Graduate School of Arts & Sciences

New Teaching Fellow Orientation
August 29, 2019
Agenda

- What is a Teaching Fellow?
- University support for Teaching Fellows
- CTL Teaching Orientation
What is a Teaching Fellowship?

A Teaching Fellowship is three things:

• Financial aid to allow you to pursue your PhD
• Opportunity to develop your teaching skills
• Mentored professional development as a teacher from the course instructor
• Expectation of attending classes, leading (planning) discussion/lab sections, grading, and/office hours

• A Teaching Fellow is in contrast with a Teaching Assistant or Grader
You Receive:

Tuition Scholarship during your service as a TF
  • Merit-based award of financial aid, not taxable income

Service Fellowship Stipend:
  • Paid in weekly installments during semester
  • Stipend is general taxable income – rate ~ 14% (unless you are exempted under tax treaty)
  • No FICA deduction
  • Useful info at http://www.bu.edu/seo/students/taxes/

Health Insurance
  • Coverage in the University’s student health plan at Basic level Charge for year. Credit to your account for half will be entered ~7th week of each semester
Support for TFs

You are not alone!

- TF Teaching Support & Offices
- TF Teaching Policies & Offices
- Undergraduate Support & Offices
Teaching Fellow Teaching Support

- Department teaching orientation & faculty mentoring
- GRS teaching orientation
- Center for Teaching & Learning
- CAS Instructional Support
- Technology Support
  - Blackboard Learn
  - Classroom
University Teaching Policies

- Academic Conduct Codes and reporting guidelines
- Religious Observation Policy
- Add/Drop Deadlines
- Policy on Consensual Relationship with Students
- Title IX Policy & Reporting
- Family Educational Rights & Privacy Act
- Medical Excuses
- Final Exam Policy
- Students with Disabilities
Family Educational Rights and Privacy Act (FERPA)

- DO NOT disclose or discuss a student’s grades or performance in the class with anyone except:
  - Student
  - Course instructor and other TFs teaching that course
  - Department chair or a dean

- Grades or performance must NOT be disclosed to:
  - Other students in class
  - Parents or other family members
Policy on Consensual Relationships with Students

• BU’s policy is that no affiliate (faculty, staff, and/or graduate student) shall supervise (teaching, grading, research, housing, or activities) student with whom affiliate has consensual romantic or sexual relationship.

• Affiliates should avoid supervising any student with whom affiliate has had romantic or sexual relationship in past.

• Affiliates also should avoid entering into romantic or sexual relationship with any student over whom affiliate reasonably expects to exercise supervisory authority in future.
Undergraduate Student Support

*Always reach out to instructor first for guidance*

- Student’s college’s advising office: [CAS](#)
- [Educational Resource Center](#)
- [Students with disabilities](#)
- [Guidance on students in distress](#)
- [Inclusion & Community](#)
The CTL Team

Sarah Madsen Hardy, Interim Director
Kate Hamilton, Learning Experience Designer
Jean Otsuki, Associate Director
Brad Wheeler, Learning Experience Designer
Em Gamber, Administrative Coordinator
Mint Sayabovorn, Administrative Coordinator

Center for Teaching & Learning
GRS New TF Orientation
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Center for Teaching & Learning

Kate Hamilton, Ph.D.
She, her, hers

Sarah Madsen Hardy, Ph.D
She, her, hers

Jean Otsuki, Ph.D.
She, her, hers

www.bu.edu/ctl
Think-Pair-Share

Think (2 min): Reflect on the best teaching you’ve ever experienced. What made the instructor so effective?

Pair (5 min): With a partner at your table, share your answers and identify 3 qualities of effective instructors.

Share (3 min): We will discuss your responses as a large group.
Before the First Class

- Visit your classroom, lab, etc.
- Find out about your responsibilities as a TF
- Learn the common issues and concerns of students in the course
‘Harry Potter’ Personality Quiz: Which Hogwarts Professor Are You?

Considering Your Teaching Persona
Teaching Persona

- How will you convey authority?
- How will you convey approachability?
- How will your age, gender, race and/or ethnicity influence your persona?
- How will you dress?
- How will you convey enthusiasm for your course/discipline?
- How will your students refer to you?
Whatever you want your students to do regularly during the course, have them do on the first day.
Read “Make the Most of the First Day of Class” handout

Make the Most of the First Day of Class
https://www.cmu.edu/teaching/designteach/teach/firstday.html
(Loosely based on Lyons et al. 2003)

The first day of class always creates some nervousness, even for seasoned instructors. It helps to have a mental checklist of objectives to accomplish so that you and your students come away with the impression that the course is off to a good start.

The first class meeting should serve at least two basic purposes:
- To clarify all reasonable questions students might have relative to the course objectives, as well as your expectations for their performance in class. As students leave the first meeting, they should believe in your competence to teach the course, be able to predict the nature of your instruction, and know what you will require of them.
- To give you an understanding of who is taking your course and what their expectations are.

These two basic purposes expand into a set of eight concrete objectives, described below:
- Orchestrate positive first impressions
- Introduce yourself effectively
- Clarify learning objectives and expectations
- Help students learn about each other
- Set the tone for the course
- Collect baseline data on students' knowledge and motivation
- Whet students' appetite for course content
- Inform students of course requirements

1. Orchestrate positive first impressions
First impressions can be long-lasting, and they are usually based on a thin slice of behavior. Before you even start teaching, your students will have already made some decisions about you, so it is important to understand what those impressions are based on and how to manage them.

- Your attire. Research shows that clothing affects several kinds of judgments people make, including but not limited to, credibility, likability, dominance, kindness, and empathy (Raiscot, 1986; Morris et al., 1996). More formal attire communicates expertise and confidence, less formal attire communicates approachability. Usually, it is easier to relax a more formal impression into a more relaxed one than the other way around. These considerations are likely to be particularly relevant for young instructors who are concerned about establishing themselves as authoritative.
Exit Ticket

Write a question for the panel of returning TFs on an index card.
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Case Studies Activity (10 min)

Read Case Study 1 or 2. With your table, answer the questions below on your group handout:

- **What?** What happened? (We may not see the same things). What issues or challenges do you see in this situation?
- **So what?** How should instructors respond to these kind of situations? What responses are more and less effective in the moment?
- **Now what?** What steps could the instructor take to prevent this type of situation from developing in the future?
Case Studies, continued (10 min)

Now read Case Study 1 or 2. With your table, take a look at the previous group’s answers to the questions below. Identify points you agree with, make note of differences, and add new ideas.

- **What?** What happened? (We may not see the same things). What issues or challenges do you see in this situation?

- **So what?** How should instructors respond to these kind of situations?

What responses are more and less effective in the moment?

- **Now what?** What steps could the instructor take to prevent this type of situation from developing in the future?
What do I want my students to be able to do after leaving my course?

How will I know if my students have achieved the course/learning objectives?

How will I help my students achieve the course/learning objectives?

Eberly Center for Teaching Excellence, Carnegie Mellon University

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- Fall Teaching Workshops
  - Leading Engaging Class Discussions
  - Using Early Feedback to Inform Your Teaching
  - Facilitating Difficult Conversations

https://www.bu.edu/ctl/graduate-student-workshops/
Graduate Student Panelists

- Craig Einstein – Computer Science
- Kaitlyn Martin Fox - Religion
- Gana Ndiaye - Anthropology
- Shiyu Zhou - Physics