism and Positive Impressions

Step 1: Clarify
BEGIN BY ASKING:
Who  What
Why
When  Why

It's Not What You Say
But How You Say It

32nd Annual Workshop for New Graduate Teaching Assistants
Tell A Story

Engage Audiences
- AGD
- JUSTIFICATION
- THESIS
- PREVIEW STATEMENT

Analyze Your Audience

Organize
- OUTLINE BASICS
  - Attention Getter
  - Thesis
  - Body
  - Conclusion
Outline Basics

- Attention Getter
- Thesis
- Body
- Conclusion

Delivery

Connect with

Eve Contact

The Power Stance

stand with tip-tot and shoulders straight to

First Impressions

How We Learn

___% occurs through sight alone
___% through hearing
___% through touch
___% through smell and taste.

Sredl & Rothwell, 1987
Filler words may seem natural...
but don’t let them take over your presentation.

30-5 minute presentation
- Preview
- Demonstration
- Summary

Remember
- No one is judging you
- Exercise helps you succeed even for RA’s
- Pick something concise

Teaching Demonstration
SHARE YOUR PASSION!

Professionalism

is not based on the quality of information but in the presentation of that information

The Speaking Studio

The Beginners Guide to BODY LANGUAGE
PROFESSIONALISM IS NOT BASED UPON THE QUALITY OF INFORMATION, BUT IN THE PRESENTATION OF THAT INFORMATION.
Syllabus
& Course Preparation

Dr. Carol Bishop Mills,
Associate Professor,
Communication Studies
Session Overview

At the end of this session, you should be able to:
• Know how to create a syllabus
• Know the key components of a syllabus
• Understand the importance of planning and preparation
• Be a little more confident that you can and will be a good GTA!

Roles and Goals

Sociologist Erving Goffman (1959) tells us that our “self” arises in our interactions with others and that we must work to manage our impressions on others. Thus, what are some things that are expected from this role?
• Knowledge
• Fairness
• Organization (above all, be organized!)

A Good Syllabus

• Provides a vision and rationale for the class
• Provides a rationale for the logic and organization of the course
• Provides students with a clear set of expectations for the assignments (*rubrics or guidelines), activities, policies and schedule
• Defines and discusses the mutual responsibilities of the instructor and the students in successfully meeting course goals
• Allows students to achieve high degrees of personal control over their learning
• Serves as a contract for learning
UA Syllabus Requirements

LOGIN to mybama > ORA > Online Syllabus Management>
Manage:
COMPLETE EACH FIELD
• Contact Information (University or alternate number)
• Required Texts
• Prerequisites
• Objectives * SACS accreditation*
• List of learning goals (student learning outcomes)
• Exams and Assignments
• Outline of topics covered during the semester

UA Syllabus Requirements
• Planned number and timing of major examinations and assignments
• Grading policy
• Policy for making up missed course work (including examinations)
• Required texts and other course material
• Statement on Academic Misconduct
• Statement on Disability Accommodations.

Course Prep
Before you design a syllabus, design your course!
• Planning
  • Who are the students?
  • What are their backgrounds and prior knowledge levels?
  • What resources do you have (departmental, University, media, etc.)
• Course content
  • Learning objectives and outcomes
    • If you don’t know ahead of time what the most important lessons are, how can you expect your students to learn them?
    • Every class has key take-away principles. What are yours?
    • How can you do to reinforce those?
    • Can you find ways of making the material relevant, important and/or tangible to the students?
    • If you answer is “It is important because it is on the test,” you haven’t thought about your own subject well-enough.

Putting it all together on day one!
• Visit your class a day or so ahead of time.
• Bring your own markers (they do have legs).
• Know how you are going to distribute your syllabus
• Be prepared with your introduction that focuses on your experience (even if not teaching, you HAVE experience!)
• Put KEY information on your white or blackboard.
• Get them involved immediately. Help them feel invested in your class
  • Icebreakers, Introductions, Notecards
• Begin a small content introduction so students get a sense of the class.
• Say goodbye to them as they are leaving and let them know you are looking forward to seeing them in class or in your office.
Beyond Day One

- Debrief and seek out mentors and guidance.
- Stay organized. Stay organized. Stay organized.
- Remember to balance your roles.
- Seek feedback mid-semester through mini-evaluations.
- Try not to lose your cool. Be prepared for unprepared students and always have a back-up plan!
- Accept mistakes and missteps. They happen to all of us.
  - “Let me think about that…”
- Enjoy yourself. If you are miserable, your students will be even more unhappy.
TEACHING & LEARNING WITH TECHNOLOGY

Mr. Rick Dowling,
Coordinator, Faculty Development
The Faculty Resource Center
Teaching & Learning with Technology

The Faculty Resource Center
Rick Dowling
Coordinator, Faculty Development

UA Technology Basics

• If you remember nothing else from today...

www.frc.ua.edu

UA Technology Basics

• If you need to...
  – Check @crimson email
  – Register for classes
  – See class rosters
  – Access other tools

Go to myBama.ua.edu

UA Technology Basics

• myBama.ua.edu hints:
  – Check Contact Information
  – Update Emergency Contacts
  – Photo Class List
UA Faculty Resource Center

• The FRC supports:
  - An online grade book
  - Discussions, wikis, blogs
  - Online tests, quizzes, assignments
  - Ways to share documents/videos/images
  - Easy midterm/final grade import to myBama
  → Use Blackboard Learn

Go to
Faculty Resource Center
(for Graduate Students, too)

UA Instructional Technology

• If you want:
  - Interact with large lecture classes
  - Poll student opinions during class
  - Check student comprehension
  - Evaluate student participation
  → Use TurningPoint/Responseware

Go to
Faculty Resource Center
(for Graduate Students, too)
If you want to:
- Record audio, video, screen activity
- Have students record themselves
- Let students review class material outside class time (It's searchable!)
- Automatically upload recordings with no extra steps
  ➔ Use Tegrity Lecture Capture

Go to
Faculty Resource Center
(for Graduate Students, too 😊)

If you want to:
- Check writing for plagiarism against a database of millions
- Grade and evaluate writing assignments online
- Let students do peer review
  ➔ Use Turnitin

Go to
Faculty Resource Center
(for Graduate Students, too 😊)

If you want to:
- Conduct online class or meeting with app sharing, breakout rooms, and polls
- IM with students and colleagues, hold online office hours, and use UA help desks
- Record audio messages or podcasts
  ➔ Use Bb Collaborate Web Conferencing | IM |

Go to
Faculty Resource Center
(for Graduate Students, too 😊)

If you want to:
- Allow your students to make audio, video or text comments on media files
  ➔ Use Voice Thread (in Blackboard)

Go to
Faculty Resource Center
(for Graduate Students, too 😊)
UA Instructional Technology

- If you want to:
  - Store documents securely in the Cloud
  - Invite collaborators to share files
  - Access your files from anywhere
  - UNLIMITED storage!
  - Use UA+Box

Blackboard Basics

- Creating Content Areas
- Adding Folders, Files & Tools
- Student View
- Creating Assignments
- Grade Center Basics

Security

- DUO
  - DUO two-factor authentication adds a second layer of security to your myBama account.
  - Beginning October 2, 2017, DUO will be mandatory for all UA students.

Let's Go to myBama!

- Log into myBama using DUO

https://oit.ua.edu/service/duo/
UA Technology Basics

• If you remember nothing else from today…

www.frc.ua.edu

UA Instructional Technology

For more information:
http://frc.ua.edu
205-348-3532
Rick Dowling
Coordinator, Faculty Development
Faculty Resource Center
rdowling@ua.edu
TEACHING (FOR)
ACADEMIC INTEGRITY

Dr. Karen Gardiner,
Coordinator for Academic Integrity Initiatives for
the College of Arts & Sciences
Teaching (for)
ACADEMIC INTEGRITY

Dr. Karen Hollingsworth Gardiner  
<kgardiner@ua.edu>
Coordinator, Academic Integrity Initiatives, 
College of Arts and Sciences, University of Alabama

32nd Annual Workshop for New Graduate Teaching Assistants, August 2018

INTENTIONALITY: Two Types of Cheating

Intentional:
- Copying or submitting work done by someone else as one’s own
- Making and using a cheat sheet on a test
- Falsifying research
- Downloading papers from the Internet and turn them in as one’s own
- Buying papers or hiring someone to do work or write papers
- Recycling papers (or turning in work written for previous or other classes)

Unintentional:
- Not knowing how to handle group work or collaboration
- Not understanding citation practices
- Getting too much help from friends or tutors or the Internet
- Recycling a paper done for another class without permission and revision

General Conditions for Intentional Cheating


- External rather than intrinsic motivation for success; emphasis on the credential rather than on the CURIOSITY of the task
- The task seems pointless (caring more about what happens for doing poorly than about the CURIOSITY or the JOY of learning or the SATISFACTION of doing the work)
- Strong emphasis on winning; focus on performance instead of mastery
- High stakes riding on the outcome (one shot at winning; large % of grade rests on one paper/test)
- Fear of failure, lack of confidence
- Peer pressure

In other words, cheating is most likely to happen when getting the win, the grade, the credential becomes more important than the personal satisfaction of learning and doing one’s best even if that personal best is not THE BEST, when the task seems unimportant or the desired outcome seems impossible, or when students have a perception that peers cheat or condone cheating.

General Conditions for Unintentional Cheating

Underpreparedness or inexperience
- General academic underpreparedness
- Unfamiliar topic
- Unfamiliar type of assessment
- Inaccurate Assignment instructions
- Not enough support for assignment success

Good News: The larger percentage of “cheating” is unintentional
Bad News: We still have to deal with it
According to Research, What Doesn’t Work for intentional cheating?

Threats of Punishment / Punishment:
- Threats / Reality of punishment do not seem to matter
- Fear of punishment does not seem to outweigh the desire to win if the stakes are high enough
- Punishment seems an acceptable risk if conditions for cheating are present

So, what DOES work?

So, What Can We Do?

- Think of Academic Misconduct as an Environmental Issue
- Less focus on the potential intentionally cheating student (whom we can’t control or predict)
- More focus on what we can control: the learning environment
- Proactive development of a supportive culture that promotes integrity, original work, and ethical decision making
- Course and Assignment Design to foster student engagement

Note: tips that follow are adapted in part from Lang, Cheating Lessons

Foster Intrinsic Motivation

- Show enthusiasm for your course and your course work—explain WHY the course and course work matter
- What questions do students already have about your course topic? ASK
- Design your course and assignments to help answer these questions
- Create unique assessments (daily work, quizzes, tests, papers, projects) that are grounded in the personal—in students’ own curiosity about your course, about current events related to your course, in their career interests, and the like
- Help students make personal connections to your course and course material

Students who are invested in the course and coursework have less motivation to cheat because they want to learn the material for personal reasons

Encourage Learning for Mastery

- Establish clear learning objectives for your course and explain why they are important
- Give students some choice about how they will meet these objectives. (For instance, consider including a variety of assessment methods or a variety of assignments that allow for some student choice.)
- Prepare students for your assessments (not just covering the material but also covering HOW to prepare for the tests or papers)
- Remember that learning comes from practice, so include practice opportunities
Lower the Stakes and Prepare Students

- **INCREASE the FREQUENCY of assessments**—provide MORE opportunities for students to demonstrate learning (more opportunities = more learning)
- Research shows that **TESTING**—not just studying—increases student learning because it allows students to practice retrieving information from their long-term memories
- Use informal methods to help with memory retrieval in class
  - Oral Summaries: what did we cover last week? What did author X say? What did your homework reading say that adds to what we learned last week?
  - "Minute Papers" following lectures: what did you get from what we covered today?
  - Murky Point: write a list of what you learned in class today and what you are still confused about
  - Application Activities: use what you learned last week or in your homework reading to complete in-class activity or meet this challenge.

Lower Stakes/Prepare Student, cont’d

- TO REPEAT: Prepare students for your assessments
  - Some assessments to consider: Applications projects, short-answer questions, essays or essay tests, personalized assessment projects
  - Whatever: prepare your students to be successful on YOUR particular assessments
  - FOR INSTANCE, if you assign an essay, make sure your students understand HOW to do the assignment
  - Don’t assume they know how to write that particular type of essay
  - Don’t assume they know how to locate or work with those particular types of sources
  - Don’t assume they know how to ethically cite or document those particular sources for your particular course
  - Don’t assume they know the rules (the formatting and/or guidelines) of your discipline
  - If you assign a written assessment, then TEACH your students how to write that assessment within YOUR discipline.

Instill Self-Efficacy

- **Give encouraging but HONEST feedback** to instill self-confidence with self-awareness
  - In other words, avoid instilling overconfidence (which can lead to understudying and possibly, later, to poor decisions about cheating)
  - Improve metacognition (student awareness) with formative assessments (an awareness of their own skill level or learning level may help with time management problems)
  - Improve faculty communication
    - Go over how to study effectively for this class (give advice on how to do well)
    - Consider using a "flipped classroom" model
    - Hold students accountable for course reading assignments

Instill Self Efficacy, cont’d

- Hold students accountable for course reading homework: HOW?
  - Don’t summarize the readings for them (next day in lectures: "Why read?!")
  - Let them tell YOU about what they read via class discussion or low-stakes class assignments (or BOTH)
  - Talk with students about WHY the readings are important to the course and their learning of the course content
  - Have students begin or conclude part of out-of-class assignments IN CLASS
  - Spend class time showing students HOW to write written assignments and HOW to ethically work with the sources in your discipline
  - Challenge students but also support them in meeting the challenge
Some FINAL Commonsense Advice:


- Find out what your college’s procedure is for dealing with suspected academic misconduct and FOLLOW that procedure. (Don’t make private deal with suspected offenders.

- Talk about academic integrity / academic misconduct policy:
  - Put it in your syllabus, with explanations as necessary (see attached sample)
  - Discuss it with your students in class
  - Personalize the discussion explain WHY the policy matters to you personally and within your field
  - Be clear about murky matters like collaboration and recycled work. How should students handle collaboration?
  - Consider putting UA’s Capstone Creed or Academic Honor Code or a reminder about academic integrity on EACH assignment sheets (Again: Reminders HELP!)

- Make your course and assignment expectations clear:
  - Explain what you mean by “ORIGINAL” work; encourage work that makes connections, with students’ personal experiences or other courses they are taking or their career path.
  - Talk about ethical research; talk about Wikipedia
  - Assign narrow and specific research topics (while allowing for some choice)
  - Consider using inquiry-based course design or research assignments

- Requirements and deadlines:
  - Don’t allow last-minute changes of topic
  - Require outlines several weeks prior
  - Require drafts and revisions (with a paper trail submitted with final paper) support students through the entire writing process
  - Consider using TurnItIn for written assignments—particularly at the DRAFT stage of the writing process, so that students can ask for help with only source-based writing questions
  - Require citations, documentation. Ask for highlighted copies of sources
  - Offer help to confused students; welcome questions (even “Who gives a damn?” which may express frustration and confusion about their course material and/or writing)

- Be a good role model (cite sources for lectures, on slides, on handouts)

Advice, cont’d

- Make your course and assignment expectations clear
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- Be a good role model (cite sources for lectures, on slides, on handouts)

Final Caution:

- Yes, we are striving to find “that happy juncture where more learning and less cheating mesh and join hands” (Lang 2002)
- So far, however, YOU are responsible for creating a supportive learning environment for your students
- But you cannot control the choices your students make within that environment.
- A supportive focus on learning will help many students to become invested in your course materials so that cheating becomes unnecessary to them. If they were so inclined
- But, some students will still make intentional choices to cheat. Don’t take it personally. If you create a supportive learning environment, you have done what you can do. Their choice is their choice.
- If they make a bad choice, then do what your syllabus says you will do: follow your department’s and college’s procedure.

Resource: ICAI

- The International Center for Academic Integrity maintains that Academic Integrity is the “core element of education” and identify six principles:
  - RESPONSIBILITY
  - TRUST
  - HONESTY
  - RESPECT
  - FAIRNESS
  - COURAGE
- UA is a long-time member of ICAI
- http://www.academicintegrity.org/icai/integrity-1.php
UA Academic Honor Code:

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the course instructor, each student will be expected to sign an Honor Pledge.

The Academic Honor Pledge reads as follows:

I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.

This statement of values, written by the Student Leadership Council, is the pledge made at convocation by each incoming freshman class at the start of the academic year.

As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.

Some Additional Resources:

- The Citation Project: http://site.citationproject.net/
- International Center for Academic Integrity (ICAI)
- Educational Resources: http://www.academicintegrity.org/icai/resources-4.php

A & S Academic Integrity Website: academicintegrity.as.ua.edu

What you will find here:

- Links to UA Policies
- Schedule of FREE student workshops and registration link
- Resources for Students
- Resources for Faculty
- Samples of teaching materials (like those included in your orientation notebook)
- Teaching Tips
- Statistics/Data about Academic Integrity issues
ENCOURAGING STUDENTS TO PARTICIPATE

Dr. Darrin Griffin, Assistant Professor
Communication Studies
Encouraging Students to Participate

Darrin J. Griffin, PhD
Assistant Professor
Department of Communication Studies

www.darringriffin.com
A BRIEF INTRODUCTION TO UA SAFE ZONE

Lizzie Smith,
UA Safe Zone Resource Center
Safe Zone
Student Lounge Hours:
Monday–Thursday: 7 a.m.–12 a.m.
Friday: 7 a.m.–10 p.m.
Saturday: 7 a.m.–10 p.m.
Sunday: 9 a.m.–10 p.m.

The UA Safe Zone Resource Center is dedicated to fostering a university climate where LGBTQIA+ individuals and their allies are treated with dignity and respect.

#2
WERE QUEER

#3
We do ALL the Things
Advocacy and Support

• Crisis Support
• Community Resources
• Connections to Campus Resources
• Educational Outreach
Registration Form

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Instructions for Three Minute Presentations.........................110

Solving Classroom Problems &
Dealing with Ethical Dilemmas.............................................111

Prof. Donna Meester, A&S Harassment Official
Dr. Cathy Pagani, Associate Dean, The Graduate School
FRIDAY REGISTRATION

32nd Annual Workshop for New Graduate Teaching Assistants

Please complete and return to the tray at the end of your table.

Please print in legible, block letters.

CWID__________________

Name__________________________________________________________

(Last/Family Name) (First Name)

Email address____________________________________________________

Department/Area/Program__________________________________________

Local Phone Number______________________________________________

Local Mailing Address______________________________________________
2018 Graduate Teaching Fellows

32nd Annual GTA Workshop for New Graduate Teaching Assistants

Elizabeth Bennett
(Smith)

Cameryn Blackmore
(Rast A)

Kirstin Bone
(Sellers A)

Keisha Cook
(Rast B)

Kareen Hawsey
(Moore HC)

Analeigh Horton
(Mason)

Erik Kline
(Central)

Jessica Kowalski
(Clay HC)

Margaret Montgomery
(President’s Room HC)

Camille Morgan
(Nichols)

Will Murray
(Sellers B)

Sarah Price
(Birmingham)

Shamar Stewart
(Lackey)

John Sutton
(Morgan)

John Young
(Wilson)
Instructions for Three-Minute Presentations

Each GTA will give a brief 3-minute presentation to an audience of fellow GTAs. Experienced GTAs (GTFs) at the university will facilitate these sessions. Your fellow workshop attendees and assigned GTF will provide constructive feedback on your teaching performance.

The presentations will be video recorded, so that you may view your own work and see it from a student's perspective. This format has proven to be highly effective in providing positive, supportive feedback to instructors of all experience levels. Below are some instructions to help you plan and organize your presentation. If you would like to retain a copy of your own presentation, please do so by asking a fellow GTA to record you on your own personal device.

**Topic**

The topic is up to you. You may speak about something in your field of academic study, your favorite hobby, sport, summer job, etc. The only thing we ask is that you make sure there is a focus to your topic and that you have more than one major point to share with the audience. Please keep in mind that we should strive toward fostering a positive and inclusive environment for all students.

**Format/Organization**

When organizing your presentation you may find it helpful to follow this simple adage: Tell them what you’re going to tell them. Tell them. Tell them what you told them. First, we suggest that you begin the presentation with a brief introduction (15-30 seconds) in which you define the topic and the areas you wish to discuss. Second, present the heart of the material in a clear and coherent fashion (90-120 seconds). Finally, when you have finished, spend a brief period (30 seconds) reviewing what you said and highlighting key points for the audience. This tried and true method should give you some structure on which to organize your presentation and will be useful in classroom or laboratory teaching situations, as well as in preparing for conference presentations in your discipline.

**Length**

There will be approximately 20-25 fellow new GTAs presenting in your group. To give everyone a chance to be recorded, your presentation should not exceed 3 minutes. This will give you enough time to cover your topic and will be good practice at going straight to the heart of an issue. As a rule of thumb, refrain from using more than one page of notes. If possible, please do not read directly from your notes.

**Visual Aids**

Most of the rooms will have a podium and dry erase board, although you are not required to use either of them. There is not enough time for a multimedia presentation (PowerPoint, video clips, etc.). You are welcome to use props and other relevant materials.

**Feedback**

All GTAs in your assigned group will complete a feedback form for each presenter. This form asks the audience member to focus on the organization and clarity of the presentation, the use of helpful examples, the pacing of the presentation, the speaker's voice, and the apparent preparation of the speaker. The audience members may also write any other helpful comments at the bottom of the form. You will receive your feedback forms at the end of the session.
SOLVING CLASSROOM PROBLEMS & DEALING WITH ETHICAL DILEMMAS

Prof. Donna Meester, A&S Harassment Official
Dr. Cathy Pagani, Associate Dean, The Graduate School
Ethical Dilemma #1
A student comes to your office at the end of the term, after you have already turned in final grades. The student inquires about his grade and learns that he has failed the course. He asks you to recalculate and you comply. His average is a few points below the cutoff for passing the course. The student passionately implores you to change your mind and give him a D, promising

Ethical Dilemma #2
A student in your class whom you find somewhat attractive has been coming to your office fairly regularly during the semester. You enjoy these social visits and may even encourage her on occasion. One day you overhear another student making a less than flattering comment about the type of relationship you have with her classmate. Later that day, the friendly student invites you to join her at happy hour after class.

Ethical Dilemma #3
While proctoring an exam, you notice one student whose eyes seem to be scanning the paper of those seated in the next row. The student is good at seeming innocent in his behavior, but you know he is struggling in the course and may have motivation to cheat. How do you handle this situation?

Ethical Dilemma #4
A student in your class submits a paper for a class project that has several sections that appear to have been taken directly from other sources without the student's citing these references. When you ask the student about these sections, the student adamantly claims they are her original thoughts.
Ethical Dilemma #5
You are returning exams to students in class one day. A student approaches you and asks if he can get the exam of a friend who is out of class with an illness.

Ethical Dilemma #6
You have several students in class who openly challenge your authority, contradict nearly everything you say, and generally make nuisances of themselves with their disruptive behavior. One component of your course grade is class participation. When it comes time to assign midterm grades, you give this group of students lower than average marks. These students come to you, complaining that they are being treated unfairly and arguing that their comments are legitimate in light of the lecture topics. They threaten to take their case to the dean if you do not change their grades.

Ethical Dilemma #7
One student in your class frequently asks questions that are superfluous to the lecture and makes comments that are way off the topic of the class. At first you endured this behavior, but lately you have noticed that other students become fidgety, roll their eyes, and make harassing comments or groans whenever the misguided student begins to speak. How much protection from the comments of others do you offer to this student? How do you deal with the problem student?
Scenario #1
You have noticed a student seems more withdrawn lately. This student used to be quite active in class but now doesn't seem interested anymore. She has missed several classes in the past few weeks, and her appearance has become quite unkempt. You know this is not characteristic of her at all. She never causes any disruption in class, but you're still concerned nonetheless.

Scenario #2
You are conducting a large lecture class one morning when a student suddenly stands up and starts singing an opera. He sings loudly and it is obviously disrupting your class. He doesn't seem to notice this bothering people around him. At first he doesn't respond to your asking him to sit down, but then he eventually does so and the rest of the class proceeds without a problem.

Scenario #3
You are grading exams and see that one student has written messages in the margins. The messages include statements like: “Why?”, “FISTS!”, “Dead.”, and “I am going to do it.”