

Handbook for Graduate Teaching Assistants

**Instructional Development Service
University of Minnesota Duluth**

Handbook for Graduate Teaching Assistants

INSTRUCTIONAL DEVELOPMENT SERVICE
UNIVERSITY OF MINNESOTA DULUTH
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Role of GTA at UMD

University Policies Applicable to GTAs

Responsibilities

The responsibility of the Graduate Teaching Assistant (GTA) is to provide assistance to a supervising teacher in specified courses. The responsibilities will vary from department to department but may involve laboratory instruction, recitation and, less frequently, lecturing. It is also expected that teaching assistants will participate in setting up labs, preparing examinations, reading reports, grading and other tasks involved in the teaching process. They are also expected to maintain regular office hours during which time they will be available to students. Some departments specify the number of office hours. The teaching assistant has an especially important and often difficult role. One role is that of a teacher, a faculty member; one who helps discharge a major mission of the university - teaching. Teaching can be a difficult role, especially for those with little experience. It is one purpose of this handbook and the GTA training program to help you get over the initial rough spots and to continue that help as necessary. And, while the GTA is a teacher and faculty member, he/she is also a graduate student and as such is often taking courses and doing research for a thesis or for a Plan B paper. These responsibilities place heavy demands on time and effort. Begin early to budget them so that they are all accomplished and done well.

Graduate Research and Teaching Assistantships are intended to help students finance their graduate education, but, more than that, they provide a form of apprenticeship and help to prepare for a career in teaching/research. Take full advantage of the opportunity afforded. For instance, later in this handbook we indicate where to find help in improving teaching techniques.

Academic Status and Registration Requirements

1. All GTA appointees must be currently registered in the Graduate School or in another post-baccalaureate degree program for a minimum of six credits during each semester of their appointment. Appointment to a graduate assistantship may not begin before the semester of admission to a graduate-level program, except in the case of students admitted for fall semester who may hold appointments beginning the previous summer. For the purposes of determining graduate assistant appointment dates, the beginning and end of each semester are defined by payroll period dates.

Appointment periods for 2008-09 are as follows

Fall Semester 2008- August 31, 2009 to January 17, 2010

Spring Semester 2009 - January 18, 2010 to May 30, 2010

2. Those who may NOT hold appointments as graduate teaching assistants include:
 - (a) non-students;
 - (b) undergraduates;
 - (c) Adult Special or Coursework Only students;
 - (d) graduate students from other universities (this does not include students attending the University of Minnesota under the CIC Traveling Scholars program);
 - (e) applicants who have not yet been admitted to the Graduate School;
 - (f) graduate students who have received their degree; and
 - (g) international students having an F-2 visa.

3. All graduate teaching assistants must be making satisfactory progress toward their degrees. A hold will be placed on the records of a student who has accepted pay for graduate assistantship work and who has not registered for that semester, or who has canceled all valid registration that semester. Should you withdraw from all of your classes during a semester, you will be liable for the semester's entire tuition. Back registration for that semester must be completed before the student will be allowed to register for future semesters or to hold additional graduate assistant appointments. Any registration in the Graduate School will fulfill this requirement.

Workload

Graduate assistants may hold either of two types of appointment. They may hold appointments in which the work load and compensation are based on a fixed percentage of the work load and compensation for a full-time position; for example, a 50 percent appointment would imply an average of 20 hours of work per week at one-half the rate of pay for a full time position. Graduate assistants may also hold hourly appointments for which they will be compensated at the hourly rate for that position. In either case, all duties related to the appointment are included in determining the number of hours worked per week. The work schedule should be flexible so that a graduate assistant can work less than the average number of hours per week when other responsibilities, such as examinations, arise and more than the average number of hours per week when the duties of the appointment require it. In no instance may a graduate teaching assistant be required to perform duties that are not related to the instructional or service missions of the unit that appoints the assistant.

During fall and spring semesters, GTAs at the University of Minnesota may not hold combined appointments totaling more than 75 percent time in all University payroll classes and appointments, including Continuing Education and civil service positions, without permission of the Graduate School. It is the responsibility of the hiring department, with the consent of the student's advisor, to request such permission in writing. Graduate assistants may hold up to a 100 percent time appointment during the summer. Under no circumstances may a graduate assistant hold appointments totaling more than 100 percent time. Graduate students may not hold appointments for which there is no monetary compensation, nor are they allowed to hold appointments for which they receive only course credit or resident tuition rates.

As indicated above, a 50% appointment would entail an average of 20 hours per week. A typical requirement might mean an average of 10 hours of contact per week per semester. This requirement will vary from Department to Department. The following represents a typical distribution effort of a 50% GTA in one of the sciences:

- 10 hrs. contact (with students in class)
- 2 hours lab set up
- 2 hours office
- 1 hour TA meeting
- 5 hours Prep time (quiz preparation, grading, etc.)

Total: 20 hours

Each department will determine appropriate distribution of effort as determined by the needs and responsibilities of the department. The information should be presented to you in writing by your department at the start of your appointment.

Compensation

Graduate assistants are compensated according to a pay range established each year by the University's central administration and approved by the Board of Regents. Graduate assistants may be appointed to a rate of pay anywhere within this range. In determining the rate for an individual graduate assistant, a department may consider such criteria as the nature of the duties assigned and the individual's experience. Compensation paid to graduate assistants employed in the same or different departments may vary according to these criteria.

Updated schedules of compensation rates are distributed to departments each July at the beginning of the University's fiscal year. Contact your employing department for information on the pay ranges currently in effect or consult the Graduate Assistant Office web site at:

<http://www.umn.edu/ohr/gao/>.

Tuition

All graduate assistants with appointments of at least 12.5% will receive a tuition benefit according to the numbers of hours worked per semester, with a 100% tuition benefits earned for 390 hours per semester (20 hours per week for 19.5 weeks which is a 50% benefit appointment). Students appointed between 195 and 390 hours per semester will receive prorated tuition benefits. For example, a 25% appointment (10 hours per week for 19.5 weeks or 195 total hours) would receive a half tuition benefit. Graduate assistants are defined as those students who have appointments as teaching assistants, research assistants, administrative fellows, etc. The full tuition benefit for all graduate assistants on a 50% appointment or greater will be the dollar value of the Graduate School's tuition band which, for 2009-2010, will be 6-14 credits. In terms of dollars this will be \$5,606 per semester. For other levels of appointments this dollar value will be less (for example, \$2,803 per semester for a 25% appointment). When tuition is calculated for a graduate assistant, the dollar value of the tuition benefit is deducted from the total tuition incurred. Any remaining difference will be the responsibility of the graduate assistant.

If you are a non-resident and subject to non-resident tuition rates, you will first receive a non-resident waiver to bring your tuition down to resident rates. Then the tuition benefit associated with your assistantship will be applied.

If you hold an assistantship during the summer you will also receive a tuition benefit. However depending upon the length of your appointment, this benefit may not be as great as during the academic year. To receive a tuition benefit of \$5,606 for the summer session, you would have to have a 50% appointment for 19.5 weeks during the summer. Typically summer appointments are less than 19.5 weeks in which case your tuition benefit would be less than \$5,606.

For purposes of this program, graduate assistants are defined as those students whose appointments require registration in the Graduate School, for example, teaching assistants, research assistants, administrative fellows, etc. **Students should see to it that their home department completes a Tuition Remission Form and forwards it along with the appointment document to the Office of Vice Chancellor for Academic Administration.** Once verified, this form will serve to determine the percentage of tuition waiver you receive. Students will be responsible for certain fees and charges beyond the tuition.

If you are a nonresident graduate assistant with an appointment of at least 25%, your immediate family (defined as spouse, children, parents, or legal guardian or ward living in your household) is eligible to pay resident tuition rates during each semester of your appointment. These family privileges may be extended beyond the term of qualifying appointment.

Graduate students not employed at least 25% time and those not holding assistantships pay tuition and fees according to the following schedule. Note too that those exempted from paying tuition as per above will still pay the necessary fees.

GRADUATE SCHOOL TUITION AND FEES FOR 2009-2010

	Resident	Nonresident
Departmental Masters and Post-baccalaureate Certificates, per credit	\$414.00	\$724.00
Graduate School (degree and non-degree seeking students)		
Part-time, per credit	\$934.33	\$1,525.83
Full-time, 6–14 credits	\$5,606.00	\$9,155.00
Each credit over 14	\$934.33	\$1,525.83
Master of Business Administration (MBA) Program (degree- and non-degree-seeking students)		
Per credit	\$892.00	\$892.00
Medical School		
1st year students		
Per term including summer	\$10,176.00	\$12,812.00
2nd year students , per term including summer	\$9,691.00	\$12,202.00
College of Pharmacy, Duluth		
Per credit	\$769.33	\$1,243.83
Per term (12 or more credits)	\$9,232.00	\$14,926.00
FEES		
The University Fee, assessed to all students for infrastructure and administrative support costs, will be prorated as follows:		
Per credit (9 or fewer credits)		\$60.00
Per term (10 or more credits)		\$600.00
UMD Collegiate Equipment and Technology Fee per semester (5 or more credits)		
▪ College of Liberal Arts undergraduate and graduate programs		\$150.00
▪ Swenson College of Science and Engineering undergraduate and graduate programs		\$150.00
▪ College of Education and Human Service Professions undergraduate and graduate programs		\$125.00
▪ School of Fine Arts undergraduate and graduate programs		\$250.00
▪ Labovitz School of Business and Economics undergraduate and graduate programs		\$100.00
Medical School Collegiate Fee (all credit levels, fall and spring only)		\$200.00
College of Pharmacy, Duluth Collegiate Fee (fall and spring only)		\$150.00

Internet/E-mail Access Fee			
Per credit (below 13 credits)			\$5.56
Per term (13 or more credits)			\$70.00
Full Computer Lab Access Fee (per semester)			\$68.13
Course Fees: see http://www.d.umn.edu/registrar/course_fees_2008-2009.html)			
Student Health Insurance	Fall	Spring / Summer	Summer only
Student	\$852.00	\$852.00	TBD
Spouse/domestic partner	\$1,122.00	\$1,122.00	
Single child	\$954.00	\$954.00	
Children	\$1,224.00	\$1,224.00	
Rates for international student scholars and AHC students (Medical School and College of Pharmacy) at http://www.bhs.umn.edu/insurance/duluth			
Minnesota Public Interest Research Group (MPIRG) per semester, optional			\$4.12
Official Transcripts per copy			\$5.00
Rush service per copy			\$10.00
Additional fees for FedEx service. More information at http://www.d.umn.edu/registrar/transcripts.html			
Orientation Fee: fall and spring semesters (mandatory fee for all new undergraduate students)			\$40.00
Student Legislative Coalition (SLC) per semester, optional			\$3.25
Late Registration Fee assessed for initial registration which occurs on or after the first day of classes.			
During the first or second week			\$50.00
Thereafter			\$100.00
Student Services Fee assessed to all students registered for 6 or more credits per semester, distributed as follows:			
Access for All			\$0.19
Asian American Student Organization			\$0.33
Black Student Association			\$0.36
Health Services			\$67.17
Health Services Capital Improvement			\$2.39
Intercollegiate Athletics			\$31.11
International Club			\$0.26
Kirby Program Board			\$6.11
Kirby Student Center			\$44.44
KSC Capital Improvement			\$18.08
KUMD			\$2.78

Latino/Chicana Student Association	\$0.31
Music Organizations	\$3.06
Queer and Allied Student Union	\$0.27
Recreational Sports/Outdoor Programs	\$45.61
Recreational Sports/Outdoor Program Capital Improvement	\$9.81
Statesman	\$2.22
Student Association	\$2.11
Student Association/Discounted Taxi Program	\$.56
Theatre	\$2.50
Tweed Museum	\$0.72
Women's Resource and Action Center	\$0.19
Subtotal	\$240.59
Excess Reserve Credit	(\$11.11)
Subtotal	\$229.48
Capital Improvement Reserve	\$25.00
Total Student Services Fee	\$ 254.48

See <http://www.d.umn.edu/fareg/> for more details.

Taxation

Income taxes will be withheld from your paycheck unless you are exempt from taxation under a tax treaty between your country and the United States. You can determine if a treaty exists by asking the University Payroll Department or consulting Internal Revenue Service (IRS) Publication 901: U.S. Tax Treaties. Questions regarding your taxation can be answered by calling the University Payroll Department at (612) 625-2016 or IRS at 626-1624 (here in Duluth) between the hours of 8:00 AM 1:00 PM and 2:00 PM and 4:30 PM.

Non-resident aliens present in the United States on F-1 and J-1 visas must file an annual income tax return on Forms 1040NR or 1040 NR-EZ as well as a Minnesota State income tax return, even though they have not earned any income while in the United States. Note that this is a special version of the normal Form 1040 used by most American citizens and permanent residents. The filing requirements and rules related to Form 1040 or 1040NR-EZ differ from the requirements that apply to U.S. residents. Generally you cannot claim any dependents (spouse or child) in the preparation of the 1040NR. The University will sponsor a series of tax help sessions conducted by volunteer assistants, from mid-February through mid-April for International students and scholars who face these filing requirements.

Relevant publications of the Internal Revenue Service are:

Publication 4: Student's Guide to Federal Income Tax

Publication 519: U.S. Tax Guide for Aliens
Publication 901: U.S. Tax Treaties
Publication 970: Tax Benefits for Education

Publication and tax forms may be retrieved on the World Wide Web. You can order them by calling the Internal Revenue Service Forms Order number, 1-800-829-3676. The publication and forms will be mailed to you. You may also consult the website of the Graduate Assistant Office: <http://www1.umn.edu/ohr/gao/>.

Health Insurance

Accident and sickness insurance is required for all students registering for six (6) or more credits. Such insurance is available for students and their dependents. Complete information regarding the health plans, helping with enrollment, answering questions and resolving problems is available at (218) 726-6160.

Assistants holding a 25% or more appointment will receive health insurance at a reduced premium cost. To be eligible for this coverage, you must enroll within 30 days of the starting date of your appointment. Further details about the procedures to be followed can be obtained from your Director of Graduate Studies or the UMD Graduate Office in 431 Darland Administration Building, (218) 726-6246.

Sexual Harassment

Sexual harassment in any situation is reprehensible. It subverts the mission of the University and threatens the careers of students, faculty, and staff. It is viewed as a violation of Title VII of the 1964 Civil Rights Act. Sexual harassment will not be tolerated at this University. For the purpose of this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

This policy on sexual harassment applies to the entire University and to the conduct of students, civil service employees, and academic staff alike. The responsibility for administering the policy falls to the UMD Office of Equal Opportunity. Links to our policies and procedures documents can be found at http://www.d.umn.edu/umdoeo/sexual_harass.html.

Consenting romantic and sexual relationships between faculty and student, or between supervisor and employee, while not expressly forbidden, are generally deemed very unwise. Codes of ethics for most professional associations forbid professional-client sexual relationships.

In the view of the Senate, the professor-student relationship is one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and future employment, etc., greatly diminish the student's actual freedom of choice should sexual favors be included among the professor's other, legitimate, demands. Therefore, faculty members are warned against the possible costs of even an apparently consenting relationship, in regard to the academic efforts of both faculty member and student. A faculty member who enters into a sexual relationship with a student, or a supervisor with an employee, where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on grounds of mutual consent.

It is the responsibility of the administration of this University to uphold the requirements of Title VII and other laws prohibiting sexual violence. The academic and working environment of the University must be kept free of these negative influences. Sexual violence is an extreme form of sexual harassment involving physical violence against an individual. Such incidents may constitute criminal violations and also are a violation of the sexual harassment policy of the University.

Justice requires that the rights and concerns of both complainant and respondent be fully assured. The University shall make every effort to assure and protect these rights and shall undertake no action that threatens or compromises them.

In determining whether alleged conduct constitutes sexual harassment, those entrusted with carrying out this policy will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. A determination of the suitability of a particular action will be made from the facts on a case-by-case basis. For more information regarding this policy or your rights, please call the Director of the Office of Equal Opportunity at 726-6849 or the Intake Coordinator at 726-6827.

Behavior Guidelines for Teaching Assistants¹

Teaching assistants responsible for classroom or laboratory instruction are expected to maintain standards of professional ethics appropriate for any member of a university faculty.

Classes should be conducted and material presented in accordance with objectives of the instructor to whom you are assigned. Teaching assistants whose responsibilities include grading should establish clear, firm, consistent and objective standards for evaluating student performance and should assign grades only on the basis of those standards. Make yourself reasonably accessible to students by keeping regularly scheduled office hours.

All students should be encouraged to express themselves in class discussion, and all should be treated with equal respect. Jokes or disparaging remarks about individuals based on their sex, race, ethnicity, age, disability status, religion, sexual orientation, public assistance status, veteran status, or national origin are inappropriate and unacceptable in the classroom and outside of it. In addition, neither disparaging remarks nor racist or sexist behavior by students should be permitted in the classroom.

Racism, sexism, and sexual harassment are sensitive and troubling issues. All can seriously limit or damage a student's ability to take full advantage of educational opportunities at the University. Avoid using sexist or racist language or terms of endearment when addressing students; also avoid sexual innuendo in interactions with students. Using the power and influence of your position to force sexual cooperation from students is unacceptable and a violation of University policy; it may also provide the basis of legal action against you, your department, and/or the University. Such behavior is considered a violation of Title IX of the Education Amendments and Title VII of the Civil Rights Act of 1964, as well as University policy. It could result in disciplinary action against you and in the loss of federal monies to the University.

University employees need to be aware that any amorous involvement with a student may result in formal action against them if the student should choose to initiate a complaint. Even if the relationship is consensual, the employee, because of his or her special responsibility will be held accountable for unprofessional behavior.

Maintain your integrity by establishing a strictly professional relationship with students inside and outside of the classroom while they are enrolled in your class. For your protection and that of your students, be aware of grievance procedures.

¹Adapted from and reprinted with permission from: The TA at U of D: Handbook for Teaching Assistants. University of Delaware.

The GTA and the Department²

Your department is responsible for all of your work as a GTA, from making your assignment to supervising and evaluating your classroom performance. Some departments also conduct periodic reviews and evaluations of their GTAs and make the results of such evaluations available to the GTAs. Departments may handle the evaluation of GTAs in a variety of ways. The faculty member who is responsible for the instruction of the course in which a GTA is assigned may visit the GTA's section periodically. In addition, most departments utilize student evaluations as a means of assessing GTA performance.

When you have a question relating to your GTA position, your department is the primary source to consult. Department secretaries and administrative assistants are often good sources of information on administrative matters. The faculty member in charge of the course to which you are assigned will also be able to answer many of your questions. The department chairperson has the ultimate responsibility for GTAs in the department, although in large departments this responsibility may be delegated to a graduate adviser. Departments generally provide GTAs with office space, laboratory space and other facilities necessary for effective teaching. These usually include a desk, shelf space, mailbox, and access to a computer, photocopying, and telephone.

²Reprinted with permission from : The TA at U of D: Handbook for Teaching Assistants. University of Delaware

GTA-Faculty Relationships³

Misunderstandings occur between GTAs and professors when both take each other for granted and expect one to guess the needs and feelings of the other. One professor might want course materials brought from the library. Another might want you to come to his or her office 15 minutes before class. Professors who have worked with many GTAs sometimes assume every GTA knows all of their wishes. And GTAs who are new to a professor need to be told what is expected. Experience shows that it helps to ask specific questions: "Shall I come up before class tomorrow? Are there any handouts?"

If you have too much work or if there are problems of other kinds, it almost always helps to talk to the professor. Let the professor know that you respect and trust him or her, and that you understand his or her situation and point of view.

The most important element in a relationship between a GTA and the faculty member responsible for the class is open communication. This should be established at the beginning of the semester and maintained throughout the course. GTAs and professors should discuss the framework and the background of the course so that they can work together to teach the course more effectively. GTAs should ask the professor for his or her decisions on many of the following matters before the course begins:

- How much latitude does the GTA have in the course?
- What exactly are the goals of the course?
- Is there a guiding methodology for the course with which GTAs (and students) should be familiar?
- Are there any additional materials that would help the TA be better prepared for the course?
- What is the procedure for handling student complaints, issues of plagiarism or cheating?
- Who will be making up the exams? What kinds of exams will they be?
- How exactly are grades to be determined?

³Reprinted from: Unruh, D. (Ed.). THE TA AT UCLA: 1984-85 HANDBOOK. Copyrighted 1984 by Regents of the University of California.

Office Hours⁴

The GTA's office is an important extension of the classroom. This is one of the few places where the protective shield of impersonality at a university can be broken. Every GTA must have office hours, but the students may not be required to come in during those times. Some departments have a required number of weekly office hours. Usually office hours are scheduled before the semester begins and announced to the students during the first week. One alternative is to check with the students about convenient times before scheduling your office hours.

How do you get students to come in during office hours? Let them know frequently that they are welcome. Invite them individually. A comment on a paper (e.g., "Please see me about this.") brings about a 75% response. Stress the importance and value of office visits both to you and to them. Most GTAs deal with freshmen and sophomores who are not used to personal contact at the University. If those first few who come in have positive experiences, the word will spread. Some GTAs find that posting the answers to quizzes or homework problems inside the door is an effective means of attracting students to office hours.

Getting students to come to your office hours is not always a problem; you may find that many students will come in, and for many different reasons. You may find yourself helping a student with the material for the course for which you are a TA, with the logistics of a course that contains unfamiliar material, or with a personal problem. You should be aware of ways to facilitate a helpful tutorial or counseling session:

- Try to be as approachable as possible. The best thing to do when a student comes in to your office hours is to make him or her feel welcome. Offer the student a chair. It is very easy to make students feel that they are intruding; it takes only a little bit of care to create a relaxed, pleasant atmosphere in which communication is natural and easy.
- Rely on the student to tell you about why he or she has come to see you. You may suspect some hidden problem, but you should not press the student to disclose it. You can help the students if they actively request your help, but your responsibility need not extend further than responding to their requests.
- Listen to your students when they come to your office hours. Give them your undivided attention. This is all part of making students feel welcome and encouraging communication. The best way to show that you are listening is to ask questions; it also shows students that you find their concerns important. Students often fear that they are wasting your time; by listening attentively and responding thoughtfully, you can help allay their anxiety.
- Finally, you should realize that you won't always be able to provide the answers or information requested. If you are tutoring a student in the material for your own course, there is nothing wrong with saying, "I don't know, but I can find out for you."

In a situation in which a student is asking for more personal counseling, remember that you are not always the best qualified person for the student to consult. If you feel that the student needs more specific advice, you may be able to suggest someone who can provide it. If you do refer a student to someone, write down the person's name and office location. When a student takes a slip of paper with him/her, he/she is more likely to act on the advice.

⁴Reprinted from Unruh, D. (ed.). THE TA AT UCLA: 1984-85 HANDBOOK. Copyrighted 1984 by Regents of the University of California.

Teaching Tips for GTAs

Classroom Teaching Effectiveness

Survival Tips for the First Class Meeting⁶

1. Locate and visit the classroom assigned to you several days before the first class meeting.
2. Go early to the classroom in case the room has been changed or there is a problem.
3. Write the course, section and your name on the chalkboard.
4. Introduce yourself.
5. If there is information about your students that you would like to know, provide students with 3 x 5 cards on which to record that information.
6. One of the most important functions of the first day of class is to indicate how your section fits in with the structure of the course. The students should know what is expected of them in your section as it relates to the course objectives set by your supervising professor.
7. Students generally want to know about anything affecting their grades: attendance, test and quiz policies, homework, how much work the course requires, your expectations, and your grading policy. Put this in writing along with the office location and office hours.

Setting the Classroom Climate⁷

1. Arrive a few minutes early to chat with students about the course assignments or campus events.
2. Stay after class to answer questions.
3. Encourage students to ask questions during class.
4. Acknowledge and reinforce students' contributions.
5. Be tolerant of other viewpoints.
6. Keep office hours.
7. Invite students to stop by the office to discuss their performance on tests, quizzes, and assignments.

⁶Adapted from: Handbook for teaching Assistants at the University of Illinois at Urbana-Champaign. Office of Instructional Resources, 1980.

⁷Adapted from: *Handbook for Teaching Assistants at the University of Illinois at Urbana-Champaign*. Office of Instruction Resources, 1980.

8. Obtain feedback from the group about your teaching by using mid-semester or frequent student evaluation questionnaires.
9. Hold extra help or review sessions outside of regularly scheduled classes.

Building a Supportive Classroom Environment⁸

1. Learn student names.
2. Provide encouragement.
3. Avoid judging students.
4. Learn something personal about each student.
5. Treat your students as adults.
6. Make yourself available.
7. Never humiliate a student.
8. Be as positive as possible.
9. Be in touch with people such as the student's adviser or your own supervisor.
10. Be aware of resources available through the Tutoring Center at UMD.
11. Use course E-mail. (It is possible to set up a class alias whereby an entire class can receive an e-mail message that you want to send. This is an easy way to keep the class on track if an announcement slips your mind.)

⁸Armes, N.R., and Archer, P.F., *Building Success in the Classroom*. NY: Media Systems Corporation 1980, pp. 17-23.

Policy on Academic Dishonesty⁹

The University takes the position that the best way to handle cheating is first to attempt to prevent it and second, if it occurs, to deal with it swiftly and decisively.

Plagiarism is the most prevalent form of cheating on campus, and it is also the hardest to prevent. Plagiarism in a term paper or other written assignment cannot be proven unless the original source is found. An instructor who suspects that a student has plagiarized a source should compare the questionable material with other samples of the student's writing, if possible. Instructors should always feel free to contact any students they suspect of plagiarism and inquire about the student's use of sources and methodology. Some students cannot distinguish between paraphrasing and plagiarism, and many do not understand the implications of cheating and plagiarism. Teachers can refer students who need to improve their writing skills to the writing section of the Tutoring Center which specializes in such assistance.

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

All cases of cheating should be discussed initially with the GTA's supervising faculty member. If there is sufficient evidence, the GTA and faculty member will report the alleged academic dishonesty to the Conduct Code Coordinator. Any information pertinent to the complaint is collected and reviewed by the coordinator. The students involved in the allegation are interviewed and provided with a statement of their options and rights.

Any student appearing before the conduct code coordinator or the Student Behavior Judiciary Committee will have an opportunity to hear all evidence, face the accuser, and question adverse or incorrect statements or testimony. All proceedings are confidential except as released in writing by the student or required by court order. The complete Student Conduct Code is available online: <http://www.d.umn.edu/assl/conduct/code/>

The following suggestions may help to minimize cheating in your classroom:

1. At the beginning of the semester clarify acceptable interaction for work done out of class.
2. Define plagiarism.
3. Ensure equal access to study materials such as old homework solutions, exam papers, etc.
4. Reduce the portion of the final grade (less than 10%) which is assigned to take home exams, lab reports, and homework assignments.
5. Carefully define course and exam requirements. (Unreasonably difficult and unrealistic demands, as well as trite, uninteresting activities invite cheating.)
6. Develop exams which are realistic and fair with respect to the material taught. (Requiring memorization of a large number of dates, locations and formulae may be resented.)
7. Construct the testing situation so as to make copying and other forms of cheating difficult:
 - (a) Keep exams secured.

⁹Reprinted from Singhal, A.C. and Johnson, O. "How to Halt Student Dishonesty," *College Student Journal*, 1982, 17, 13-10.

- (b) Be sure of the integrity of others involved in test reproduction.
 - (c) Dispose of test waste materials carefully.
8. Specific recommendations for the testing situation:
- (a) Spread students out when possible. For crowded classrooms, use two or more different exam forms on two or more different colors of paper.
 - (b) Proctor exams closely--both instructors and GTAs should be present. Have outside materials placed at the front of the room, check for desk etchings. Assign seats alphabetically. Require photo ID for entry and to be left on corner of desk during exam to avoid one student taking an exam for another.
 - (c) Student talking, asking of questions after the exam has started and borrowing of calculators among students should be prohibited.
 - (d) Exam papers may be left at seats, turned over to cover responses. After students leave the room, faculty and/or GTAs pick up exams in sequence by rows, preventing paper switching and a record of "neighbors." Evidence of copying can be more easily obtained by scoring one question at a time.
 - (e) Answer sheets and scratch paper may be bound together prior to handing them out, preventing students bringing their own scratch paper.
 - (f) Collect an exam signature card the first week of class. At each exam, have students sign a different color card. If "substitution" is suspected, exam signatures can be checked against originals.

The ideal situation is to establish an academic atmosphere which promotes honesty as the standard. The above tips provide the faculty with methods for detecting deviations and documented evidence for cases to be carried through the Student Judicial System.

Feedback on Teaching Skills

Student Evaluations

At some point in your assignment as a GTA, preferably sooner rather than later, you may want to carry out a performance self-evaluation and discuss goals with instructors and fellow teaching assistants. Consulting with others may indicate that your expectations are too low or too high. Response can be assessed more easily if your goals are clear and standards are high but realistic.

Individual departments provide GTAs with evaluation forms at the end of each semester. The GTA generally administers the evaluation during the last week of classes.

It is desirable to supplement the student evaluations by soliciting student response while the course is still in progress. This can be accomplished in formal or informal ways. For example, you may distribute your own questionnaire asking specific questions about your guidance of discussions, lecture style, and the quality or quantity of readings, as well as inviting further comments. Alternatively, you may ask students for oral comments, either about general performance or specific potential problems. You should encourage students to be honest in their assessments.

The faculty member responsible for supervising the GTA may sit in on lectures or discussions and then comment on the performance. You may want to invite your supervising professor, some other professor, or a fellow GTA to come to the class at a particular time.

Individualized Consultations

The Instructional Development Service is dedicated to facilitating and improving instruction at UMD. Individualized, confidential teaching consultations are one of the most important ways of assisting teachers. The process of individualized consultations provides a GTA the opportunity to examine his or her teaching. It is based on the idea that a GTA, who is the content expert, and a consultant, who is informed about teaching and learning principles, can work together for more effective instruction.

The process to be used is determined between the GTA and a professional IDS consultant. It may include discussions of teaching philosophy and practices, classroom observations, assessments of classroom materials, discussions of alternative teaching strategies, and practice sessions. Whatever steps are utilized, the purpose of the consultation is to identify techniques and approaches to convey knowledge and processes to students which are appropriate for individual GTAs. The process is voluntary and confidential.

Questions, comments, suggestions or consultation requests should be directed to: LeAne Rutherford, 209 BohH, 726-6207.

Concerns of International Graduate Teaching Assistants

International teaching assistants share the problems of their U.S. counterparts. All teaching assistants have to learn about the details of their assignments (such as keeping office hours and ordering desk copies of texts), proper communications with their instructors (including obtaining answers to assignments or test questions and establishing grading procedures and policies), and proper communications with students (for example, confronting behavioral problems, guaranteeing out-of-class availability, and handling late papers or suspected plagiarism).

International teaching assistants encounter difficulties that their U.S. counterparts do not. Teaching assistants from another country may not function in their native languages or cultures. The English studied so long and so diligently in school settings abroad often bears little resemblance to the language used by the students in the teaching assistant's classes. Students drop word endings, delete portions of sentences, and use an array of slang expressions. In addition, U.S. culture in general, and the U.S. university system in particular, can be overwhelming and confusing. A world where professors may wish to be called by their first names and where students openly challenge professors' ideas in class may be surprising, if not offensive, to many from abroad.

Conversely, for the U.S. student unused to interacting with students from abroad, the International teaching assistant's language and behavior may be puzzling and frustrating. Given the linguistic and cultural differences of those involved in such educational situations, miscommunication can be a common occurrence. The issue then becomes one of avoiding, or remedying, miscommunication.

Special Difficulties

The following concerns are common among international teaching assistants.

What sort of relationship may a teaching assistant have with students? Above all, relationships with students must be professional. Although cultures may vary, teaching assistants are expected to conform in this respect to U.S. standards. In general, teaching assistants should define their relationships with students solely by their position and responsibility as teaching assistants. If you have any doubts about what behavior is considered appropriate, consult your supervising instructor.

What if a student or a professor is not understood? The best response is honesty. Say, "I'm sorry, I don't understand. Could you please repeat (or rephrase) your question (or remark)?" Ignoring a student or giving an irrelevant answer can cause frustration and even anger. Simply dismissing difficulties of this kind will not solve the problem. Sooner or later students will realize that you do not understand them. You will gain their respect--and perhaps teach them something about their own use of language--by admitting the problem. Most people are happy to provide help if it is requested.

What if a student (or someone else) doesn't understand the teaching assistant? The information should be repeated or, better yet, rephrased. Use examples. Try the blackboard, charts, or other visual aids if appropriate. If the difficulty is in understanding spoken material, experiment with writing the material. Quite often students will not admit that they do not understand. The problem may lie with the content or with the English-speaking ability of the teaching assistant. Look for puzzled expressions, lack of response, or students talking to each other. Use comprehension-checking devices ("Do you understand? Are you with me? Any questions at this point?"). Give students an opportunity to ask questions to clarify information.

What if a particular student's behavior seems offensive? Before reacting negatively, consider whether the student is exhibiting behavior that is expected and acceptable in U.S. culture. Whenever any situation occurs that can lead to misunderstanding, anger, or resentment, analyze the event to determine whether or not the cause is cultural difference. Although in many cultures it is considered rude or disrespectful for a

student to question, challenge, or disagree with a professor, these behaviors are frequent and expected in U.S. universities. Similarly, students might eat, or drink soft drinks and coffee in the classroom. Such actions are probably not intended to be disrespectful. Check your department's policies on eating and drinking in the classroom. These notices are sometimes posted in the room. As the person in charge of the class, however, the teaching assistant sets the rules, and it must be made clear to the class whether or not these behaviors are permitted.

Sources of Support

International teaching assistants have a particularly difficult responsibility. They must convey academic information to students in a foreign language and in an alien cultural setting. To do the job well, they should seek as much language assistance and cultural information as possible. At the same time supervisors and students should be sensitive to the particularly difficult task of the international teaching assistant.

The UMD International Student Office in 237 Kirby Student Center provides a number of services for foreign students. Karin Robbins, International Student Adviser, encourages students to drop in and get to know her. In addition to answering questions about visas, travel, and work permits, the International Student Office is the focal point for the International Club and a community volunteer program..

The International Club meets once every two weeks. Activities such as skiing, attending concerts and sponsoring the Feast of Nations, are facilitated by this club.

The community volunteer program offers opportunities for international students to meet local families for get-togethers.

The Speech-Language-Hearing Clinic, 5 Montague Hall, offers a speech clinic for individuals with dialectic speech patterns.

Guide to Campus Resources

Supportive Services Program

Solon Campus Center 60

726-7152

The Supportive Services Program Office offers academic support services that help students succeed in college and plan careers. The services include tutoring, counseling, academic advising, advocacy, courses in basic educational skills and leadership training. It offers courses, workshops, and seminars in basic educational skills. The courses are listed every term in the class schedule and include Writing Strategies, Study Strategies, Personal Development, Basic Mathematics. The mission is to empower students to participate actively in the university community, achieve academic success and make a successful transition to their career choices after UMD. The SSP workshops cover such topics as study skills, note-taking, test-taking, time management, stress management and how to register. Watch for announcements of the workshops in the student newspaper, the residence hall newspaper, and on signs and banners in the campus hallways. The Supportive Services Program also offers Tutor Training, and T.A. Training. First Year Experience leadership opportunities also exist for interested students.

Its programs include the following, as well as the Tutoring Center, and Disability Services:

Career Services

Solon Campus Center 22

726-7985

Offers counseling to help students make educational and career decisions. Help is available to choose courses, majors and careers, explore graduate school options and learn job search skills. Tests and a computer programs may be used to investigate occupations related to values and interests. The Career Resource Center has information about occupations, internships, employers and graduate and professional schools. Workshops are sponsored addressing career topics, such as majors related to occupations, how to apply to graduate school and job hunting strategies. Each year a Job Fair and a Graduate and Professional School Day are also sponsored. Employment Opportunities, a weekly listing of job openings, is available on Gopher and by subscription. Placement services include registration with UMD Resume Referral Service, credential files for teaching candidates, and on-campus interviews.

Disability Services and Resources

Kirby Student Center 258, Multicultural Center

726-6330

Disability Services promotes both academic and physical access to students with disabilities, providing services on an individual and flexible basis.

Leadership Programs

Kirby Student Center 112

726-8740

The Kirby Leadership Institute at UMD offers a variety of leadership seminars, workshops, symposia, and community learning partnerships designed to help students develop strategies and skills for success. Three new academic courses are being developed, and will shortly be offered through the College of Liberal Arts for academic credit. The workshops are open to all students, staff and faculty at UMD.

Tutoring Center

Solon Campus Center 40

726-6248

Each semester, 85 to 100 undergraduate tutors provide individualized and small group instruction for students seeking help with homework. Tutors take a training class, achieve national certification, and make it possible for the UMD Tutoring Center to be one of the nation's busiest, with almost 15,000 tutorials provided last year.

African American Student Services Program

249 Kirby –Multicultural Center

726-6187

Functions as the support service for students of African, African American and Caribbean descent. Services include academic advising, tutorial services, individual counseling and mentorship programs. Educational and cultural events are coordinated annually to expose the UMD and Duluth community to issues that affect people of the African Diaspora. The office maintains a repository of materials addressing cultural, socio-political, and economic issues. Office hours are Monday-Thursday, 8:00 a.m. to 4:30 p.m..

American Indian Learning Resource Center

315 Kirby Plaza

726-6379

Enhances and enriches the cultural, academic, supportive and social environment of the UMD campus. Also designed to increase the recruitment and retention of American Indian and Alaskan Native students while promoting new and improved ideas which contribute to cultural diversity. The A.I.L.R.C. has a strong commitment to develop and build self-reliance and self-esteem, which leads to empowerment of our students to meet the goal of becoming contributing citizens.

Asian/Pacific Islander Student Services Program

235 Kirby –Multicultural Center

726-6335

Offers peer advising, counseling, and tutoring to Asian /Pacific Islander students. There also is a Student Organization which sponsors social and cultural events, including the celebration of the Vietnamese New Year (TET).

Gay, Lesbian, Bisexual, Transgender Services Office

245 Kirby–Multicultural Center

726-7300

GLBT strives to provide individual and institutional support to students, faculty, staff and the community at large in five strategic areas: Information/Referral, Advocacy, Education, Consultation, and Coordination.

Hispanic/Latino/Chicana (HLC) Students Services Program

233 Kirby–Multicultural Center

726-8444

Provides peer advising, counseling, and tutoring to Hispanic students. It works with the Hispanic Organization to coordinate campus-wide efforts toward cultural diversity such as Latin American Awareness Week and the Hispanic Fiesta.

Queer Students Union

Kirby 236–Multicultural Center

726-7041

The QSU Office provides a safe space for queer and supportive students, faculty, and staff. The Office also provides numerous books, magazines, and articles regarding sexuality, coming out,

hate crimes, and STDs, Members of the QSU visit classrooms and constituents of the community, educating others about issues surrounding queer individuals. The students who work with the QSU also lobby the administration to create a positive environment for queer and supportive students, faculty, and staff.

Women's Resource and Action Center

270 Kirby–Multicultural Center
726-6292

The Women's Resource and Action Center is a safe and supportive place to meet friends, get information, study or relax. The Women's Center sponsors various women-centered programs and activities throughout the year. For example, workshops and support groups on specific women's issues are offered and are usually free of charge. The Women's Center provides many services to all women on campus. It provides information and referrals about resources available to women on campus or in the community. Finally, the Director of the Women's Resource & Action Center is available for personal counseling.

The mission of the Women's Resource and Action Center at UMD is to facilitate the empowerment of women both individually and collectively.

UMD Bookstores

UMD Bookstore

1st Floor, Kirby Plaza
726-7286

Campus Books sells textbooks, general reading books, school supplies, and office and art supplies. Photo processing is also available.

UMD Stores

2nd Floor, Kirby Plaza
726-7286

UMD Stores sells greeting cards, magazines, grocery items, candy, beverages, health and beauty items, stationery, and small gift items. It is also the official store for UMD clothing and gift items. The Bulldog Shop sells sweatshirts, t-shirts, jackets, children's clothing, and many other items.

UMD Computer Corner

1st Floor, Kirby Plaza
726-6218

Located within the bookstore, the Computer Corner sells computers and computer accessories to students, faculty, and staff of the university. Items for purchase include computers, computer software, modems, disks, computer paper, computer books and magazines, and much more.

Graduate School Office

431 Darland Administration Building
726-7523

The UMD Graduate Office is the collegiate office for all graduate students at UMD. It is the most accurate source of information for questions about graduate school.

Information Technology Systems and Services

Faculty and GTA Orientation

Use our web site as a source of information:

<http://www.d.umn.edu/itss/>

Special page for faculty and staff: <http://www.d.umn.edu/itss/facstaff/>.

Help Desk

- Phone 8847 or email helpdesk@d.umn.edu .
- Service request forms at <http://www.d.umn.edu/itss/requests/>

Centralized Computer Systems and Services

- Accounts and Grading Support: Spring Billiar, phone 8843 or email sbilliar@d.umn.edu .
- Email information at www.d.umn.edu/itss/email/ .
- **Course and Advisee Email Aliases: Gordee Bennett, phone 8840 or email gbennet@d.umn.edu .**

Instructional Support for Faculty:

- Bruce Reeves, phone 6831 or email breeves@d.umn.edu .
- Lyle Shannon, phone 7276 or email lshannon@d.umn.edu .

Classroom and Research Technology:

- Classroom Technology:
<http://www.d.umn.edu/itss/classroom/>
<http://www.d.umn.edu/itss/support/Training/>
- Multimedia Hub: <http://www.d.umn.edu/itss/classroom/media.html>
- Educational Technology Resource Guide:
www.d.umn.edu/itss/etrg/ .
- Visualization and Digital Imaging Laboratory:
www.d.umn.edu/vdil/ .

- Web Services
<http://www.d.umn.edu/itss/webdev/>

Support and Information

- Computer Repair:
<http://www.d.umn.edu/itss/support/maintenance/>
- Training: <http://www.d.umn.edu/itss/support/Training/>
- Tech Camp:
www.d.umn.edu/itss/etrg/techcamp/.

Student Computing Labs: www.d.umn.edu/itss/students/ .

Phone and Network Services

- Service Request Forms: www.d.umn.edu/itss/requests/ .
- **Dial-up Networking:** www.d.umn.edu/itss/computing/modem/ .

About ITSS

- Rates and Fees: www.d.umn.edu/itss/rates/ .
- **Staff:** <http://www.d.umn.edu/itss/about/staff.html>

Instructional Development Service

209 Bohannon Hall
726-6355

The Instructional Development Service (IDS) is dedicated to facilitating and improving instruction at UMD. Welcoming new GTAs and assisting them is one of its most important jobs. There are two principal forms of assistance IDS provides: information dissemination and individualized consultations.

Information Dissemination - IDS collects and distributes materials, information, and ideas concerning college level teaching through quarterly newsletters, two to four workshops per quarter, and a rotating IDS Library circulation among departments. Publicity for workshops will be distributed to all GTAs.

Individualized Consultations - The process of examining one's teaching is an on-going process. IDS provides free consultations to GTAs which are confidential, professional, and thorough. The process of an individualized consultation provides faculty members and GTAs the opportunity to examine his or her teaching with a consultant.

International Student Adviser's Office

237 Kirby, Multicultural Center
726-8962

The International Student Adviser's Office exists to assist international students with problems unique to the process of adjusting to a new life, education system and a new environment.

Library and Learning Resources

Library Administration 726-8102
Reference Desk 726-8100
General Circulation, Reserve, & Hours 726-6120
Interlibrary Loan 726-6628
Archives/Special Collections 726-7861
Government Documents Depository 726-7880

The UMD Library provides students, GTAs and faculty with resources required for the learning, teaching, and research missions of the university. The collection contains approximately 600,000 volumes, with over 1400 print and 25,000 electronic periodical subscriptions, 3700 video titles, and a selective U.S. government documents depository. The library also provides electronic access to an expanding range of resources, including the library catalog, indexes, reference sources, and full-text periodicals. For library information and access to electronic resources, connect to the UMD Library home page at

<http://www.d.umn.edu/lib/>

To access electronic resources from off campus, click on "how to connect" on library home page.

When classes are in session the library is open:

7:30 AM- Midnight	Monday-Thursday
7:30 AM- 7:00 PM	Friday
9:00 AM- 5:00 PM	Saturday
Noon - Midnight	Sunday

Hours vary during exam weeks, breaks, holidays, and summer sessions.

Reference librarians can assist patrons with a variety of needs as they use the library's resources, from

consultation, to print and electronic research sources, to help with computer or microfilm equipment. Library tours are offered each semester and librarians also provide library instruction for classes by appointment. Academic departments have been assigned to broad subject areas with a librarian designated to work with each subject area to provide specialized reference service and library instruction. Persons requiring assistance because of a permanent or temporary disability should contact Charlene Brown (Lib136, 726-8539) or go to: <http://www.d.umn.edu/lib/services/disability.htm>.

When classes are in session, the Reference Desk is open:

9:00 AM - 9:00 PM	Monday - Thursday
9:00 AM - 4:00 PM	Friday
12:30 PM - 4:30 PM	Saturday
2 PM - 5 PM and 6 PM - 9 PM	Sunday

The purpose of interlibrary loan (ILL) is to obtain research materials not owned by the UMD Library for the UMD community. ILL utilizes a variety of resource sharing networks to borrow books, including dissertations and theses and journal articles from other institutions. Since each lending institution sets its own policies, it is not possible to guarantee the receipt of materials. A minimum of ten working days is required for all requests. Information about submitting requests is available through the library's ILL page: http://www.d.umn.edu/lib/ill/index.htm#cancel_date. In addition, the FirstSearch databases have an interlibrary loan order option that can be used to transmit requests to the ILL office electronically. Currently interlibrary loan service is free to users; all costs are absorbed by the UMD Library.

Many online resources are available from the library's home page under "Electronic Resources". Almost all materials in the library's collection are included in the library catalog. A broad range of indexes allows patrons to identify relevant publications, from newspapers and magazines to journals and books. Some indexes provide full-text electronic access to individual articles, while the library also subscribes to many journals in a complete electronic version. Librarians can recommend websites and Internet search engines to locate additional information. For more information, contact a librarian at the Reference Desk.

The Reserve/Media desk is part of the main circulation desk on the first floor of the library building. The reserve service provides assigned readings for which there will be heavy demand. Students may check out reserve materials for a short period of time, most common is a 2-hour time limit. Copies of old exams may also be put on reserve for student use. UMD faculty, staff and GTAs may put materials on reserve by bringing them to the Reserve/Media Desk. All necessary forms are available from the library home page.

The UMD Archives (Lib.416) documents and records UMD history by collecting and making available materials such as accreditation reports, biographical materials, blueprints, bulletins and catalogs, correspondence, directives, memos and announcements to faculty, staff and students, minutes, news clippings, newsletters, oral history, organization charts, personal papers of faculty and staff, photographs, proposals, reports, schedules, scrapbooks and other memorabilia, speeches and student activities.

The UMD Library has a number of special collections. Check out this site for information and locations: <http://www.d.umn.edu/lib/homenav/coll/index.htm>

The UMD Government Documents Depository (Lib 274) provides a collection of U.S. and Minnesota documents as well as reference services for government information. UMD is a selective depository for federal documents (approximately 40%) and full depository for Minnesota documents. These documents come in paper, microfiche, video, and electronic formats:

<http://www.d.umn.edu/lib/homenav/gov/index.htm>

A book return is built into the circulation desk counter top. A second book return is in the first-floor hallway near the library entrance.

Loan policies for UMD Graduate Students are as follows.

Books	Due in two months
Periodicals (except current five years)	Due in one week
Periodicals (current five years)	Do not circulate unless a graduate student is assigned by a faculty member to a specific project. The supervising faculty member must provide a signed note for the graduate student to bring to the circulation desk stating the length of the project.
Reserve	Variable
Audio/Visual	Due in one week

For more information, please see <http://www.d.umn.edu/lib/circ/gradpriv.htm>

For information on paying fines and fees, please see: <http://www.d.umn.edu/lib/circ/fines.htm>

Printing, Graphics and Photocopy Services

Kirby Plaza 125

726-7114

UMD's Printing Services offers printing, duplicating, and graphic design services to administrative and academic communities of the University. Services include: laminating; copyright permissions; design and printing of brochures, flyers, forms, letterheads, envelopes, books and booklets, postcards, business cards, resumes, etc. Printing Services has the capability to receive your original documents via the campus computer network. That means you can print directly to their Docutech laser printer for 600 dpi black and white output, or to their Xerox Majestic color laser printer for 400 dpi color output onto matte or glossy paper. Copy cards are available to use in the Kirby Copy Center. Price quotes and paper samples are available upon request. <http://www.d.umn.edu/print>

University Publications

Currents (University Relations)

315 Darland Administration Building

A faculty-staff newsletter printed every other week, also available electronically.

Cheryl Reitan, Editor, 726-8996.

NRRI NOW (Natural Resources Research Institute)

5013 Miller Trunk Highway, Duluth, MN 55811

Printed once during each semester

Nora Kubazewski, Editor, 720-4300

UMD Bridge (University Relations & Alumni Association)

315 Darland Administration Building

Distributed by mail to University alumni and friends
Cheryl Reitan, Editor, 726-8996

CE Digest (Continuing Education)

403 Administration Building

Printed once during the semester

Lisa Martin, contact person, 726-6093

UMD Statesman (UMD Board of Publications)

130 Kirby Student Center

Printed weekly during academic year and distributed to the entire campus

726-7112

TUTORING CENTER

726-6248

LOCATION The Tutoring Center is located in Solon Campus Center 40. A map indicating the location is printed on back of each schedule. Signs hanging from the ceiling direct students to the locations where different subjects are being tutored within the Center.

TYPE OF SERVICE **Free, walk-in** tutoring is provided by **undergraduate** tutors. Appointments are not necessary and students do not need to sign in. Students who come to the Center to see a tutor can use the hanging signs to find the right area and go directly there. Tutors wear name tags so they are easy to identify.

Tutors can give one-time assistance with a single problem or concept, or they can work with a student frequently throughout the semester. They can help an individual student for only a few minutes or for an entire hour.

Tutors are referred to the Tutoring Center by their academic departments based on their grades in courses they will tutor and their overall GPA. Most tutors take a tutor training class during the first semester of tutoring.

HOW TO USE

THE TUTORS Students should bring their **textbook, notes, and syllabus** with them when they visit the Tutoring Center to help the tutor determine how the instructor is approaching assigned material.

Early morning (8:00-10:00 am) and **later afternoon (3:00-7:00 pm)** hours are less crowded so students will be able to receive more individual help at those times. It is also important for students to seek assistance early during the semester rather than to wait until shortly before exams or very late in the semester.

Coming in at the beginning of an hour works best since tutors change on an hourly basis in most cases.

Symbols, such as an # or + after a tutor's name on the schedule, denote specific courses s/he can or cannot tutor.

HOURS The Tutoring Center is open Monday-Thursday from 8:00 am-7:00 p.m. and Friday from 8:00 a.m.-1:00 p.m. (Please note, however, that in some disciplines, tutors are not available at all of these times.) Tutoring hours for specific subjects are posted in Solon Campus Center 40, and; copies of each schedule are available for students to pick up from the Solon Campus Center 40 brochure rack. Tutoring hours are also posted on the Internet: www.d.umn.edu/tutoring

Updates to distributed schedules will be posted in Solon Campus Center 40.

SUBJECTS TUTORED: This semester tutors support courses in **accounting, chemistry, computer science, economics/econ statistics, math/statistics, physics, ASL/French/Spanish, and writing.**

WRITING TUTOR EXPECTATIONS

Writing tutors can be asked to help students with:

1. Pre-writing
 - a. Choosing topics
 - b. Narrowing topics
 - c. Generating ideas through brainstorming, free writing, etc..
 - d. Exploring topics
 - e. Identifying audience, purpose etc.

2. Drafting and Revision
 - a. Providing a dialogue to help writer developed ideas
 - b. Encouraging specificity
 - c. Encouraging further development and exploration of ideas
 - d. Responding as an intended audience
 - e. Evaluating the logic of an argument
 - f. Formulating a thesis
 - g. Formulating claims
 - h. Identifying inadequately supported generalizations
 - i. Evaluating organization
 - j. Paraphrasing
 - k. Attribution and documentation

3. Editing
 - a. Identifying patterns of errors (fragments, comma splices, s.v. agreement, etc.)
 - b. Identifying and helping to clarify confusing or unclear sentences
 - c. Explaining mechanical and/or grammatical problems
 - d. Identifying documentation and attribution problems

Writing Tutors **cannot** be asked to help students with:

1. Proofreading an entire text while the writer goes for coffee
2. Evaluating or predicting grades
3. Identifying and helping correct all errors in a text

Robert F. Pierce Speech - Language - Hearing Clinic

Chester Park, Room 156

726-8199

Affiliation

The Robert F. Pierce Speech-Language-Hearing Clinic is the clinical teaching unit within the Department of Communication Sciences and Disorders. The Department is part of the College of Education and Human Service Professions at the University of Minnesota Duluth.

The Clinic is generously supported by financial funding, from the Edwin Eddy Family Foundation, making the clinic accessible to everyone in the community.

Mission

The goals of the Robert F. Pierce Speech Language- Hearing Clinic are to: assist people of all ages with speech, language, and hearing disorders through comprehensive assessment and individually designed treatment programs provide a practicum experience for students in the Department of Communication Sciences and Disorders who are supervised by professional speech-language pathologists and audiologists certified by the American Speech-Language-Hearing Association help clients, family members, and other professionals gain a better understanding of communication disorders advance knowledge of communication disorders through research.

Referral Procedures

Anyone who is not enrolled in Medicare Part B may access the services of the clinic. To schedule an appointment for an evaluation or to inquire about therapy services, call (218) 726-8199.

Fees

A nominal clinic access fee is charged to partially offset the operating costs of the clinic. A financial assistance program is available for those who cannot afford the fee. Services are not covered by insurance.

Hearing Services Available for Children and Adults

- Hearing, evaluation
- Aural rehabilitation and counseling
- Hearing screening for institutions
- In-service/consultation for agencies

- Industrial (OSHA) screening and evaluation
- Central auditory function evaluation

To make an appointment for an evaluation call: (218) 726-8199.

UMD Health Services

615 Niagara Court

726-8155

Health Services is open from 8:00 AM to 4:00 PM Monday, Wednesday, Thursday, Friday, 9:00 AM to 4:00 Tuesday, and 4:00 to 6:00 PM on Wednesday evenings during the academic year. Appointments are made by calling 726-8155. Patients with urgent needs without appointments will be worked into the schedule, as appropriate.

Services available include general outpatient medical care, gynecologic services, laboratory and X-ray services (charged to student's health insurance), medications, minor surgery, and sports medicine. In addition, the center provides individual and group counseling and therapy services to students experiencing ongoing or situational psychological or behavioral difficulties. Counseling services include chemical abuse counseling, adult children of alcoholic parents groups, self esteem groups, stress management, and relationship counseling.

Programs focus on the developmental needs of University students to maximize their potential, so they benefit from the academic environment and University experience.

Students with after-hours and weekend emergencies are cared for by the emergency physicians at St. Luke's Hospital (249-5616), St. Mary's Hospital (786-4357), St. Luke's Urgent Care (249-6095) or SMDC Urgent Care (786-6000). In case of a mental health emergency, call Miller Dwan Medical Center (723-0099). The University police (726-7000) or 911 can be summoned in case of an emergency.

Some WWW Pages

UMD has an extensive listing of WWW pages. These pages can be accessed through UMD's home page or through the specific URLs. WWW pages of interest to UMD graduate students include:

UMD Home page

<http://www.d.umn.edu/>

UMD Graduate School

<http://www.d.umn.edu/grad>

University of MN Graduate School

<http://www.grad.umn.edu/>

University of MN Graduate Assistant Office

<http://www1.umn.edu/ohr/gae/>

Some Phone Numbers

Career Services	21 Solon Campus Center	726-7985
College Student Affairs Offices		
Business & Economics	104 LSBE	726-7281
Education & Human Services	125 Bohannon	726-7156
Fine Arts	212 Humanities	726-7261
Liberal Arts	306M Kirby Plaza	726-8180
Science & Engineering	140 Engineering	726-7585
Safewalk Escort Service	121 Kirby Plaza	726-6100
Financial Aid	21 Solon Campus Center	726-8000
First Year Experience	60 Solon Campus Center	726-6393
Housing Office	149 Lake Superior Hall	726-8178
Intercampus Bus Schedule		726-7175
Kirby Information Desk		726-7163
Police	287 Darland	726-7000
Registrar	21 Solon Campus Center	726-8000
Religious Advisors	106 Kirby Student Center	726-8737
Student Employment Office	255 Darland	726-7912
Ticket Offices		
Athletics	SpHC	726-8595
Theater	MPAC	726-8561
U Card Desk	127 Kirby Plaza	726-8814

2009-2010 Academic Calendar

FALL SEMESTER, 2009 (70 instructional days)

Date	Day	Milestone
August 31	Monday	Academic appointments begin
September 4-7	Friday-Monday	Welcome Week & Bulldog Bash (required for all new freshmen)
September 7	Monday	Holiday - campus closed
September 8	Tuesday	Fall semester classes begin
November 26	Thursday	Holiday - campus closed
November 27	Friday	Floating holiday* - campus closed
December 16	Wednesday	Last day of fall semester classes
December 17-19, 21-22	Thursday, Friday, Saturday, Monday, Tuesday	Final exams
December 24	Thursday	Floating holiday* - campus closed
December 25	Friday	Holiday - campus closed
December 28	Monday	Floating holiday* - campus closed
December 31	Thursday	Floating holiday* - campus closed
January 1	Friday	Holiday - campus closed

SPRING SEMESTER, 2010 (74 instructional days)

Date	Day	Milestone
January 18	Monday	Holiday - campus closed
January 19	Tuesday	Spring semester classes begin
March 12	Friday	Last day of classes before spring break
March 15-19	Monday-Friday	Spring break
March 22	Monday	Classes resume
May 7	Friday	Last day of spring semester classes
May 10-14	Monday-Friday	Final exams
May 13	Thursday	Graduate School commencement
May 15	Saturday	Undergraduate commencement
May 30	Sunday	Academic appointments end
May 31	Monday	Holiday - campus closed

MAY SESSION, 2010 (13 instructional days)

Date	Day	Milestone
May 17	Monday	May session classes begin
May 31	Monday	Holiday - campus closed
June 4	Friday	Final exams; end of May session

SUMMER SESSION, 2010 (38 instructional days)

Date	Day	Milestone
June 7	Monday	Summer term classes begin
July 5	Monday	Holiday - campus closed
July 30	Friday	Final exams; end of summer term

* Floating holidays are set in consultation with civil service employees (bargaining unit and non-bargaining unit) and are subject to change.

