

# Graduate Teaching Fellow Handbook

## Boston University Center for Excellence in Teaching

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**Note:** This handbook presents characteristics of successful teachers, guidelines for handling various situations, the relationship between TFs and their course supervisors, and many other items. Please note that it is not a source of official policy - the department and college of the TF set these policies.

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**University Policies**  
**Safety**

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- Know the locations of safety features in and near your classroom, including
  - Fire extinguisher
  - Safety shower and eye wash (if working in a teaching or research lab)
  - Emergency telephone
  - Emergency contact person
- Memorize the phone number of the BU police: 617-353-2121 (3-2121 from a campus phone)
- Keep your classroom door closed at all times
- Admit to your classroom only students officially registered in your class
- Plan how you and your students or fellow researchers will exit the building quickly in an emergency

**Additional Safety Policies for Teaching and Research Laboratories**

- Anyone teaching or performing research in a laboratory setting needs to be aware of safety issues. In some subjects, for example chemistry and biology, such personnel must attend federal mandated laboratory safety training on a yearly basis, held through our campus Office of Environmental Health and Safety. Your department will inform you as to what safety training you need.
- Dress appropriately for laboratory activities
  - Wear a long skirt or pants, no shorts
  - Wear closed-toed shoes, no sandals
  - Wear a lab coat
  - Wear appropriate protective eye-wear
  - Wear protective gloves appropriate for the task
- Keep laboratory materials inside the lab; take off lab gloves if leaving the lab room
- Wash your hands before you leave the laboratory
- No food, drink (even water), or gum is allowed in a teaching or research laboratory
- Know the health and fire hazards associated with your laboratory activities
- Inform students and/or fellow researchers working near you of the hazards of the laboratory activities

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**University Policies**  
**Student Privacy**

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- Keep accurate records of each student's grades and attendance
- Keep student records in a secure place
- Print the grade sheets frequently (or back-up on a removable medium) and store in a safe place to guard against compute disk failures.
- Keep students' personal concerns private, even from their friends and families as well as your friends, including grades, family issues, and health problems
- Do not allow students to see grades of other students
  - Return graded assignments to each student personally
  - Do not post grades by BU ID or SSN. Use random codes or use grade management software like WebCT
- You may decide to distribute model papers, but:
  - Obtain the writer's permission before making copies for the class
  - Obscure the writer's personal information before making copies

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**University Policies**  
**Harassment**

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See Boston University's policy on sexual harassment online at <http://www.bu.edu/faculty/handbook/policies/hr/harassment.html>.

“Sexual harassment is defined as sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature, whether intentional or unintentional, where:

- an individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or,
- the conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating or offensive working, educational or living environment.”

Recommendations for TFs for appropriate behavior

- Be friendly, but not friends, with your students
- Do not date your students
- Attend only university-sanctioned events; avoid private social events hosted by your students
- Grade assignments based upon the objectives of the assignment and the criteria used for all students in the class

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**University Policies**  
**Computer Use**

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Whether you are using a computer in the library, research lab, teaching lab, or office, you are required to abide by the regulations of computer use at Boston University.

You may view the policies online at <http://www.bu.edu/computing/policies/ethics.html>

Some Computer Ethics guidelines:

- Boston University computers and the Campus Network are only for authorized work-related use, not personal or commercial purposes
- Keep your passwords private and change them often
- Do not use BU computers to send chain mail or offensive material
- Do not download fraudulently or illegally obtained software

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## University Policies

### Academic Honesty

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At Boston University, Academic Misconduct is defined as the misrepresentation of a student's work or impeding the ability of the instructor to fairly judge the work of other students. This may include, among other acts:

- Turning in the work of another student
- Stealing a test
- Allowing another student to use your work
- Unauthorized collaboration
- Falsification of data
- Forging grade records
- Submitting the same piece of work for a grade in more than one course

Boston University takes Academic Honesty very seriously; thus, the sanctions are very steep. However, they differ for undergraduates and graduate students. As both a graduate student at Boston University and a teacher of undergraduates, you should familiarize yourself with the Academic Conduct Code both of your graduate school and of the undergraduate college in which you teach.

Web pages containing academic conduct codes at Boston University:

The Graduate School of Arts and Sciences: <http://www.bu.edu/grs/academics/resources/adp.html>

The Graduate Program of the College of Engineering: <http://www.bu.edu/eng/grad/conduct/>

The College of Arts and Sciences (undergraduate):  
<http://www.bu.edu/cas/academics/programs/conductcode.html>

The College of Engineering (undergraduate conduct code)  
<http://www.bu.edu/eng/handbook/documents/ugrad-handbook-ch09-academic-conduct.pdf>

You can minimize the chance of academic misconduct:

- Have multiple smaller assignments than just a couple larger ones
- Create checkpoints for the major assignments, including outlines, rough drafts, and individual conferences
- Make multiple versions of a test
- Have students sit in every other seat during a test, if there is sufficient room
- Watch students carefully while they take a test; stare at those whose eyes start to wander
- Show students how to properly acknowledge collaborations and others' ideas
- Have students submit their papers electronically. Consider using phrase detection software like Google or Turnitin.com. The latter should be done through the lead instructor, who needs to set up

an account. Information for doing this can be found at <http://www.bu.edu/cet/class/plagiarism.html>.

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## **Roles of Graduate Teaching Fellows**

### **Teaching Duties**

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There are three basic types of teaching duties a Graduate Teaching Fellow may have: grading, teaching laboratory sections, or teaching discussion sections. You should speak with the supervising faculty member for more detailed descriptions of duties as class activities are discipline-, department-, and course-specific.

#### **Grading**

- Office hours and attendance at lectures are usually required
- Evaluate student performance on problem sets, quizzes, or essay exams
- Maintain accurate grade records

#### **Laboratory**

- Usually multiple sections per week, depending on duration of session
- Office hours and attendance at lectures are usually required
- Maintain accurate attendance and laboratory grade records
- Give an introduction to the concepts, materials used, and safety procedures
- Actively monitor student activities
- Give summary of the day's objectives
- Evaluate student performance on assignments such as homework, quizzes, tests, and papers

#### **Discussion**

- Usually multiple sections per week
- Office hours and attendance at lectures are usually required
- Maintain accurate attendance and discussion grade records
- Lead problem-solving sessions or discussions of primary literature, concepts, etc.
- Evaluate student performance on homework, discussion section quizzes, and lecture exams

In addition to your primary teaching assignment, your teaching duties may also include:

- Office Hours** • Number of office hours required will be determined by faculty supervisor, but is usually at least two hours per week
- Consistent and prompt attendance at your own office hours
  - Time and place convenient to most of your students
  - Give undivided attention to students during office hours
  - Help students arrive at the answers to their questions themselves instead of giving them the answers

- Proctoring**
- Number of proctor sessions required is determined by the faculty supervisor
  - Arrive at least 10 minutes early to lecture exams
  - Assist faculty member in distributing and collecting exams
  - Check BU IDs when students return completed exams, if the faculty supervisor sets this as a policy
  - Vigilantly watch students throughout exam for wandering eyes and use of inappropriate materials
  - Ensure students' course materials are put away during the exam
  - Inform faculty member immediately of suspicious or inappropriate exam behavior

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## **Roles of Graduate Teaching Fellows Behaviors of good teachers**

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(adapted from the American Association of Higher Education Bulletin, 1987)

### **Encourage high expectations**

- Set challenging goals for learning
- Make expectations clear both orally and in writing
- Set consequences for non-completion of work
- Encourage students to write and speak well
- Discuss progress of class
- Communicate importance of high academic standards

### **Encourage cooperation among students**

- Ask students to explain difficult concepts to each other
- Inquire into students' interests and backgrounds
- Encourage students to prepare together for class
- Allow students to evaluate each other's work
- Create study groups and project teams

### **Emphasize time on task**

- Expect students to complete assignments promptly
- Estimate and communicate the amount of time to be spent on tasks
- Encourage rehearsal of oral presentations
- Encourage steady work and sensible time management

### **Give prompt feedback**

- Provide sufficient opportunities for assessment
- Prepare classroom activities (e.g. active learning exercises) that give immediate feedback
- Return graded assignments within one week
- Give detailed evaluations of work starting early in the term
- Give a pre-test at the beginning of the course to assess students' background in the subject

### **Encourage student-instructor contact**

- Adopt a demeanor that communicates that you are approachable
- Welcome students to drop by office

### **Respect diverse talents and ways of learning**

- Encourage students to interject when they don't understand
- Discourage silliness, sarcasm, vulgar language, and verbal attacks aimed at you or students

- Use diverse teaching activities

### **Encourage active learning**

- Ask students to present work to the class
- Ask students to relate outside events to class material
- Give students real-life situations to analyze
- Use simulations and role-playing in class
- Encourage students to challenge course material

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## **Preparing to Teach**

### **Questions to ask the faculty supervisor**

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Your faculty supervisor coordinates the various components of the course and enforces the policies and schedule of the course syllabus. A staff member may assist in the management of the course by photocopying, managing grades, and managing personnel and students (makeup sessions, paper and assignment return, exam scheduling).

### **Questions to ask the faculty supervisor**

- What major objectives should be addressed in the section?
- How much freedom do I have in how the material is presented?
  - o Are there other section instructors with whom I must coordinate?
  - o Are section-specific handouts allowed?
- At what level should I teach?
  - o What are the expectations for use of mathematics, logic, vocabulary, grammar, etc.?
  - o How sophisticated an analysis of the material is expected?
  - o In how much detail should the students know the material?
- How much assistance will be provided in teaching this course?
  - o What teaching materials will be provided (e.g. syllabus, assignments, daily activities)?
  - o How often will all instructional staff meet to discuss the course?
- What are the grading criteria for each assignment?
- Am I responsible for designing and/or grading section tests? Lecture tests?
- Who prepares the laboratory materials?
- Are office hours required of me? How often? What about proctoring lecture exams?
- To whom should student issues be addressed?
- Is attendance mandatory? What happens if a student misses a section?
- Where can I obtain copies of the books required for the course?
- Who performs photocopying for a specific section? How much advance notice is required for photocopying?

- What is the procedure for students who miss a class meeting? Are there make-ups and, if so, how do students arrange to attend the make-up session?
- Where can I place papers to be returned to students?
- Is there a mechanism for recording grades electronically?
- Is there a website for this course? Who maintains it? What is the URL?
- What administrative deadlines must I be aware of?

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## Preparing to Teach

### What to prepare before the class starts

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#### Time before first class

#### What to Prepare

As early as possible

- Meet with faculty supervisor to discuss your duties and the objectives and content of the course
- Meet with staff and faculty supervisors to work out administrative details:
  - o Photocopying
  - o Record-keeping for grades and attendance
  - o Keys
  - o Website: for information see website <http://www.bu.edu/cet/technology/maintain.html>
  - o On-line grading: for information see website <http://www.bu.edu/cet/technology/maintain.html>
  - o Placing materials on reserve at library (go to reserve room desk and fill out form or see website <http://www.bu.edu/library/services/reserves.html>)
  - o Professor can use Faculty Link to produce class list and photos of students in each section of the class and to give you access to view the same as well as course grades for students in your sections; see <http://www.bu.edu/cet/technology/maintain.html>
  - o Download pre-formatted Excel grade sheets, multiple choice tests, etc. from website <http://office.microsoft.com/en-us/templates/CT063455541033.aspx>
- Design or obtain (from faculty supervisor) syllabus that addresses:
  - o Instructor contact information
  - o Course objectives
  - o Assignments
  - o Readings
  - o Tests
  - o Papers
  - o Exams
  - o Academic conduct policy

Several days before

- Review course policies:
  - o Lateness and absence
  - o Grade determination for course
  - o Academic honesty and policy for group work
  - o Student lab attire
- If you need a classroom outside of normal schedule, see your departmental

administrator

A couple days before

- Preview the classroom:
  - o Lab safety features:
    - ◆ Fire extinguisher
    - ◆ Safety shower and eye wash
    - ◆ Emergency phone
    - ◆ Emergency contact person
  - o Chalkboard and chalk
  - o Overhead projector
  - o To request audio-visual equipment:  
<http://www.bu.edu/media/classroom.html> or phone 3-3227
  - o Keys
  - o Seating arrangement

A day or so before

- Review safety procedures
- Obtain registration lists
- Scan material that you wish to put in digital form; scanners are available at the Academic Computing Services help desk, basement of 111 Cummington St.
- Check that your materials are ready:
  - o Handouts
  - o Demonstrations
  - o Props
  - o Audio/Visual Equipment
- Organize first class using an outline
- Practice the first 15 minutes of your presentation

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## Preparing to Teach

### Organizing the use of class time

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#### Before class begins

- Check that all materials are present
- Write an outline in the corner of the chalkboard that stays for the entire period
- Write on the chalkboard initial notes or figures
- Look over your notes one last time

#### Beginning of class

(first 10-15 minutes)

- Speak slowly, methodically, and purposefully (“presentation” speech should be much slower than “conversation” speech)
- Introduce yourself
  - o How do you want to be addressed
  - o Contact information
  - o Perhaps some personal information to “break the ice”
- Review the policies of the course
- Give overview (using blackboard outline) of day’s activities
- Give context to day’s activities by referring to content previously covered
- Give objectives of day’s activities
- Inform students of any safety procedures

#### During class

- Monitor student progress toward the objectives
- Ask students questions related to the objectives
- Relate current events or students’ experiences to the content
- Try to spread the discussion evenly among all students

**End of class**  
(last 10-15 minutes)

- Remind students of the objectives of the day's activities
- Review how these objectives were met
- Give preview of next week's activities to show students how today's activities will connect to the next class

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## Diversity of Learners

### Interacting with students who are not like you

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**Sensitivity to students of a**

- Speak slowly, clearly, and concisely  
Write difficult or new words on the board

**different ethnicity**

- Draw figures as much as possible
- Face the students when you speak
- Speak to all students equally, regardless of ethnicity
- Encourage students, especially those of a different ethnicity than yourself, to visit your office hours
- Avoid slang language
- Get anonymous feedback during the semester on your teaching

**Sensitivity to older students**

- Speak to all students equally, regardless of age
- If you use frequent email, make sure that students have ready access
- Allow for reasonable time extensions for emergencies
- Avoid slang language
- Older students are typically much more independent and mature compared to an 18-22 year old undergraduate; treat them as the adults that they are.
- Get anonymous feedback during the semester on your teaching

**Sensitivity to students with disabilities**

- Ask students to inform you privately of any issues that may hinder their ability to learn in your classroom (e.g. visual, auditory, ambulatory, learning or attention problems, pregnancy)
- Speak to all students equally, regardless of ability or disability
- Students who require special considerations during exams, note-taking services, sign-language translators, etc., must have an official letter from the Office of Disability Services (<http://www.bu.edu/disability>); this should be presented to the faculty supervisor of the course.

Visual

- Avoid excessive use of pastel colors; some students may be color-blind
- Write clearly and in an organized fashion on the board for those who may have visual problems

Auditory or language

- Speak slowly, clearly, and concisely for those who are hard of hearing, who may use a sign language interpreter, who have a note-taker, or who do not use English as their first language

Ambulatory

- Ensure that your classroom is accessible to students who use aids to get to class (e.g. wheelchairs, crutches, guide dogs)
  - Have students clear their bookbags from aisles and doorways
  - Make sure there is an appropriate place for that student to sit
  - Allow extra time for these students to arrive to class

Learning or attention

- Students with potential learning disabilities should go to the Office of Disability Services to be assessed. Measures to aid those students will be determined at that time. Instructors should obtain documentation from that office.

- Break up the class time into “digestible” segments (15-20 minutes), if possible; this helps keep the attention of the entire class, not just those with attention disorders

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**Instructional Techniques**  
**Using the chalkboard effectively**

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- Provide organization**
- Leave an outline of the day’s events on the left-hand side of the board during entire class
  - Use the board from left to right and top to bottom
  - At the start of class, simply put objectives to be addressed in class on the board; develop the text on the board throughout the class period

- Write legibly**
- Write in large letters
  - Write methodically
  - Print instead of using cursive writing
  - Stand at the back row of your classroom and assess the legibility and visibility of your handwriting

- Write only the necessary things**
- Write all new words on the board
  - Write major concepts or other organizing features like objectives on the board
  - Use drawings as much as possible
  - Avoid using too many colors of chalk – students usually don’t bring as many colors, and some students may be color blind

- Give students time to write**
- Do not erase until all students are ready to move on
  - Enjoy the silence while students write – this is your time to prepare for the next thought
  - Write throughout the class instead of putting everything on the board at the beginning of class
  - Talk while writing to pace your writing and talking, but say only what you are writing
  - Stand to the side so that students can see your writing while you write and talk

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## Instructional Techniques

### Effective questioning to elicit student responses

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#### Tips for asking effective questions

- Keep questions concise
- Allow for sufficient silent thinking time (at least 5 to 10 seconds)
- Allow students to work out more difficult questions in smaller groups before addressing the questions as a class
- Ask questions requiring higher order thinking (e.g. predict, debate, graph)
- Ask students why they have chosen a certain answer and not a different answer
- Ask students how they arrived at a certain answer to show their thought process
- Have students demonstrate the answer using models
- Call on all students, not just the most eager students

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## Instructional Techniques

### Getting students involved in the learning process

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#### Create a classroom community

- Have students work in groups to arrive at an answer
- Have students demonstrate to the class how they arrived at an answer

#### Apply course content

- Present global, thoughtful questions related to the class topic at the beginning of class that may be answered by the end of class
- Incorporate common literature into the course readings (e.g. newspapers, magazines, cartoons)
- Use case studies, problems, experiments or other activities to engage students in the material
- Change style of class every 15-25 minutes to maintain variety, keep interest

#### Challenge students appropriately

- Give assignments that are challenging, but not frustrating. Expect college students to work at least at Level II in Bloom's Taxonomy of Educational Objectives (Bloom, BS, ed (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook 1, the cognitive domain. New York: Longman).

**Level I:** Knowledge and Comprehension  
(e.g. describe, name, list)

**Level II:** Application and Analysis  
(e.g. organize, graph, explain, summarize)

**Level III:** Synthesis and Evaluation  
(e.g. judge, debate, invent, predict)

#### Allow students to reflect upon the material in class

- Take 10 minutes out of class for students to summarize the day's content
  - Minute paper (one minute to summarize major points)
  - Sentence summary (one sentence to summarize major points)
  - Class modeling/role playing (students act out or model major points)
  - Give a quiz at the end of class (helps with attendance, too)
  - Break class into groups of 2-5 to answer a challenging question

- Call on students randomly to answer questions – use dice, shuffled 3x5 cards with one name per card, etc.

**For more suggestions on how to engage students, see webpage**

<http://www.bu.edu/cet/class/engaging.html>

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## Evaluation of Students

### Tips on improving grading consistency and fairness

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Assigning grades is a time-consuming but necessary process that gives each student feedback on how much they have learned relative to the course objectives. Quizzes and assignments also provide motivation for the students to do the readings, study, and pay attention in class. In order to give maximum benefit to the students, you should write critiques to indicate errors or misunderstandings as well as a few words to lead the student toward the correct path to address the question properly. For multiple-choice questions, it is helpful to everyone if you write the correct answer next to the incorrect one. This also prevents students from erasing or crossing out the incorrect answer later, writing in the correct answer, and claiming that you erred in marking the question. (This will happen almost every semester if you do not guard against it.)

To your students, the most important issue regarding grading is fairness. Students should know exactly what they will be graded on (i.e., what is the instructor looking for?), and all students should be graded consistently using the same grading criteria. This can be particularly difficult in a course with many sections and/or many instructors. Therefore, you should work closely with your faculty supervisor and the other teaching fellows to clearly outline the grading criteria.

In addition to helping you to maintain fairness among sections, the establishment of grading criteria can save you time. You may spend less time addressing student grade issues if the criteria are clearly defined and fairly executed. Furthermore, you do not need to spend extra time deciding how to grade *each* assignment since all assignments will be judged according to the same criteria.

- Work with other TFs and the faculty supervisor to maintain consistency among sections and to work within the course objectives.
- For exams, ask the faculty instructor to provide a key, including specific points to look for in essay questions.
- Find out what the expected average is for an assignment or for the course. Attempt to stick to this average by criteria-based grading, rather than using a curve, which may be appropriate for the course as a whole but is not usually a good method within a given lab or discussion section. Assignments should be sufficiently challenging and grading should be sufficiently critical to maintain this average.
- Develop a grading rubric that guides your evaluation of each student's work. Suggestions can be found at <http://www.bu.edu/cet/class/tips.html#gradingrubric>.
- Consider the objective of this assignment. What skills should the students work on or acquire by doing this assignment?
- Consider what components you are looking for in the answers to this assignment. Write an answer key before grading.
- Consider the relative weight of the components in the answer
- Read through several students' papers before grading. Identify excellent, good, adequate and poor

- work in consultation with your faculty supervisor.
- Decide upon a point system for each answer or paper section before grading. How much credit will be given for each part of the answer?
- Work through all students' responses to one question or paper section at a time so that you can easily remember your grading criteria for that question or section.

### **Tips for grading efficiently**

#### **Use teachable moments to help students correct errors**

The grade, while a necessary component of assessment, is not as valuable to student learning as are your suggestions. Spend time commenting on the work, both positively and negatively, in addition to assigning the grade. However, avoid writing too many comments in the margins; these will probably be dismissed as "picky" or ignored in this case. To help a student to learn how to complete assignments better, write a note on or attached to the paper, or discuss your assessment verbally with the student. Include both what was good about the paper and what needs improvement. Provide students with suggestions for improvement.

#### **Save time by creating a common error key**

You may find that many students make the same errors. Instead of writing the same comment on every single paper, make yourself a numbered key, with each kind of error receiving a number. Then just write the appropriate number where the error was made. Give each student a copy of your error key when you hand back the assignment.

#### **Use only as many grade levels or fractions of points as you need**

In a 100 point class, half a point on an assignment is unlikely to make a difference in a student's letter grade. The grading scheme should reflect your ability to differentiate between two graded assignments or quizzes.

#### **Be aware of how much time you spend grading**

You should be spending on average 20 hours per week on all teaching-related activities. If you are consistently over that, the assignment load and the grading procedures need to be evaluated. Talk with your faculty supervisor as soon as your grading load appears to be excessive.

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### **Where to send students when they need help**

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#### *The Educational Resource Center*

1 University Rd. Suite 150, 3-7077

<http://www.bu.edu/erc/index.html>

A division of the Office of the Vice President and the Dean of Students, this center provides academic assistance to undergraduates. Helpful resources include a Writing Center, where Writing Fellows help students through all phases of the writing process, Peer Tutoring in many undergraduate courses, and ERC Workshops in topics such as time management, study skills, and test-taking.

#### *The Counseling and Wellness Center*

19 Deerfield St, 3-3540

A division of the Office of the Vice President and the Dean of Students, this center provides emotional and psychological assistance to students. Workshops are available on topics like stress management

and body image. A click to <http://www.bu.edu/counseling/> will lead to the main page where students can then read about the Mental Health Clinic or the Wellness Center. Both have self-help resources online.

*Mental Health Clinic of Student Health Services*

881 Comm. Ave., 3-3569

For problems with depression, anxiety or panic eating disorders, sexual assault, alcohol and drug problems, suicidal thoughts, attention deficit or hyperactivity, dysfunctional family problems, or sexually-related problems.

*Student Health Services*

881 Comm. Ave., 3-3575

To see a list of services provided and emergency contact numbers, go to

<http://www.bu.edu/shs/pages/services.html>.

*University Service Center*

881 Comm. Ave, 8-1818

<http://www.bu.edu/usc>

Provides assistance to students who have issues that extend beyond more than one office, for example between Financial Assistance and the University Registrar.

*Office of Disability Services*

19 Deerfield St., 3-3658

<http://www.bu.edu/disability/>

Provides documentation and coordinates assistance for students needing learning accommodations. For students with disabilities including limited vision, limited hearing, learning disabilities, physical disabilities, and psychiatric disabilities. Students need to obtain a form from the office before receiving accommodations.

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## **Teaching Resources for Teaching Fellows**

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Check out the teaching resources available at BU's Center for Excellence in Teaching, including workshops, online resources, and links to other teaching centers <http://www.bu.edu/cet>

McKeachie WJ (1999) *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston, MA: Houghton Mifflin Company.

Davis BG (1993) *Tools for Teaching*. San Francisco: Jossey-Bass Publishers.

Royce D (2001) *Teaching Tips for College and University Instructors*. Boston: Allyn and Bacon.

Rutgers Teaching Assistant Handbook:

[http://taproject.rutgers.edu/publications/tA\\_handbook.php3](http://taproject.rutgers.edu/publications/tA_handbook.php3)

University of California San Diego Teaching Assistant Handbook:

<http://ctd.ucsd.edu/resources/tahandbook.pdf>

University of Washington Teaching Assistant Handbook:

<http://depts.washington.edu/cidrweb/TAHandbook>

University of Texas Dallas Teaching Assistant Handbook:

<http://www.utdallas.edu/dept/ta/tahandbook2002.htm>