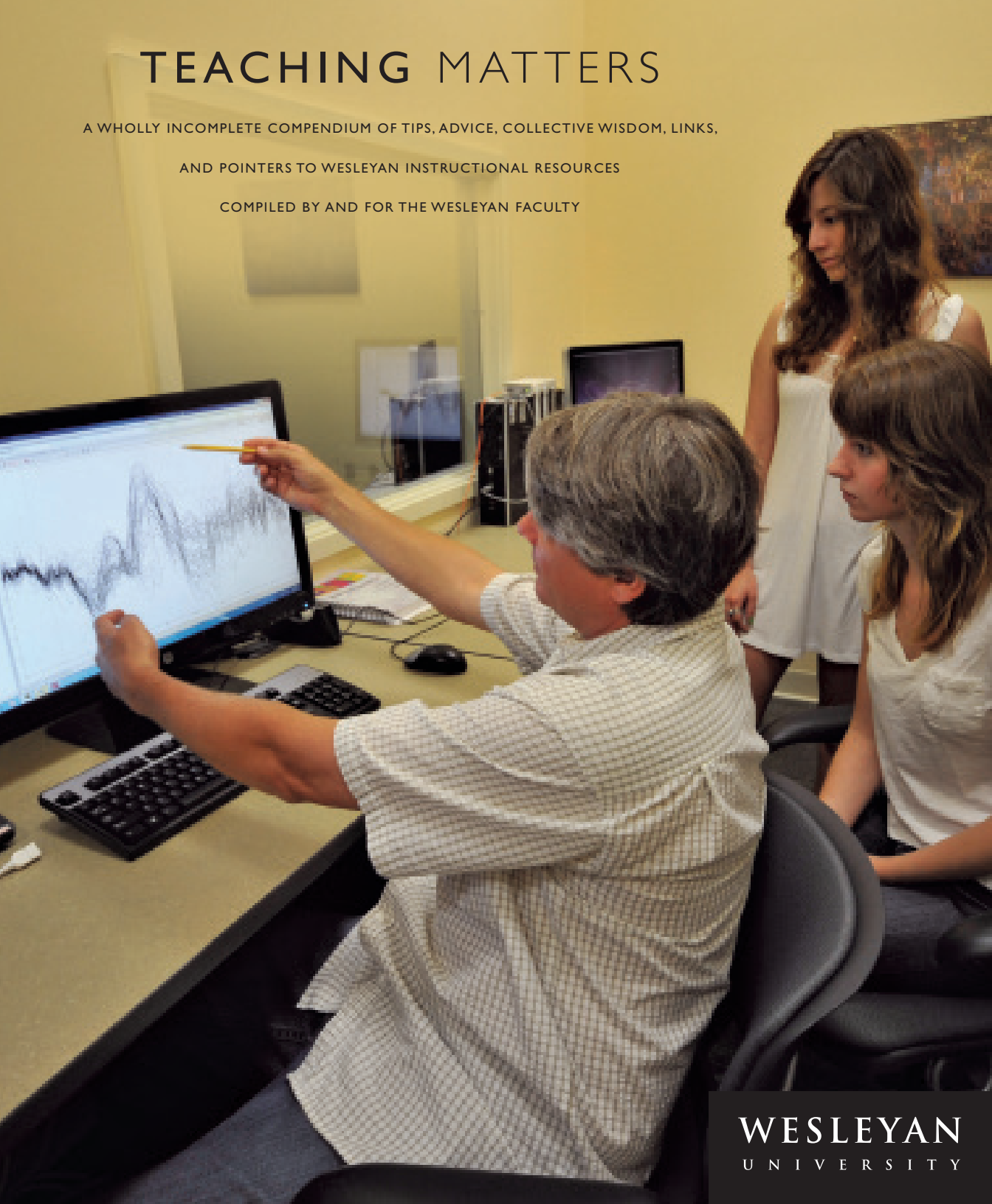


TEACHING MATTERS

A WHOLLY INCOMPLETE COMPENDIUM OF TIPS, ADVICE, COLLECTIVE WISDOM, LINKS,

AND POINTERS TO WESLEYAN INSTRUCTIONAL RESOURCES

COMPILED BY AND FOR THE WESLEYAN FACULTY



WESLEYAN
UNIVERSITY

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INTRODUCTION

Welcome to the ninth edition of *Teaching Matters*. We have assembled this document to collect in one place much of the information and some of the wisdom that is useful for teaching at Wesleyan. You can also find *Teaching Matters* online (wesleyan.edu/ofcd), where we've included many helpful links to further discussions of the topics we touch on here.

We hope you find this compendium clear and useful. If you have questions about teaching at Wesleyan that *Teaching Matters* doesn't answer or comments about subjects it should address, let us know. We'll try to answer your questions and will update our website and this document to take your responses into account. Send e-mail to Peter Gottschalk at pgottschalk@wesleyan.edu or to ofcd@wesleyan.edu. Enjoy!



1. TEACHING AT WESLEYAN

In preparing this volume, we consulted with experienced faculty from across the University to learn about their experience and about their understanding of what works in the Wesleyan classroom. On the fundamentals, their views are strikingly consistent. Teaching at Wesleyan, they repeatedly told us, is a stimulating and richly rewarding experience. Why? A number of our colleagues mention Wesleyan's commitment to the teacher-scholar model and the University's expectation that faculty will bring their interests in cutting edge research, scholarship, and artistic exploration to the classroom. But time and again our colleagues emphasize the qualities of Wesleyan students. "Most students are extraordinarily able, curious and eager to learn," Peter Rutland of Government notes. That makes them, he adds, rewarding and sometimes challenging to work with. "They will notice if you don't know what you are talking about."

Wesleyan students are in many respects similar to the young people enrolled at our peer institutions. They are intellectually talented, ambitious, and often well prepared for success in college. Median SAT scores and high school class rankings, for instance, as reported annually by the Office of Admission, place Wesleyan among the elite of liberal arts colleges and universities. Most students have benefited from strong high school educations and have excelled in the competitive race for college admission. Among the most recently admitted class of students, for example, 83% have taken math through calculus; 81% have completed biology, chemistry, and physics; and 80% have studied a foreign language through four years of instruction, or the equivalent. Most of our students grew up in metropolitan communities on the eastern seaboard or, to a lesser degree, the West Coast, the vast majority in upper or upper-middle income families. (Roughly 70% of student families report annual income of \$100,000 more.) By large margins, they identify as politically liberal.

The best thing about Wesleyan students that sets them apart from students at most other universities is their willingness to engage with issues brought up in the classroom outside of the classroom. I constantly hear students in the hallways discussing topics brought up in their classes—not just talking about whether the test is going to be easy or hard, but the actual content of the courses.

—JOYCE JACOBSEN, ECONOMICS

Still, local reality can be more complex than this broad picture first suggests. Students and faculty alike take pride in a tradition that says Wesleyan students are distinctive for their independence, intellectual curiosity, creativity, and activist spirit. Indeed, self-reporting on student surveys suggests that many were drawn to Wesleyan because of just that image. In addition, it can be helpful to keep in mind that on several measures our students and their backgrounds are quite diverse. In the most recent report of statistics from the Office of Admission, 13% of the students in the incoming class of 2019 are international students; 15% are first-generation college students; 16% speak English as a second language; 49% are students of color. Roughly 8% of current students come from families in the lowest income quintile.

In short, you are likely to meet students in your courses who come from a broad range of backgrounds. Their high school educations and their preparation for the life of a Northeastern liberal arts university can differ significantly.

Our colleagues mention other features of Wesleyan student culture that faculty do well to take into account. One, students have a lot going on in their lives. In addition to their classes and social lives, the jobs that many hold down, the anxieties about the future they may nurture, many students are engaged in the vibrant and highly energetic world of co-curricular activities. In other words, far more than was the case even in the not too distant past, our students can easily find themselves overextended, distracted, and sacrificing course work for other concerns.

Another quality of our students worth keeping in mind: they have high expectations. Students appreciate faculty who are intellectually engaging and stimulating, who have strong views of their material and a clear organization to their syllabi, and who are confident in their control of their subject matter and of their classrooms. As Ilesanmi Adeboye of Mathematics points out, "what might make you a hero [as a teacher] elsewhere is expected at Wesleyan."

It's important to remember that students' abilities and preparation vary widely, even for such an elite institution. There are things we take for granted that students will know, that they do not. I know that as an undergraduate I benefited enormously from professors who didn't take my knowledge of how to be a good college student for granted. Showing kids how to do research, how to draft a paper, how to write a bibliography: all that is important.

—SALLY BACHNER, ENGLISH

Wesleyan students are most often motivated by a desire to make a difference in the world, and so they come to class with a strong curiosity driven by a desire to understand how the world works. Grades and career tend to be far less important.

—PETER GOTTSCHALK, RELIGION

Doing well in their work matters to students, but it is just one of the many, many things that matters to most of them. Faculty need to understand that these endlessly distracted students respond best in the academic realm if they see their professors bring energy, discipline, enthusiasm, intellectual seriousness and commitment to their teaching, and have the resolve to demand the same of their students.

—KHACHIG TÖLÖLYAN,
COLLEGE OF LETTERS



2. PREPARING A COURSE

▣ DESIGNING A NEW COURSE

In selecting the scope and format of a new course, it is often helpful to think about how the course represents an intersection between the expertise and enthusiasms of the faculty member, the curricular needs of the department or program, the broader goals of Wesleyan's liberal arts curriculum, and the interests and skills of potential students. Here is a checklist of questions that may help you think about the place, purpose, and structure of the courses you propose:

- What is the ideal pedagogical outcome of the course for its students? What exactly will the course teach them?
- What scope do you want the course to have? What range of topics, problems, methods, theories, etc., will it treat?
- For what level of student is the course best suited? Will it target primarily nonmajors (i.e., students who may wish to gain some familiarity with your field, but who do not intend to specialize in the subject)? Will it provide an introduction to a major? Is it better suited to advanced majors? Or, in appropriate fields, to graduate students? Can the course be designed to teach some combination of these groups?
- Can the course play a role in helping nonmajors develop their general education?
- Will the course fill a gap in your department or program's curriculum? Will it address a topic that is important to your curriculum? Will it help provide access to a major or enable students to fulfill the requirements of a major?
- Will it fill a need in your department or program for courses of a certain type (e.g., first-year seminar, introductory course, large lecture, small seminar, etc.)?
- Should the course be cross-listed with another department or program?
- What course format best suits your purpose? Should the course be a lecture? a lecture-discussion? a seminar?
- Is the course best suited to meetings held once, twice, or three times per week?
- Over the term of the semester, how many days or weeks will you devote to each unit of the course?
- What balance do you wish to strike among faculty lecture or demonstration, student oral presentation, student-led discussion, laboratory or studio work, etc.?
- What assignments, exercises, or exams will best help you teach the students and evaluate their performance?

- Is there a logical progression of assignments, exercises, and exams? Are they distributed effectively across the semester? Have you allowed reasonable time for their completion and given them appropriate weight in the calculation of grades?
- What resources will you need to teach the course? (e.g., What type of classroom will you need? What a/v equipment? What reading, viewing, or listening materials will you order or make available? What web resources will you use?)

▣ PREPARING A SYLLABUS

The effort and care you put into crafting your syllabus will send a powerful message to your students. A casually prepared document is likely to invite casual effort from your students and may evoke their frustration and resentment. A carefully designed syllabus will demonstrate the commitment you bring to the course and is more likely to elicit your students' respect and dedication.

At the minimum, your syllabus should provide a coherent overview of the course and its schedule and a clear statement of assignments and administrative details. Ideally, it should include: a complete list of readings and of web resources; a day-by-day outline of the focus of each class meeting, including required and recommended readings (with specific chapter or page numbers); a statement of the number, nature, and frequency of graded assignments; a description of the weight of each assignment in determining the final course grade; and an explanation of the criteria that you will use to evaluate student work. We also recommend strongly that you include a paragraph explaining Wesleyan's policy on disabilities and your own policy about notifications of the need for accommodation. (See Students with Disabilities, Section 9, page 42.) Taking such a step will help you comply with the Americans with Disabilities Act and spare you last-minute student requests later in the semester.

As you consider these details, you should plan thoughtfully. Wesleyan students are eager to know that their courses have been designed with care, and they can be easily annoyed by reorganizations of a course midsemester or by substantially redefined assignments. Your course is most likely to go well if organizational kinks have been ironed out in advance.

In addition, for both pedagogical effectiveness and your own peace of mind, you'll want to organize your semester carefully. Keep in mind, for example, that students may be reasonably expected to invest roughly 10 hours per week in each of their four academic full-credit courses. While they often rise to high demands, on other occasions students may bridle or simply shut down if they feel unable to keep up with course work. Consider, too, the expected level of student preparation and ability for the course and whether your assignments are appropriately demanding.

Finally, as you sketch out your calendar, remember the need for early assessment, and keep in mind, too, that undergraduates often don't plan their own schedules carefully. You'll find that it pays off to balance assignments over the course of the semester. In introductory and midlevel courses, in particular, it's important for students to complete substantial graded assignments by midsemester so that you and they can assess their performance. But for all students, midterms and finals are crunch time, when they're likely to have major assignments and exams due in several courses. You'll get the best work from your students, and their highest levels of satisfaction, if you can structure your assignments to lessen the stress of these peak times.

Giving careful thought to such organizational details will help you design an effective course, and it will make it easier for your students to plan their own efforts and produce their best work. But the syllabus also provides an opportunity to communicate with your students about the important themes and aims of your course. In general, Wesleyan students appreciate

Search for the connections between the research you want to do and the courses you teach. Under the best conditions, the two will be sufficiently integrated that your research will benefit from the classroom and the courses will be infused with the excitement you feel for your ongoing research projects.

—MARC EISNER, GOVERNMENT

Preparation and performance pay off in terms of reputation. Students want to feel that you care about them, and one most generous way to prove that you care about their education is to invest heavily in preparing every class. If you work hard in teaching, that sets the tone for their response in terms of their work and investment in the course.

—JOE SIRY, ART AND ART HISTORY

a syllabus that conveys a map of the landscape of the coming semester, laid out in clear outline and rich detail. You may wish, for example, to include a statement of the course's scope, the topics to be studied, the themes or questions that will recur, and the intended educational outcomes of the course.

The most useful step in designing your syllabus will be to consult existing examples. Don't be reluctant to request sample syllabi from your department or program office, from your chair, or from colleagues. You may also want to talk with your library liaison, who can create a research guide for the students in your course. If you are concerned about using copyrighted material in your course, you should consult Wesleyan's Intellectual Property website (libguides.wesleyan.edu/copyright_ip).

▣ PUTTING YOUR SYLLABUS ONLINE

Students appreciate being able to view a course syllabus while planning their course registration. For this reason, it is strongly encouraged that you post your course syllabuses in the campus Syllabus Library at wesleyan.edu/academics/syllabus/. To do this, use the Syllabus Upload tool under Course Tools in your faculty WesPortal. In most cases, the original version of your syllabus—or an overview thereof—should suffice; if you make amendments after the semester starts, you do not need to post an update.

For students enrolled in your course, you may also wish to post your syllabus on the course Moodle. (See Moodle Course Management System, Section 3, page 12.)

▣ TEAM TEACHING

Scholarship in the 21st century is taking a decidedly interdisciplinary and multidisciplinary turn. The most advanced and exciting work in many academic areas is now frequently done at the intersection between two classic disciplines, or it involves simultaneous expertise in a number of disciplinary fields. Wesleyan has long supported such scholarship, with programs and certificates, as well as departments and majors. To encourage interdisciplinary teaching, the Office of Academic Affairs also supports team teaching.

In most instances, team teaching will involve bringing together two ways of looking at a topic, and integrating these perspectives. Other approaches to team teaching include, e.g., covering a broader geographic area, a more extended historical time period, or a broader cultural perspective. Team teaching may involve instructors from different departments or programs, or from within the same department or program. Dividing the semester between different teachers, so that one instructor covers the first half of the semester and another the second, is not in the spirit of the team-teaching policy. More integrated pedagogical approaches are desirable.

To propose a team-taught course, faculty members should approach their respective chairs for approval. A team-taught course must be approved by department or program chairs and by the relevant academic deans. In addition, the course enrollment must provide the same number of seats as two individual courses taught independently. This means small seminar courses cannot be team-taught for a full credit for each instructor.

For more guidance, see the "Policy of the Office of Academic Affairs on Team-Taught Courses," in the Faculty Handbook.

▣ WESMAPS: WESLEYAN'S ONLINE CURRICULUM

WesMaps (wesleyan.edu/wesmaps/) is the online representation of Wesleyan's curriculum. It includes a vast amount of information about the relationships among the courses being taught at Wesleyan, allowing students to navigate the curriculum by department, by program, and by Wesleyan-specific categories such as First-Year Seminars. Below you will find pointers for making sure that the information about your course is accurate, for listing the course according to Wesleyan-specific categories, and for creating links to other course-related materials that you might have placed elsewhere on the Wesleyan Web.

Wesleyan uses CourseLeaf, a curriculum management software, to collect, store, and schedule courses. Beginning in November, your department or program will solicit course information from you. Depending on the department/program

processes, you will either enter your course changes directly in the CourseLeaf Course Inventory Management (CIM) and CourseLeaf Section Scheduler (CLSS) systems, or your department/program administrative assistant will do so on your behalf. All faculty have access to the CourseLeaf systems through links in WesPortal. Curriculum for the following academic year is due to the Registrar's Office by the end of February. Guides for using the CourseLeaf systems are available in WesPortal, and individual training sessions can be arranged with the Registrar's Office.

▣ CREATING A NEW COURSE

New courses should be submitted through the CourseLeaf Course Inventory Management (CIM) system during the annual solicitation (November–February). There is a link to this system in WesPortal. New courses must be approved in a workflow process before they can be scheduled in the CourseLeaf Section Scheduler (CLSS). This workflow includes the department/program chair, the divisional dean, and the Registrar's Office. Once the course has been scheduled in CLSS and has gone through the appropriate workflow, it will appear in WesMaps.

While the curriculum is collected from November-February, the CIM system is available throughout the year for edits and additional new course proposals.

▣ COURSE- AND SECTION-LEVEL INFORMATION

The Course Inventory Management system (CIM) and the Section Scheduler (CLSS) are used by the Office of the Registrar to represent your course in the University Course Catalog and WesMaps (the online version of the catalog, described above).

Each system is used to collect specific information. CIM collects catalog-level information. This information will populate the University Course Catalog. The information in this system is identical for all offerings of a specific course, regardless of the semester or section.

CLSS collects section-level information. This information will populate WesMaps, and can either be identical or vary for each section of a course that is offered.

Please refer to the table below to understand which system to use:

Course Inventory Management (CIM)	Section Scheduler (CLSS)
Use this system for:	Use this system for:
Subject/Catalog number	Section Attributes (i.e., Permission of Instructor)
Course Title	Instructor(s)
Course Description	Room Request
Credit Value	Meeting Pattern
Grading Basis	Notes: Major Readings Examinations and Assignments Additional Requirements and/or Comments
Course Format (lecture, discussion, seminar, etc.)	Enrollment Capacity
Cross-listings	Bin Distributions
	Other Comments

Be aware that these systems serve as a means of drawing students' attention to your courses and also sets administrative policies (i.e., grading policy, credit value, etc.) The Section Scheduler (CLSS), allows you to shape the demographics of your class. You can set the enrollment limits and control access to your course by setting a preferred class distribution, reserving a certain proportion of seats for majors, non-majors, first-year students, sophomores, juniors, and seniors. Using these controls helps produce a class with the right mix of students. You may wish to consult with your colleagues about the effects such controls can have on your class enrollment. Your chair and dean will also very likely have an opinion about how to distribute seats between majors and non-majors, about the class meeting time, and about the enrollment limits that you wish to put in place. Once this information is submitted in CLSS, all of these elements are reviewed and approved by the department/program chair and divisional dean in a workflow process.

▣ GETTING A COURSE CROSS-LISTED

If you are interested in cross-listing a course, ask the chair of your department or program to contact the chair of the other department or program for approval. Once your chair has obtained that approval, your administrative assistant will submit a course change proposal in CIM. The same process should be followed when removing a cross-listing.

▣ MODIFYING A COURSE LISTING

Depending on your department/program processes, if the information about your course needs to be edited, you can either submit the proposed changes through the CourseLeaf systems, or send your changes to your department/program's administrative assistant, who will submit this information into CourseLeaf on your behalf. All changes will go through a workflow process. Once the workflow is complete, it will take an additional 24 hours for the changes to appear in WesMaps.

▣ CREATING A LINK FROM WESMAPS TO YOUR COURSE WEB RESOURCES

If you have course resources in Moodle, a Wesfiles course folder, or electronic reserves, an automatic link is created on the Wesmaps site pointing to these locations. If your course website resides elsewhere, such as on your own server, a blog or wiki, then you must submit that link in order to have it included in the Wesmaps entry. To submit the link, log in to your faculty WesPortal, and click on "Establish Link from WesMaps" under Course Tools, then follow the directions on-screen. The link will typically appear on WesMaps within 24 hours.

▣ GENERAL EDUCATION EXPECTATIONS

The faculty has divided the curriculum into three areas—the natural sciences and mathematics (NSM), the social and behavioral sciences (SBS), and the humanities and the arts (HA)—and established distribution expectations across these divisions that it asks students to fulfill. The phrasing is deliberate. Wesleyan does not have distribution requirements, but rather expects that students will gain a broad, liberal arts education. Students may graduate without fulfilling the Gen Ed expectations. Noncompliance with the expectations, however, will prevent a student from being elected to Phi Beta Kappa or from earning University Honors, and it may preclude Honors in some departments and programs.

You can learn more about the details of the Gen Ed expectations by consulting Wesleyan's Academic Regulations (catalog.wesleyan.edu/academic-regulations/general-education-expectations/). But broadly speaking, the Gen Ed expectations ask that by the time they graduate, students take three courses from each of the three divisions of the curriculum and that at least two of the courses in each division come from different departments.

As you plan and design your courses, therefore, you may want to consider whether the course will help students from outside your division fulfill their Gen Ed expectations. Your academic dean will review your course proposals and assign a general education designation when appropriate.

▣ PREPARING A FIRST-YEAR SEMINAR

First-Year Seminars are Wesleyan's primary means of introducing new students to the challenge and excitement of college-level study. FYS courses are small, topically focused seminars, limited to 15 first-year students. FYS courses may focus on a specific thinker or artist (e.g., Kafka), a particular subject matter (the Arab Spring, Baroque Rome), or a broad field of investigation (Animal Studies, Environmental History, Logic and Computation). All FYS courses, however, emphasize the importance of writing at the university level. Students in First-Year Seminars become familiar with the methods used to collect, interpret, analyze, and present evidence as part of a scholarly argument. Faculty teaching these classes also highlight the type of writing associated with their respective disciplines and help students develop, compose, organize, and revise their writing. All FYS courses have assignments totaling at least 20 pages and feature oral or written feedback on student writing. Many also employ peer-mentoring and writing tutors.

As you design a First-Year Seminar, you should keep in mind that FYS courses play an important role in acclimating the students to the experience of higher education. Courses that introduce students to focused, but broadly resonant issues and that encourage them to develop the skills of critical thinking, deliberation, and discussion are often especially successful. So, too, are assignments that emphasize the development through practice of key skills of analysis, interpretation, research, and writing.

Finally, keep in mind a principle that is often most difficult for college faculty to accept. In order to really focus on helping your students develop skill in writing, you will likely need to emphasize practice, process, and revision. To do this work well, you will probably need to cut back on the reading, or other work, you would otherwise assign.

Most students are not like we were when we were in college. Faculty tend to have been the "good" students. I remember how shocked I was in my first year of teaching the first time a student didn't turn in homework, or turned in an assignment late, because I never did either of those things. They also don't have the same knowledge base as we do, mainly because they are (mostly) younger than we are. Take students as they are and try to mold them gently to be more like you want them to be.

—JOYCE JACOBSEN, ECONOMICS

Reach for the highest level of intellectual stimulation possible in the classroom. In every class hour, ideally, students should have some incremental expansion of their thinking so that their perspective is enriched relative to when they walked in the room that day. Set the bar high and then be generous and supportive in helping students to get over the bar.

—JOE SIRY, ART AND ART HISTORY



3. INSTRUCTIONAL MATERIALS

▣ FACULTY PORTAL

Every faculty member has a faculty WesPortal. You can access yours through the Wesleyan homepage. The WesPortal contains information vital to the advising process, as well as a great many course related tools and links. These are found mainly in the “Course Tools” section of the faculty WesPortal:

- A Course Schedule page shows your teaching week at a glance, indicating the dates and times of the courses taught.
- The Course Management page provides you with access to information about your courses and several important tools for managing them.

It includes a link to Class Totals, which provides enrollment statistics for each of your courses, and a link to Class Enrollment, which gives you a list of students registered in each course, with their class years, e-mail addresses, majors, and other information. This page also provides a link to photos of your students and an e-mail tool that allows you to send a mass mailing to all the students in the class.

During the drop/add period you can use the Enrollment Request link to electronically add students to and drop students from your class list.

At the end of the semester, you will use the Grade Roster to electronically submit final grades for your students.

After final grades have been submitted, you can use the Change of Grade page to alter a student’s grade (e.g., to change an incomplete to a letter grade).

- Other important links under the Course Tools section of your WesPortal allow you to order books for your courses, to request a Moodle (see Moodle Course Management System later in this section), and to request one-on-one training in Web technology.

The faculty portal provides a variety of other tools:

- Under the Advising Tools section, you can find a list of your advisees, with information about their class year and registration status, and also links for sending out individual and mass e-mail messages. Using this page, you can also access your advisees’ WesPortals and view their class schedules, academic histories, and other reports.

- Under Faculty Tools, you’ll find portals for submitting grant requests, access to your teaching evaluation results, and other useful services.
- Under Faculty Governance, you can find the faculty handbook, the calendar of faculty meetings, faculty committee rosters and materials, and an archive of minutes and agendas of faculty meetings.
- Under Library Service, you can find access to the library catalog, as well as to your library account and to library services like interlibrary loan and the electronic reserve system.
- Under the Tools & Links section, you’ll find many useful links, including calendars, Webmail, WesFiles, and the campus directory. Under Elections, you’ll find online ballots for selecting your representatives to the various bodies in faculty governance.

To get the most out of your portal, you can enroll in a workshop or request one-on-one training. Call Anna van der Burg at x3298 or send an e-mail to WesPortal@wesleyan.edu. If you have ideas about improvements that can be made to the WesPortal, contact Anna at the same number or e-mail address.

▣ INTELLECTUAL PROPERTY AND FAIR USE

Wesleyan is committed to balancing two competing principles: providing access to information, so that students and faculty can do research and create new scholarship; and protecting the intellectual property rights of those who have published their work. Wesleyan’s website devoted to intellectual property can be found at libguides.wesleyan.edu/copyright_ip. This site, updated often, elucidates university policy; offers detailed instruction and guidelines for finding, identifying, creating, and using copyrighted materials in the classroom and outside the classroom; and provides links to key legal documents and suggested readings. If you have questions or concerns about the use of copyrighted material, get in touch with a member of the Intellectual Property Committee. Contact information can be found on the IP site: libguides.wesleyan.edu/copyright_ip/contact.

▣ PUTTING MATERIALS ON RESERVE

Library staff will place materials on reserve at your request. In order to allow the library staff sufficient time to process the Reserve Requests for students’ use by the first day of classes, requests should be submitted as early as possible before the start of classes. In addition to traditional print materials, the library offers an Electronic Reserves program. The library will make your materials available electronically. Students and faculty can access these online materials from on and off campus using their Wesleyan e-mail usernames and passwords.

Most students appreciate having reliable online access to course reserve materials, especially because paper copies of reserve materials can be hard to get in high-demand periods. Occasionally, it is a good idea to provide both electronic and hard-copy reserves. Conventional library reserve is especially useful for longer assignments or for assignments that require study of illustrations with text. When hard copies are used, ideally there should be one copy of each reading on reserve for every 15 students. It is also helpful to place copies of purchasable course books on library reserve. If a book, video, or CD you need to put on reserve is not available within the CTW Consortium (Connecticut College, Trinity College, and Wesleyan University), the library will attempt to get the materials for you.

Reserve requests can be submitted throughout the semester by using the library’s online catalog (wesleyan.edu/library) and selecting Reserve Forms & Info in the Requests section. Paper request forms are also available from the reserve desk and the reserve office. The library’s reserve policies and procedures are in accordance with copyright law. For questions regarding reserve issues, contact EunJoo Lee, head of access services, at x3454 or elee01@wesleyan.edu.

▣ ORDERING COURSE MATERIALS

Faculty are responsible for ordering books, videos and other materials for their courses. Orders are handled by Wesleyan RJ Julia Bookstore in Middletown (books@wesleyan.edu). Book and DVD orders are placed via the WesPortal. The number of copies ordered should be adequate for the projected enrollment, based on a course’s enrollment limit, or if unlimited, on its

expected class size based on data from previous offerings of the course. Websites such as Amazon (amazon.com) or Books-in-Print (booksinprint.com) are helpful for determining availability, cost, and ISBN data for books.

In general, it is advisable to order at least five copies more than the enrollment limit for a course, as a contingency for auditors, and for students who buy books without enrolling.

▣ BORROWING DVDS

The library's collection of DVDs and video recordings, housed in the Science Library, supports all subjects taught at Wesleyan. This collection, along with the media resources of the CTW Consortium (Connecticut College, Trinity College, and Wesleyan) may be searched via the CTW online catalog. If a recording is not held at Wesleyan or in CTW, you may either request it through Interlibrary Loan or send a purchase request. For more information and links to library catalogs and services, go to the library's website: wesleyan.edu/library/

▣ SOFTWARE

Academic Computing Services maintains a wide range of discipline-specific software for use in teaching and research. To review what software is available, visit a computing lab or classroom computer or talk to your academic computing manager (wesleyan.edu/its/services/teaching/acm.html) for assistance. ACMs are also available to discuss the possibility of acquiring new software.

▣ DATA

A complete list of data sources acquired through library subscriptions and as well as other frequently used data sources available for free can be found at <https://www.wesleyan.edu/libr/>. User guides on datasets specific to United States statistics can be found at libguides.wesleyan.edu/USstats and to data sets for International statistics can be found at libguides.wesleyan.edu/Worldstats.

You can request that the University acquire data sets by contacting Elizabeth Mainella, serials administrator/microforms at emainella@wesleyan.edu or at wesleyan.edu/libr/services/purchase.html, the library's purchase recommendation form.

For assistance on working with data sets (e.g., subsetting and other software manipulations), contact your academic computing manager. You can also get help with data analysis at the Quantitative Analysis Center (QAC) website at qac.wesleyan.edu.

▣ DIGITAL MEDIA AUTHORIZING

If you are interested in producing a website, a podcast series, or a video, contact your Academic computing manager for advice and assistance. Your ACM can coordinate a project meeting with the ITS New Media Lab.

The ITS New Media Lab (NML)(wesleyan.edu/its/services/video/production.html) provides development and production support for digital academic projects like scholarly websites, conferences, and video productions. Available services include graphics and website design; single- and multi-camera video shoots; podcast series development; video support for interviews, lectures, and tutorials; promotional videos; and more. The New Media Lab also manages the ITS Video Studio located on the first floor of the Exley Science Center. Production services are free for curricular support. For scholarly projects where grant funding is available, the NML can work with faculty to assess the scope of the work and provide quotes for requested services.

In addition, the Allbritton 019 Faculty Digital Lab is available specifically for faculty and staff use. The lab (wesleyan.edu/its/labs/allbfaclab.html) includes four high-end iMacs, one Windows 7 workstation, and a variety of devices for capturing and/or converting video and audio from both digital and analog sources, including a Nikon slide scanner. Documents explaining use of the equipment are available in the room. For further assistance, contact your academic computing manager.

▣ RECORDING LECTURES

Faculty may request to have their classroom lectures recorded and made available online for their students to review. The service has been found to be especially effective in large lecture classes where discussion or other active learning activities are less common, but some faculty find it useful to record lectures even for smaller class sizes. ITS supports Echo360, an automated, room-based recording system that can capture audio, video of the speaker (in selected classrooms only), and the content displayed through the room data projector. The recordings can be scheduled to start and stop at pre-determined times and then be posted automatically to the course Moodle.

In addition, you can use a personal capture application that can record lectures right at your office desk. Minimal editing of the recording is possible, and these lectures can also be uploaded to your Moodle or embedded in another website.

For assistance with classroom recording, contact your academic computing manager.

▣ MOODLE COURSE MANAGEMENT SYSTEM

If you plan to make use of the Web to communicate with your students, consider using Moodle, the campus course management system. You can post your syllabus, readings, and other related material in your Moodle. In addition to acting as a course document repository, Moodle supports a wide variety of activities and assignments, such as discussion forums, assignment submission, quizzing, surveys, and peer-assessments. In addition, you can use Moodle to maintain and calculate grades (and privately communicate them to students) and to communicate by e-mail with your students individually or collectively. To set up a Moodle for your course, go to your faculty WesPortal and use the "Moodle Course Request" link under Course Tools. More information about how to use Moodle can be found at <https://www.wesleyan.edu/its/services/teaching/tools/moodle.html>.

▣ FILE SHARING

In addition to Moodle, ITS provides a number of ways to share online materials with your classes or collaborators, including WesFiles, a web-based file-sharing system; Dragon, a Microsoft file server; and Google Drive. To learn more about these options, see the comparison chart at wesleyan.edu/its/services/storage/feature_grid.html or talk to your academic computing manager about the best practices for your needs.

▣ PERSONAL RESPONSE SYSTEMS (AKA CLICKERS)

Lecture courses often benefit from the addition of an active learning component like the use of clickers or another polling system that supports live (and optionally anonymous) responses. The basic practice is to pause the lecture and query the students on the material just covered. For example, you can ask the students to respond to a multiple choice question, view the aggregated results, then have a two-minute "convince your neighbor" break before repeating the vote. The activity stimulates student interaction, wakes everyone up, and turns students in lecture courses from passive vessels to active participants.

In order to be responsive to the affective as well as the cognitive needs of my students and their different learning styles, I vary my classroom activities to create an encouraging, risk-taking environment... To this end technology plays a major role in my teaching. All the additional materials—including audio and visual materials—that I use in class are either accessible on Moodle or on Wesleyan's Language Resource Center web page. This practice allows my students to review the materials anytime and anywhere as well as work at their own pace and on additional assignments. To promote and encourage my students' creativity and have them work "outside the box," I have them for example, perform skits, and create visual and audio stories online using iMovie, etc.

—IRIS BORK-GOLDFIELD,
GERMAN STUDIES

Response systems support a variety of goals: gauging your students' understanding of key concepts before moving on to another topic, running classroom surveys and experiments, managing in-class quizzes, and taking attendance.

You can add this sort of activity to a course with the Turningpoint personal response system, which uses a USB receiver on the podium computer. Students buy the corresponding clickers for \$50 at the Cardinal Technology Center. They may return the clickers at any point before graduation for a \$35 refund.

Another way to add polling to a course is by using the "ipal" activity module in Moodle. This system requires students to have an Internet-capable device (such as a laptop, tablet, or smartphone) during class and to be logged into the course Moodle.

To learn more about using a personal response system in your teaching, contact your academic computing manager. See also: wesleyan.edu/its/services/teaching/clickers.html.

▣ LINKEDIN LEARNING

LinkedIn Learning is an online educational platform that helps you discover and develop business, technology-related, and creative skills through expert-led course videos.

With more than 5,000 courses and personalized recommendations, you can discover, complete, and track courses related to your field and interests. You can also choose to add these courses and related skills to your LinkedIn profile once you've completed them.

LinkedIn Learning is available to the Wesleyan community via WesPortal.



4. CLASSROOMS

Wesleyan has more than 80 classrooms, ranging from small seminar rooms to large lecture halls to interactive computer classrooms with a computer for every student. Many of the rooms have multimedia capabilities. A complete list of all of the classrooms, with seating capacity, seating style, and descriptions of media equipment, is available through the Event Management System (EMS), which you can access through WesPortal.

▣ REQUESTING A CLASSROOM

Instructors may request classrooms through CourseLeaf CLSS using the Room Request option or adding a note to the Comments field. You can also select preferred classroom features via the Room Attributes menu.

Not all requests can be guaranteed. If a specific room is not available, a comparable room will be assigned.

Only regular class meetings can be assigned to classrooms this way. All other classroom requests must be submitted through the Room Request (EMS) link in WesPortal.

▣ TRAINING IN THE USE OF A MULTIMEDIA CLASSROOM

If you are scheduled to teach in a media-equipped classroom, you will be contacted by e-mail before the semester begins about opportunities for one-on-one training in the use of the available technology.

For advice on using multimedia classrooms, contact your academic computing manager, who can help you understand the technology and prepare course materials. If you run into an emergency, call the Classroom Support number, x4959. You can contact Classroom Support directly from the phone provided in the classroom.



5. TEACHING OUTSIDE THE CLASSROOM

▣ ADVISING STUDENTS

Academic advising of pre-majors is a natural extension of teaching. All tenure-track, tenured, and adjunct faculty in academic disciplines are expected to advise first-year and sophomore students, beginning with the faculty member's second year at Wesleyan. Faculty receive five or six first-year students each year for two years and advise both groups through to their major declaration. In the fourth year, if the faculty member is not on sabbatical, he or she will be assigned five or six more first-year students. In principle, in any year when a faculty member is not on sabbatical or leave, he or she will do pre-major advising.

Advisors for first-year students and pre-major transfer students are assigned by the Office of Academic Affairs in the summer before their arrival on campus. The Deans' Office handles subsequent assignments for students in their first two years. Departments and programs assign major advisors.

▣ OFFICE OF STUDY ABROAD

International study is an integral part of a Wesleyan education, and students are well-advised to begin thinking about, and preparing for, a semester or year abroad from their first semester on campus. Nearly half our undergraduates spend a semester or academic year abroad. Language and area studies carried out before this period enhance the intellectual and cultural opportunities available during students' time abroad.

Wesleyan faculty direct or oversee various programs abroad. The list of approved programs includes some 150 options for study abroad, in about 40 countries throughout Africa, the Americas, Asia, Eastern and Western Europe, the Middle East, and Oceania. Opportunities to study in any discipline are available; major advisors must sign off on students' academic plans before permission is granted to participate. Some programs are university-based, while others are thematic in nature. The Office of Study Abroad (OSA) works with students, faculty, and administrators to determine programs relevant to students' academic goals and to advise students on all aspects of the process, from program selection through application, billing and financial aid, participation, reentry, and credit transfer. OSA advising hours are MWF 10 a.m.–noon and TR 2–4 p.m. The office is located within the Fries Center for Global Studies, Fisk 201.

▣ STUDY ABROAD PROGRAMS

WESLEYAN-ADMINISTERED PROGRAMS (IN CONSORTIUM WITH PARTNER INSTITUTIONS)

- E.C.Co.: Bologna, Italy
- VWM: Madrid, Spain
- VWP: Paris, France

Resident directors are faculty from Wesleyan or the consortial institutions. Courses are taught in the local language, and students take courses at the local university with which the program affiliates. Faculty interested in directing a program should contact Emily Gorlewski, associate director, Office of Study Abroad (x3007, egorlewski@wesleyan.edu).

WESLEYAN-APPROVED PROGRAMS

The list of approved programs includes some 150 options for study abroad, in about 40 countries. Students apply directly to the programs and also must apply to the OIS for permission to study abroad.

PETITIONS

Students who want to participate in a program not on the approved list can petition by contacting Emily Gorlewski. They must present an academic reason for attending the program. If a petition is approved, the student will be treated as if s/he were attending an approved program.

In all cases, students pay Wesleyan tuition and program room, board, and fees. Credits and grades transfer to the Wesleyan transcript; grades appear on the Wesleyan transcript and are included in computing GPAs. Students who take a leave of absence to study abroad are not eligible for transfer of credits or grades.

For more information, see the Office of Study Abroad website at wesleyan.edu/cgs/studyabroad or contact Emily Gorlewski, associate director, Office of Study Abroad (x3007, egorlewski@wesleyan.edu).

▣ TUTORIALS, SENIOR ESSAYS, AND THESES

On occasion, students may ask a faculty member to direct a tutorial for an individual or a small group. You can find the regulations about the process at wesleyan.edu/registrar/information/tutorial_registration.html. Such teaching is a supplement to the curricula offered by departments and programs and does not count as part of your standard course load. If the proposed topic is of interest to you, a tutorial can be a very rewarding educational experience. It gives you the opportunity to consider a subject in-depth through direct, informal conversation. As with most courses, it is best to agree at the outset about basic expectations like the material to be covered, number of meetings, quantity and scope of written assignments, and the criteria you will use for the final grade. Tutorials should not be offered on topics that are covered by regularly scheduled classes.

Senior essays and senior Honors theses involve a special category of tutorial. A number of departments and programs require their senior majors to do a project that is more extensive than would be expected for a course. In addition, many seniors decide that they want to produce an essay or a thesis to get an award of Honors in their major. Both essays and theses are conducted as individual tutorials. Thesis tutorials take place over two semesters; essay tutorials may be one or two semesters long.

Many departments and programs have established policies that require students who plan to write theses to prepare a proposal in the spring term of their junior year. But even when a proposal is not required, most students will benefit by beginning work on a senior thesis during the summer between their junior and senior years. For example, they might compile a bibliography, do preliminary research, map out major sections of the project, etc. Keep in mind that even the best prepared students will often be challenged by the independent work demanded by a thesis, and many will find the experience intellectually and emotionally demanding. You're most likely to elicit successful work from your thesis or essay students, and most likely to spare yourself stress, if you maintain close and regular contact and if you demand that your students submit work to you early and often.

▣ FIELD TRIPS

Faculty may want to take their class off-campus for a variety of reasons. Unfortunately, our insurance carriers will not allow faculty or students to drive students in their personal cars on university business. Therefore, if you want to arrange an off-campus trip, you must arrange for group transportation using vans, buses, and/or trains. If you have questions about how to proceed, contact the administrative assistant in your department or program who may, if unanswered questions remain, contact the budget officer in the Office of Academic Affairs.

▣ RESEARCH INVOLVING HUMAN SUBJECTS

Faculty who do research, or supervise student research, that involves human subjects, need to have an Institutional Review Board (IRB) review for these research projects. The purpose of the review is to safeguard the well-being of the human subjects involved in the research through a focus on: informed consent, the assessment of risks and benefits, the process of selection of subjects, a review of the incentives for participation, and identification of special classes of subjects. Outside funding sources (NSF, NIH, etc.) will usually be explicit in stipulating an IRB review, but the federal government has given over to institutions of higher education the primary responsibility for putting in place routine IRB reviews for all research conducted under the University's auspices as well as promulgating the mechanisms for these reviews. The IRB is limited to the aspect of the research pertaining to the human subjects and not to the hypotheses or statistical methodology involved in the research. The process involves either a full committee review or an expedited review (as is often the case with student research and subsequent annual reviews of externally funded research). In some instances, student research may be submitted for review to a departmental research ethics committee. For information on the IRB and the review process, go to wesleyan.edu/acad/support/reviewboard.html or contact Lisa Sacks at lsacks@wesleyan.edu.



6. IN THE CLASSROOM

▣ TEACHING A SEMINAR

Three key ingredients go into any successful seminar: readings must be chosen carefully so they can sustain an engaged discussion; students must be encouraged to come to class prepared to discuss the readings; and the professor must find creative ways to provoke and sustain discussion.

The first element of the successful seminar, choosing the readings, takes place during the development of the syllabus. There must be enough material for each meeting of a seminar to support a good discussion and the readings must be interesting enough to engage the students. Often professors will assign new books or articles to their seminars, both to give their students a sense of the most recent work in the field and to give the professor a chance to read the new work carefully.

Once the readings have been chosen, a way needs to be found to make sure the students actually do the reading (and think about it) before they come to class. There are many different strategies to ensure that students engage with the reading before they come to the seminar meeting. Some professors require students to post potential questions for discussion on an electronic bulletin board or to bring such questions to class. Others assign response papers, which require that the students write one to two pages about the readings. Students may be assigned to lead a discussion or to give oral presentations on the readings. Some instructors assign grades to discussion papers; others collect them and provide feedback without assigning letter grades.

Wesleyan students want to get a sense that faculty are really listening to them and take what they're saying seriously. That can only be conveyed by really probing the students and getting beyond their base level of preparation to how they have synthesized the readings and integrated them into their own thought processes.... The task of a successful instructor is to shape discussions in ways that get the students to think about the material to achieve the goals of the class. Those goals have to be clear to the instructor from the outset. Faculty who have not thought seriously about those goals or how the readings and discussions work to fulfill them will find themselves scattered, and that's likely how their students will remember both the class and its instructor.

—ERIK GRIMMER-SOLEM, HISTORY

In several of my courses, I present students with what I like to call a “live” problem—live in the sense that it involves real questions that have been raised in the scholarship but not yet resolved.... I am always impressed by the time and care that the students invest into preparing for this kind of exercise, and they have often commented on how gratifying it is to realize that they can come up with their own original interpretations that will not be found in any book or article.

—PHIL WAGONER,
ART AND ART HISTORY

Leading a good discussion means keeping the conversation among students going and on topic, and ensuring that the students actually learn something from the discussion. There is no one strategy for leading a good discussion. Some instructors prepare for discussions by outlining a series of questions and doing extra background reading. Others choose to jot down a few points and let the students set the details of the agenda. It is crucial to know beforehand the main ideas the students should understand when they leave the classroom.

It is the instructor’s responsibility to set the tone and pace for the discussion, listen carefully to what students are saying, and find ways to connect student comments. Many students will talk around an idea, but a little careful prodding from the instructor can get them to express their thoughts more clearly. Listening carefully will also enable you to paraphrase the various points made in discussion. Students can have a hard time organizing their thoughts or seeing the bigger picture. Taking a moment several times during the seminar to summarize where the discussion stands will help them identify the most important ideas of the class. It can also be very useful to save the last five minutes of class to summarize the discussion, both to highlight the most important points of the class and to provide a bridge to the next class session.

No matter how prepared you are, however, there will be times when class discussion seems flat and students don’t seem engaged. Be prepared for those times by having some strategies ready for stimulating discussion. Examples of tried-and-true methods are:

1. Choose a small section of the text and have a student read it aloud, then ask the class to write, prepare, and develop a line-by-line (or point by point) analysis of what was just read.
2. Break the class up into small groups and have each group discuss a particular question or passage in the reading. Then have the groups report their discussion back to the rest of the class.
3. Ask students to read aloud their discussion papers or questions. This can be a useful device for getting perennially quiet students to speak.
4. Have the entire class brainstorm. Ask a complex question and choose a student to record answers on the blackboard. This exercise both enables the students to see that they have different thoughts and ideas about a topic, and gives you a better understanding of what the students are picking up as the most important points about an issue.
5. Require an in-class writing exercise. Pose a question or show a film clip and ask students to spend three to five minutes writing down their response before opening the discussion.

▣ TEACHING A MEDIUM-SIZED CLASS

The majority of courses at Wesleyan are “medium-sized,” that is, between 20 and 40 students. Because they are small enough to permit discussion and relatively frequent writing assignments or projects, but are not large enough to require a lecture-only, examination-only format, these courses present particular opportunities and difficulties. In general, the trick is to make the classroom one in which the students are actively involved without letting it become too much of a free-for-all and to assign and evaluate a sufficient amount of material without it overwhelming the teacher with work.

Most faculty find that it is not difficult to get Wesleyan students to participate in the classroom; indeed, many students expect this to happen. A medium-sized course in which students do not have the chance to participate is often viewed negatively. However, it is not easy to discover the best way to encourage discussion with such a large group. Indeed, there probably is no best way to do this; rather, each faculty member must find a way that suits his or her own style as well as the subject matter at hand. Here are a few examples of various discussion methods in medium-sized courses:

- ▣ **INTERRUPTED LECTURES.** Students are encouraged to intervene during the class lecture to ask questions or to disagree with the point the lecturer is making.
- ▣ **CLASS DISCUSSION.** Members of the class (including the teacher) talk to one another. The teacher is more a “primus inter pares” than a leader; the main job of the teacher in this approach is to guide and focus the discussion that occurs among the students.
- ▣ **CLASS PRESENTATIONS.** Student participation is achieved by asking each student, or a small group of students acting as a unit, to make a report or a number of reports to the class as a whole.

Of course, there are other approaches besides these three. More importantly, these are just models of various approaches; in actuality, a class may combine elements from some or all of them. However, it is incumbent on the faculty member to be clear as to exactly how he or she defines the role of discussion in the classroom. Each approach requires different means for stimulating discussion, and if the teacher is unclear about the approach he or she is using, the result is likely to be chaotic or unsatisfying.

One difficulty with having classroom participation in a medium-sized course is achieving a balance between student participation and the presentation of content. Discussion can often interrupt the development of a train of ideas, taking the students’ (and teacher’s!) minds away from the significant matter at hand. Also, too much discussion can often prevent the teacher from focusing on the main points of the material, or from presenting these points in an explicit, clear, and coherent way. Some devices that faculty use to cope with these difficulties are these: (1) as they emerge, write the significant points on the blackboard large enough for all to see; (2) devote the first five minutes of each class to summarizing where the course is in terms of its content, and indicate what the main topics for the present class period are; (3) take five minutes at the end of each class period to summarize the important points made during the discussion and presentation of material; (4) interrupt class discussion with mini-lectures (identified as such) in which the teacher presents important ideas, terms, concepts, historical background, etc.

Another problem that haunts all the approaches to stimulating discussion is what might be called “the iron law of the classroom.” This law states that in any classroom there will always be only a small number of students who wish to participate actively and who have the assertiveness to do so. As a consequence, within a short time, class discussion will come to consist of the same small number of active students dominating class discussion no matter how it is defined. The result is that the majority of students quickly come to feel cut off from the classroom experience and, as a result of this, stop coming to class well-prepared. These students will often complain on their teaching evaluations that they didn’t pay good money to come to a class in which they had to listen to the same students spouting off.

One of the jobs of the teacher, especially in a medium-sized class, is to remedy this situation. There are several ways to accomplish this. First, announce to the class that you are aware of this “iron law” and that you intend to see that it doesn’t happen in your classroom. Second, require that students raise their hands and be recognized before they can speak; this gives the teacher the power to control who is speaking. Third, learn the students’ names early on and call on those who don’t participate (this has the unintended benefit of encouraging students to prepare before class, since no one wants to be called on and have nothing to say). Calling on students can be done in an intimidating manner, but it needn’t be; by reading student faces and body language, and by knowing what sorts of things each student will feel comfortable speaking about, the teacher can be an enabler of participation. Many students will welcome being so enabled.

Another dimension to teaching medium-sized classes concerns written work. Educational research consistently shows that the more regularly and the more often written work is required in a course, the more successful the course will be, both in terms of actual learning, and in terms of student assessment of the course. Medium-sized classes are small enough to permit a significant amount of written work, but they are, of course, large enough that the teacher must guard against being overwhelmed. In light of this, some faculty assign a number of short papers throughout a semester. Since short papers can be graded relatively quickly, they have the added advantages of providing students with quick feedback on how they

Don't be afraid to challenge the students.... One simple method in a smaller class is to call on people, even if they haven't raised their hand. I know this can seem coercive, but I recommend that you do it from the beginning of the course, making it clear that you are not trying to embarrass anyone. Instead you are collectively creating a classroom atmosphere that encourages everyone to participate. Such interaction is one of the most valuable intellectual benefits we can give our students.

—ANDY SZEGEDY-MASZAK,
CLASSICAL STUDIES

Don't just lecture, engage your students in the process of building and evaluating arguments.

—GIL SKILMAN, ECONOMICS

are doing and providing the teacher with a sense of how students are performing in the course. If the teacher takes the short papers seriously (indicated by the seriousness with which they are read and commented on), students will be disabused of thinking that, since the paper is “only” two pages long, for instance, it is therefore a trivial assignment. Indeed, they will soon discover that writing a short paper is often more taxing than writing a longer one, since points have to be made clearly and economically. Another tactic to encourage written participation in the class is to require that students prepare short position papers that are to be read (at random) in the classroom itself, or that must be posted on Moodle for public comment before the class period. Also, short papers can be used in conjunction with longer ones (perhaps a longer final paper at the end) and/or with examinations. It is also very valuable to offer the students the opportunity to revise their papers after you have commented on them. A combination of types of assignments can often provide various entry points both for students as ways of mastering material and for teachers for evaluating the students' mastery.

Both in the conduct of the classroom itself, and in assigning and evaluating written work, the teacher must be clear both to him or herself, and to the students, about what he or she wants. This applies both to the manner in which discussion and writing are to be carried out and to the main points the teacher is trying to communicate to the students.

▣ TEACHING A LARGE CLASS

There are many effective styles of teaching large classes, which at Wesleyan are usually considered to be courses with 40 or more students. The following practices may help.

TEACHING AS ORGANIZATION

For large, especially introductory courses, keep the course organization simple and introduce intellectual or analytical complexity in the treatment of carefully selected and focused topics. In short, don't try to convey the full range of your subject's complexity and variety. By definition, an intro can't do everything and most likely can't address the problems and subtleties of greatest interest to you. Your course is most likely to be successful if you can give your students a robust analytic or disciplinary framework through which they can develop and refine their understanding.

Invest time in preparing the syllabus completely, listing all topics for every class, all readings (with relative importance indicated), all assignments and the weight each carries in determining the final grade, and all books and other class materials to be purchased. Try to make sure that assignments are spaced evenly through the semester. Stick to the syllabus as closely as possible throughout the term. Try not to surprise the students with changes of organization unless original organizational choices prove seriously flawed early on in the semester. Remind students of upcoming assignments orally in class. E-mail students as a group with significant changes in course organization or assignments. If working with teaching apprentices, assistants, or graders, be sure to come to a clear understanding of what is expected of each person during the semester.

TEACHING AS PREPARATION

For lectures in large courses, it helps to over prepare lectures, especially the first time or two the course is offered. Some faculty record practice lectures, play back, and critique the tape and record it again, listening to the final practice the morning of the lecture. Some find it is helpful to write an outline of the lecture, to have a clear sense of the main points, and then to feel free to wander from the outline as needed. It is sometimes helpful to prepare a one-page handout or PowerPoint slide for each class

that summarizes all topics to be treated in that class, so that the students know exactly where the class will be going as they take notes. These handouts can be useful for review before tests or other assignments.

If you're working with PowerPoint or Prezi or other presentation software, invest some care in making a clear and effective presentation, and post your files as soon as possible to Moodle. Students place great value on presentations that are designed to clearly convey the most important information and ideas. So, avoid slides that include too much material or presentations with too many slides, and look for ways to emphasize key points, important information, framing concepts, etc.

TEACHING AS PERFORMANCE

Try to get sufficient sleep the night before every lecture. For lecturing, a surprising amount of physical energy is needed if you are to project your voice audibly and enunciate clearly.

Present and develop ideas for the full class time, but do not run over the class period. Stop at intervals to raise questions with answers that can be inferred on the spot based on what has been previously presented in the same class. Try to have topical closure for each lecture.

Be in your office for your stated office hours (at least two hours per week) and give each student generous individual time if he or she requests it. Above all, make students sense your enthusiasm for the subject and for their learning.

▣ TEACHING A “FLIPPED” LECTURE

At Wesleyan, as at our peer institutions nationally, some faculty members teaching courses that traditionally took a lecture format have been experimenting with “flipped” lectures and “blended learning.” I.e., they've made use of video recording, peer-instruction, and a stress on student problem solving to create classroom environments that emphasize active learning. Especially in the natural sciences and math, initial results suggest significant improvements in student learning and retention.

To learn more about teaching a “flipped lecture,” you can look at “Turn to Your Neighbor” (blog.peerinstruction.net), a particularly informative blog on peer instruction hosted by Julie Schell, a pioneer in the development of the flipped classroom at Harvard, University of Texas, and other prominent universities. You can also consult with Wesleyan colleagues who have experimented with the flipped lecture, including, Peter Gottschalk in Religion, Ruth Johnson and Michael Weir in Biology, Sean McCann in English, and Ellen Nerenberg in Romance Languages and Literatures.

If you are interested in experimenting with a flipped lecture, contact your academic computing manager for advice and training in the software you will likely need to employ. Wesleyan supports a variety of recording and editing software—including Echo360, Camtasia, and Screenflow—that can be used to create the short videos you will probably need.

Keep in mind as well a few key points:

- **There will be work.** Preparing and administering your flipped lecture will demand a significant investment of time and energy. You're quite likely see a pay-off in student engagement and learning, but be aware that creating a flipped lecture will involve much more than just taping your lectures and putting them online.

The key to success in teaching, especially at Wesleyan, is to make the material your own. Develop a distinctive, personal point of view on every subject you teach—make the students believe that the only place they can hear the ideas you're presenting in this way is from you. A course entitled “Introduction to X” is much less interesting than one that could be called “What Professor Smith Thinks the Field of X is Really About.”

—RICHIE ADELSTEIN, ECONOMICS

Focus on the key ideas and questions you want the students to understand, and provide information or background only to the extent that it's useful to help them see what the issues are and to reason critically about them.... A great temptation of new teachers is to try to present a subject in its full complexity, which often ends up confusing the students about what are the essential ideas, and to feel overwhelmed.

—DON MOON, GOVERNMENT

In my view, all good teaching boils down to being genuinely interested in what your students have to say... My most successful courses, lesson plans, assignments, etc., are those that generate discussion I want to listen to and writing I want to read. What this tends to mean in practice is identifying particular steps in intellectual processes that have become second nature for me—preparing for class, reading for argument, engaging with literature, starting a paper, writing, conducting research—and then encouraging or requiring students to take those steps for themselves... More and more I understand my teaching as structuring a process of learning.

—STEPHANIE WEINER, ENGLISH

Repeat your main points in different ways so that quicker students aren't bored but slower students get ... [many chances to understand]. Use a variety of approaches (visual, musical, discussion, lecture, etc.) since people learn in different ways.

—ROB ROSENTHAL, SOCIOLOGY

▪ **Old assessments may not suffice.** When you change your method of instruction, you may well need to change your method of assessment as well. Among the issues you'll need to consider as you design your course is how well exams and assignments fit with the method of instruction you've used.

▪ **Students may not love it, at first.** Although students are likely to learn more from a flipped than from a traditional lecture, and although they are likely to be more energetic and engaged in a course emphasizing peer instruction, they may well not welcome the experience initially. The flipped lecture demands that students be active learners, an approach some may be reluctant to embrace.

▪ **Don't say it's new.** You can lower the risk of anxiety and dissatisfaction by *not* telling students you're experimenting with something new and by not using the buzz words (flip, blended, peer) that may ring their alarm bells. Students rarely appreciate the thought that they're being asked to test an unproven method of teaching. But they likely will rise to the occasion if your course methods and requirements are presented as a given.

▣ TEACHING A SERVICE-LEARNING COURSE

Service-learning courses integrate experiences outside the classroom with an academic curriculum taught within the classroom. Such courses seek to broaden student understanding of course content through activities which are, at the same time, of service to the community. Wesleyan has offered service-learning courses in such disciplines as archaeology, architecture, anthropology, astronomy, biology, chemistry, English, earth and environmental studies, history, psychology, and sociology. Faculty can apply for grants from the Service-Learning Center for the development of courses.

Faculty who have taught service-learning courses comment on how rewarding the experiences can be and note that such courses elicit high levels of student engagement and learning. But faculty also note that service learning inevitably creates logistical challenges—in designing the course, in conceiving and planning assignments, in coordinating with community institutions, in arranging for transportation, and in coaching students on the most effective ways to interact

with community members. Be sure to give yourself plenty of time to plan ahead.

The Service-Learning Center (Wesleyan.edu/slc) is available to provide advice and support. If you're considering teaching a service-learning course, you may also want to consider consulting with experienced colleagues such as Sally Bachner in English, Tim Ku in Earth and Environmental Sciences, and Anna Shusterman in Psychology. For more information on Service-Learning, contact the director of the Service-Learning Center, Peggy Carey Best, at pcbest@wesleyan.edu.

▣ TEACHING INTERNATIONAL STUDENTS

INTERNATIONAL STUDENTS IN THE CLASSROOM

Wesleyan's international students are a vibrant presence in our classrooms and a rich resource for cross-cultural perspectives. We asked some international students what we could do to make their academic lives more productive, and to integrate them more fully into Wesleyan academic life. These were a few of their suggestions:

ENHANCING CLASS PARTICIPATION

▪ Don't refer to U.S. experience as "we," which automatically makes international students "they," and discourages their participation. Use the third person (the U.S. Constitution says... the U.S. interpretation of the law of the sea has been...), implying that there are other ways to see the matter at hand, and this is just one of them.

▪ Don't use your own experience to generalize about another country. Don't criticize other cultures based on yours as the "norm." Leaving room for other perspectives encourages full participation and sets a standard for civil and productive classroom discussion.

▪ If you can't understand an international student's arguments, don't dismiss them as a problem of language or accent. Ask them to repeat, work with them to present the idea, or try summarizing what you think they're getting at and ask the student if you've got it.

International students can be a wonderful resource, but be careful to elicit contributions from them in the same way you would from any other student. Don't ask them to speak as representatives for an entire group. Make it clear that you're not making assumptions about their knowledge or experience because of their name, race, or presumed national origin.

IMPROVING PERFORMANCE

Keep in mind that for many of our students, English is their second, third, or even fourth language. While language issues are especially critical in the students' first year, they often persist throughout international students' careers at Wesleyan.

WRITING PAPERS

▪ For first-year international students, writing papers can be a daunting task. This may be their first time writing formal academic papers in English. For some, it could be the first time writing a formal academic paper in any language, especially if their high school education focused on the sciences.

▪ You may need to spend a bit more time with international students, especially at the beginning, to make sure they clearly understand what you expect. The Writing Workshop can help students organize an argument and fix grammar, but may not be able to help with discipline-specific structures.

▪ Whenever possible, ask to see a draft of a paper before it is due, to make sure the student has understood the assignment and is on the right track. This is helpful for all students, of course, but may be crucial for international students.

▪ A combination of help from the Writing Workshop, the writing mentor program, and professors' personal attention will allow students to pick up the necessary skills to write effective papers. Encourage students to take a course that focuses on developing skill in writing.

IN-CLASS ESSAYS AND EXAMS

Non-native speakers often have a hard time expressing their ideas in a limited amount of time under pressure (and this can be a long-term struggle, not just an early adjustment issue). They may quickly lose confidence, which compounds the difficulty. Especially in the first year or two, students may be translating their thoughts from their native language as they work on exam materials. This is obviously time-consuming. They will eventually think entirely in English, especially as the terminology of the subject is absorbed, but it will take time.

International students may ask for extra time on exams. Whether or not you grant this is up to you (it is not required by law as in the case of a documented disability). But if the point of the exam is to find out what the student knows or understands, extra time may very well be in order.

To discuss exam policy of other academic issues involving international students, you can always talk with the student's class dean, or contact Beth Hepford, Professor of the Practice in English as a Second Language, x3120, ehepford@wesleyan.edu.

▣ TEACHING WITH ARTIFACTS

Wesleyan has several noteworthy collections of artifacts that provide unique teaching resources. The Davison Art Center houses one of the finest university collections of European and American prints and photographs in the United States. The DAC collections number approximately 25,000 objects including works on paper as well as smaller holdings of paintings and sculpture.

The Archaeology and Anthropology Collections number over 30,000 objects from diverse cultures and time periods, including artifacts from Paleolithic, Mesolithic, and Classical sites, ethnographic collections from West Africa and Oceania, and a broad range of material culture from the Americas; there are also small comparative vertebrate anatomy and paleoanthropology teaching collections, which include casts of fossil and extant primate remains. The Mansfield Freeman Center for East Asian Studies houses paintings and calligraphy, ceramics and textiles, and other objects from Asian cultures. The Wesleyan Cinema Archives holds primary source materials related to the history of cinema and television. Collections include major figures such as Frank Capra, Elia Kazan, Ingrid Bergman, Clint Eastwood, and John Waters. The Archives specializes in paper material, photographs, and memorabilia, though some moving images are included in the collections. Researchers from all disciplines are welcome; holdings are relevant to a variety of subjects including film, television, economics, political science, art history and many others. Smaller artifact collections are also housed at Special Collections in Olin Library and in the Music Department.

Curatorial staff are happy to work with faculty and to host visiting classes. Always contact the staff in a timely fashion to consult on effective approaches to teaching with artifacts and to schedule class visits to collections. Typically the faculty member will visit the collection ahead of time to study the collection catalogues in order to select the objects they want to use and to discuss their needs with the curatorial staff. On the day of a visit, be sure to allow time for the staff person to deliver a short introduction and to explain proper handling procedures (such as not using pens to take notes).

Many Wesleyan students do internships and/or research within the various campus collections (such as organizing exhibitions and doing thesis research) or at various local museums and historical societies. Many members of the faculty also teach at these off-campus institutions. Closest is the Middlesex County Historical Society, on Main Street in Middletown, which houses artifacts and documents relating to Middlesex County history, including especially rich holdings of Civil War uniforms and paraphernalia.

For more information, consult the following websites:

wesleyan.edu/dac/
wesleyan.edu/library/
wesleyan.edu/mansfield/
wesleyan.edu/archprog/collections/
wesleyan.edu/cinema/

You can also get a “tour” of the musical instruments collection at the Virtual Instrument Museum, a learning object developed by ITS with faculty and students in the Music Department: <http://learningobjects.wesleyan.edu/vim/>.

▣ FIRST DAY OF CLASS

The first day of class is an important time for faculty and students and both may feel some anxiety as they meet new people and look forward to the challenges of a new semester. This first meeting can establish the tone for the rest of the semester. An introduction that clearly conveys your intentions and expectations for your course, shows your enthusiasm for the course’s content, and allows your students to feel part of a rich learning environment will start the semester on a positive note.

The first meeting should typically include a review of the syllabus, a discussion of grading and administrative issues, and an overview of the course content. Many students will be “shopping for classes” at this point in the semester. They will be eager to learn about the content and the requirements of your course. But they will also be assessing the kind of classroom you create. Be sure to pause several times for questions in your first class meeting. That will allow you to clarify important details of the course, but also to establish a tone that indicates student participation is important and welcome.

Students are also often curious about the interests that you bring to the course, and they can be inspired by learning about your investment in the subject matter. You may want to share with the students some background regarding your research and teaching interests and some comments about the connection between your scholarship and the course content.

Especially in smaller classes, the first class meeting also provides a good opportunity to introduce the students to each other as well as to yourself. In many cases they’ll be meeting for the first time and may feel nervous or awkward. Consider asking the students to introduce themselves individually with some explanation of their interests or motivations for taking the course. Such personal information may help you make connections between names and faces. You might also want to make use of icebreaker activities that will help put the students and yourself at ease (e.g., have students interview and introduce each other to the class; break students into small groups to discuss a large theme or question of the course and ask them to report back to the larger group; design an in-class exercise to foreground a problem or theme of the course, etc.).

▣ FIRST THREE WEEKS

It is important to keep in mind that the first few weeks in the semester are critical times of transition. The adjustment is mutual, as both faculty and students adapt to a new environment. During this time, students can start to get a sense for the overall direction of the course and faculty can start to identify the strengths and weaknesses of their students. Issues of attendance, class participation, motivation, and learning difficulties are among the things that can be identified during this time. It is better to address any concerns as early as possible, usually by discussing them directly with a student. It is also very helpful to seek advice from other faculty, particularly those in your department. The student’s class dean is also a good person to contact when needing guidance or additional information on a particular student.

▣ EXPECTATIONS FOR CLASSROOM CONDUCT

It is part of the Wesleyan ethos that students feel free to express their opinions in class. Sometimes, however, individual expression can become aggressive or confrontational, especially when the course material deals with controversial issues such as race, ethnicity, gender and sexuality, or religion. Under such circumstances, both students and faculty members can be made to feel very uneasy, and it is the faculty member’s responsibility to remind everyone in the class to maintain mutual respect. Some colleagues have drawn up a “contract” that all students must agree to at the beginning of the term and that commits them to open, civil discussion, even of difficult or painful topics. Nonetheless, disruptions can and do occur. Your first response to a disruptive student should usually be to request a private conversation where you can discuss appropriate behavior and seek to defuse the situation. In some situations, you may want to discuss matters of respect and civility before the whole class, so that everyone comes to be involved in solving the problem. If you find yourself dealing with especially difficult situations, don’t hesitate to consult with your colleagues. Talk to your chair or to senior colleagues who may have experienced similar challenges. For further advice, contact your academic dean or the Office of Faculty Career Development.

If all other approaches fail, you may need to make recourse to the Code of Non-Academic Conduct and the Student Judicial Board. For advice on this process, contact the Deans’ Office.

▣ TECHNOLOGY IN THE CLASSROOM

Unless you have a policy limiting use, you can expect many students to bring their electronic devices to class—smartphones, tablets, laptops. Depending on your preferences, that can be pretty disruptive. Many if not most students will use their devices only with the best of intentions, for note taking, searching relevant info, etc. But even the best of students will often find it difficult to ignore the distractions of Facebook or e-mail, and some students will be much less responsible. Students who are updating their timelines on Facebook, or playing online poker, or watching amusing YouTube videos can be a distraction to themselves and, worse, to others around them. In a small classroom setting, even entirely innocent laptop use can severely hamper communication.

Different faculty members have different preferences about student technology use in the classroom, and a variety of policies have been used. Some faculty ban electronic devices from their classroom altogether (making necessary accommodation as disabilities require). Some reserve a particular section of the classroom for students who wish to use devices, to limit

It is normal to feel nervous entering a classroom, especially the first meeting of a course. Your students will likely be strangers, falling silent as you enter the room. All eyes will be on you and first impressions are important. Take time to greet your students and introduce yourself. I always did something like this: Hi everyone. I am John Seamon. I am really happy to be here and happy to have all of you here with me. This will help put you at ease. Next, describe your course and why it excites you. This will help put them at ease. Always remember that your students want you to be successful.

—JOHN SEAMON, PSYCHOLOGY

distraction of other students. Other faculty members ask that students disable their network connections and only use devices for note taking. Finally, some faculty ask students themselves to deliberate and decide on a technology policy at the beginning of the semester.

Whatever your preference, the important thing is that you give careful consideration to what kinds of technology uses will be acceptable in your classroom and that you communicate this policy clearly in your syllabus. Students generally will comply willingly to faculty policy when it is clearly stated and reasonably explained.

▣ WRITING EXAMS

In preparing an exam, you should be aware of the many ways in which a well-written exam can be helpful to both faculty and students. Exams are educational tools that help faculty assess whether students are understanding the concepts presented in class, and how effective and successful faculty are at engaging the students with the course material. Exams also provide students with important feedback on their strengths and weaknesses. To be sure your exams are providing the best and most valuable means of assessment, and to lessen the risk of cheating, you should try to prepare new exams each time you teach a course.

As you prepare a test, consider the learning outcomes you wish to measure and the type of questions best suited to measure those outcomes. Because many students get nervous when taking a test, begin the exam with easier questions. More difficult questions are best placed towards the end of the exam. The length and time limits for the test are also important factors to consider. Creating a test that is too long to be completed by everyone in the class can be impractical for assessing learning outcomes. Content and visual clarity of material presented in the exam are also important. Ambiguous questions will affect the reliability of an exam as a means of evaluating student's performance. Since it is important for the student to know the scoring procedure, indicate the point value next to each item.

▣ WRITING ASSIGNMENTS

Written assignments also help assess whether students are learning what you expect them to learn and help reinforce what you are teaching in the course. In addition to their value as tools to assess learning outcomes, assignments should also help students develop their ability to express themselves clearly and concisely.

As you prepare assignments, consider the length of the assignment in relation to the level of the students in the class. More frequent, shorter assignments may be especially valuable for first-year and second-year students in introductory courses. Sometimes a short exercise in writing for general readers will help students clarify their thinking. In cases where students are engaged in a semester-long writing assignment, consider setting a series of deadlines for drafts. This will allow you to follow the process and progress of the paper's development and give the students a chance to structure the writing of an assignment in stages. Students appreciate feedback on in-progress work. Since students benefit from knowing how an assignment will be evaluated, it is important to discuss with them optimal methods for preparing assignments.

Sean McCann, director of academic writing, can show you sample assignments and sample papers. He can also provide a writing tutor who will work with students in your course. Contact him at x3596 or smccann@wesleyan.edu.



7. HONOR CODE

▣ TEACHING AND ACADEMIC DISHONESTY

Wesleyan has an honor code that all members of the community, both students and faculty, are expected to uphold (<https://www.wesleyan.edu/studentaffairs/facguide/honor.html>). Entering first-year students are introduced to the honor code through a mandatory online tutorial that must be completed prior to matriculation and as part of their orientation program. First-year students must sign a card stating that they have read and understood it before they begin their first semester. All students must reaffirm their honor code pledge prior to the beginning of each semester. Nevertheless, student awareness of and respect for the code vary greatly. In recent years, Wesleyan, like our peer institutions nationally, has seen an apparent rise in incidences of academic dishonesty, including examples of plagiarism and cheating on exams. Though the great majority of our students are motivated by intellectual curiosity, they care about grades as well, and some will be tempted to cut corners. In addition, students often feel themselves to be under great pressure and in moments of anxiety may make decisions they will later regret. Some large, regularly offered courses, because of their structure and size, can be particularly attractive to students who will try to get away with something. There are steps you can take to avoid this, and responses to cases of cheating that you are required to take when it does happen.

HOW TO MAKE IT HARDER TO CHEAT

- ▣ First and foremost, talk to your students about the Honor Code and emphasize your personal investment in the Code and Wesleyan's collective commitment to the values of academic honesty. Remind students that Wesleyan students are not cheaters and that they will experience shame and embarrassment if they are caught engaging in academic dishonesty. Publicly reasserting shared norms can help dissuade students who might otherwise waver and can remind students of their responsibility to avoid and counter academic dishonesty.
- ▣ Remind the students about the Honor Code often. For every exam and assignment, require students to sign the pledge that they have received no assistance contrary to your instructions or otherwise violated the Honor Code. ("Pledge: No aid, No violation.") Either ask students to write out the pledge themselves—an especially effective method—or print the pledge yourself on the assignments and exams and ask students to sign.
- ▣ If you want students to respect the code, make assignments fair, worthwhile, and stimulating. If you take the work seriously, they are more likely to as well.
- ▣ Create assignments that will limit the chances for dishonesty. With papers, for example, you can create staged assignments requiring, e.g. proposals, bibliographies, hypothetical thesis statements, drafts, etc., in advance of the final submission. With exams, it is wise to "checkerboard"—that is, to distribute multiple versions of the exam so that students can't easily crib from each other.
- ▣ Tailor assignments closely to the topics and materials of your particular course, so that generic submissions are impossible. Above all, in courses that are regularly offered, be certain to create new assignments and exams with each new semester. Recycling invites cheating.

- Be very clear in your instructions on all assignments, tests, etc., about the degree to which it is acceptable to collaborate (for example, to share notes or work together in a lab) and where the work submitted must be that of only one student. Telling students to acknowledge all the sources for their information, including class lectures, the notes of friends, etc., will save much grief.
- State clearly that students may not submit a paper from another course for your course without your express permission.
- Return assignments to students directly or require that they retrieve them personally. Don't leave papers outside your office in a box. If you're working with papers in hardcopy, you can ask students to supply a self-addressed stamped envelope if they want the last assignment of the semester returned to them.
- Ask students to submit papers electronically, e.g., through Moodle and make use of Turnitin (see below) to check papers for plagiarism against a national database.
- Understand that students study together and often share notes on classes that they have missed or where their own notes are unclear. You may find yourself reading answers to exam questions that echo a common set of notes, which may make you think you are dealing with a violation. Make it clear to students that you expect them to acknowledge reliance on the notes of others.

WHAT TO DO IF YOU DO SUSPECT SOMEONE OF CHEATING

If you suspect someone has cheated, *you may not apply any sanction on your own*. The Honor Code requires that when faculty members suspect academic dishonesty they make use of the procedures of the Honor Board. The Honor Board—a student judicial body advised by the vice president for student affairs—takes testimony from faculty and accused students, makes determinations of guilt or innocence, and metes out academic punishments according to an established scale of sanctions.

When you suspect dishonesty, the Honor Code requires that you make use of the Honor Board, just as the Code forbids students from engaging in or permitting academic dishonesty. But, in addition to being part of our collective commitment to the Honor Code, making use of the Honor Board is just good policy. It's not unusual for faculty members to lack the experience, full knowledge, and emotional distance to judge academic dishonesty fairly and effectively. For example, a student who you find cheating in your course may have been cheating in other courses as well—a pattern only likely to come to light through the procedures of the Honor Board. In addition, where individual faculty members typically encounter individual cases of academic dishonesty, the Honor Board has experience with patterns of behavior that makes it skilled at assessing evidence and testimony. When you believe you have discovered dishonesty, bringing cases to the Honor Board will take difficult and often painful matters of assessment and judgment out of your hands.

When you suspect academic dishonesty, therefore, the best procedure is to consult with Mike Whaley, vice president for student affairs (VPSA), who is an ex officio member of the Honor Board. He can help you decide if you should bring a formal case. Sometimes students do make honest and inadvertent mistakes.

If you decide to bring a case, the Honor Board will notify the student/s that they may be in violation and cite the relevant part of the code. Students have the right to confront their accusers, which means that you will be required to appear before the Board and explain what has happened. Students have the opportunity to explain themselves. All parties will face questioning by the Board. Expect to be asked if you were clear in your instructions, and to produce the assignment, the work of the student, and any supporting evidence.

Sanctions are assigned by the Honor Board; you will be asked what you think the punishment should be, but it is not up to you to decide. Penalties range from failing the assignment; rewriting the assignment for a maximum, lower grade; writing an essay on the Honor Code, failing the course; and, in the case of multiple violations, suspension or even dismissal.

INTERNET PLAGIARISM DETECTION SERVICES

Wesleyan has a campus-wide subscription to Turnitin.com, a plagiarism detection database. Go to <https://webapps.wesleyan.edu/moodle/me> for more information about this service. Turnitin is integrated with Moodle, which makes it easy to create assignments to be reviewed for plagiarism. You can set up your Moodle assignments so that all students will effectively submit their work directly for review by Turnitin—in general, a good policy—or you can act selectively to choose particular submissions for review. For advice on using Turnitin or to request that a particular sample of student work be evaluated, contact librarian Bonnie Solivan (bsolivan@wesleyan.edu, or x2812).



8. EVALUATION

▣ EVALUATING STUDENT PERFORMANCE

GRADING IN GENERAL

Grading students' work and assigning final grades can be a difficult and sometimes contentious undertaking. To minimize disputes, it is essential to spell out in detail what the required assignments are and how much each counts towards the final grade. Make sure that your policy for late work is understood, as well as the role that attendance and class participation will play in the final grade. (Note that there is no formal institutional policy on attendance.) You will inevitably have students miss exams due to illness or other reasons. Have a firm but fair policy for dealing with these incidents, such as insisting on validation from the Health Center. At the same time, leave room for emergency situations and feel free to consult with class deans if you are unsure how real an excuse is. Have a plan for dealing with change-of-grade requests. You may request a written explanation of why a second look is required. Or you may discourage frivolous requests by warning students that reassessment may lead to grades going down, as well as up.

GRADING PAPERS

In general, the more specific you are about what you want in a writing assignment, the better the results will be. For example, be specific about the length of the written work as well as the use of footnotes and references. Specifying word count rather than page count can help you avoid receiving papers in 8-point or 16-point fonts.

SOME TIPS FOR EVALUATING STUDENT WRITING

Grading papers is one of the most challenging and time-consuming tasks any faculty member faces. There is no one "right" way to evaluate student writing, but most faculty members develop a method of grading over time that best suits their style. Here are some tips from veteran graders:

First, spell out your expectations for every paper that you assign. Providing guidelines for what you want in a paper will help students understand what is expected of them and will better enable them to meet your standards. Be specific about what an "A" paper requires (a cogent and imaginative thesis, good use of evidence or examples, a clear writing style, etc.) Students appreciate

receiving a handout explaining to them the things that are most important to you in a paper. Also set clear criteria for how you would like students to cite references (see <https://libguides.wesleyan.edu/citing>), whether or not you will accept drafts of papers, what your late paper policy is, your policy on collaboration, and whether you want the paper formatted in a particular way.

As you grade, keep a broad perspective about the paper. Look for the big picture: Does the paper have an argument, what is the argument, and does the student build a good case to support the thesis? Most papers contain grammatical errors, questionable writing, and some unclear thinking. You can mark those in the margins as you go. In the final comment, however, stick to one or two issues that you see in the paper rather than trying to cover everything that could be improved. Remember that you want your comments to facilitate student learning. Write whatever you think will be most helpful to the student as he or she goes on to write the next paper. Some people can convey what they want to say to students in a few sentences. Others write a page. The key is that you want the comment to effectively communicate both why students received the grades they did and what they can do to improve. It can help to imagine your final comment as a way of continuing a dialogue with a student rather than as the end of a conversation.

New professors often worry about how to grade fairly and objectively, which can present a difficult challenge. It can be helpful to read all, or most, of your papers once before assigning grades to anyone of them in order to get a sense of the range of the papers in the class. Another strategy is to initially mark down a tentative grade for the paper in pencil. Then when you are done with all your papers, you can group together all the ones you marked as “B+” and compare them against each other.

Getting your grading done in a timely manner can be as challenging as assigning the grades. Grading is a time-consuming task, and it will often expand to take as much time as you are willing to give it. One tip is to limit the amount of time you will spend on any one paper. You can actually set a timer to keep yourself on track. Or set aside an hour or two a day when you will grade with an expectation for how many papers you plan to get done in that time frame. Students appreciate getting their papers back in a timely manner, so try not to hold on to them for too long.

CRITERIA FOR GRADING PAPERS

The following rubric for assigning grades may be useful in keeping the grades you assign consistent with the grades that your colleagues assign:

- A/A-: Excellent in all or nearly all respects. The interest of the reader is engaged by the ideas and presentation. Effective organization and writing. Paper marked by originality of ideas.
- B+: Clear argument, clear writing, good evidence, appropriate response to question.
- B/B-: Technically competent, with perhaps a lapse here and there. The thesis is clear, properly limited, and reasonable, and the proposal is generally good but not distinguished. Use of evidence is sufficient.
- C+/C: A competent piece of work, but not yet good. More or less adequately organized along obvious lines. Thesis may be unclear or overly simple. Development is often skimpy. Use of evidence may be inadequate. Monotony of sentence structure is apparent and errors may be sprinkled throughout.
- C-/D/D-: A piece of work that demonstrates some efforts on the author’s part but that is too marred by technical problems or flaws in thinking or development of ideas to be considered competent work.
- E/F: Failing grade. Essay may not respond to assignment. Essay may be far too short. Grammar and style may be careless.

GRADING ACROSS THE CURRICULUM

Grading performs a multitude of functions—assessment, reward, warning, incentive—and is applied in vastly different types of courses and disciplines. While Wesleyan does provide some loose guidance for correlating grades with student performance, there can be no single model that addresses all needs simultaneously, nor is there a University-mandated distribution of grades over the entire spectrum. The responsibility, therefore, rests with the individual faculty member to make clear what his or her expectations are. Some faculty members draw up precise percentages for the different components of the final grade (e.g., participation in discussion, problem sets, examinations, lab reports, papers, projects and presentations), while others use a more holistic approach.

No matter what you choose to do, it is useful to make your criteria as clear as possible at the beginning of a course and to provide students with feedback throughout the term. It is also crucial to maintain equity in assigning grades, so that students have confidence in the fairness of the process. Sometimes teachers make mistakes in calculating a grade, and students should be allowed to ask for reconsideration. In short, the less mystery there is around grading, the better it will be for all concerned.

ASSIGNING FINAL GRADES

Deadlines for final grades may be found in the Academic Calendar. The online grading system will close on the date that grades are due, so make sure you can get the grading done on time. Final grades must be submitted by the instructor through the grade roster in your faculty WesPortal. Note that if a course is taken in the credit/unsatisfactory grading mode, a written evaluation of each student’s work must be submitted at the time grades are posted.

If you need to alter a student’s final grade, you can do so by submitting the change of grade through the course management system in your faculty WesPortal.

An incomplete grade may be submitted on behalf of a student only if the student has requested it. For complete regulations governing incompletes please see the section “Incompletes/Completion of Work in Courses” in the Academic Regulations at <https://catalog.wesleyan.edu/academic-regulations/general-regulations/>.

Please be aware that incompletes must be accompanied by a provisional grade that will become the final grade if the student fails to submit all outstanding work no later than 30 days after the last day of exams.

REGISTRAR-SCHEDULED FINAL EXAMS

The Registrar’s office will solicit final exam information from departments prior to each mid-semester break. Departments must indicate which courses will require registrar-scheduled examinations using WesPortal. Only those marked as needing a registrar-scheduled exam will be assigned to a time and location. Final examination schedules are viewable at: https://www.wesleyan.edu/registrar/calendars/final_exam_schedule.html.

The academic regulations regarding scheduling final examinations is viewable online at: <https://catalog.wesleyan.edu/academic-regulations/general-regulations/>.

ASSESSING AND IMPROVING YOUR TEACHING

STUDENT EVALUATIONS OF TEACHING

For every course in which he or she is enrolled, each student evaluates both the course itself as well as its teaching through his or her WesPortal. You’ll receive pdf files of the evaluations after you’ve submitted your final grades for the semester.

Teaching evaluation forms, which students complete online through their portal, are confidential, and respondents’ identities are not shared with faculty. The forms ask students to rate their effort in the course; to report their expected grade in the course; to assess the course itself (both using a rating scale ranging from “1-Poor” to “9-Exceptional” and by writing open-ended comments); to evaluate the teaching in the course (both using a rating scale ranging from “1-Poor” to “9-Exceptional” and by writing open-ended comments); and to rate more specific aspects of the course and teaching (using a rating scale ranging from “1-Strongly Disagree” to “9-Strongly Agree”). Instructors also have the ability to create their own course-specific questions, the answers to which are provided to the instructor alone.

There’s a misperception that you will be punished in your student evaluations by being a hard grader. I’ve never found this to be the case if you take grading seriously and remain consistent. That means offering more than cursory comments on papers. Students have little respect for faculty perceived as easy or for courses that do not challenge them consistently, especially when that easy grading is the result of time pressure. The most respected and awarded teachers at Wesleyan are ones that are considered tough but fair graders. Don’t be afraid to use the full range of the grading scale, but be prepared to justify the grades you give.

—ERIK GRIMMER-SOLEM, HISTORY

In 2013, responding to concerns about how well the existing teaching evaluations worked, the faculty began testing a new form. The revised form requests quantifiable answers to concrete questions about specific aspects of the course and the teaching. It also introduces a mechanism that enables the instructor to create her or his own course-specific questions, the answers to which are provided to the instructor alone.

Once all the teaching evaluation forms are completed, you will receive a copy of the evaluations completed by students in your courses. Teaching evaluation data is maintained by the Office of Academic Affairs. These evaluations are used by:

- Chairs following your progress, and overseeing the teaching quality of the department as a whole
- Chairs, senior colleagues, and the Advisory Committee at the time of the second- and fifth-year reviews, as well as at reappointment, tenure, and promotion to full professor
- Chairs, deans, and the academic vice president for merit pay decisions

Those who use the teaching evaluation forms to assess the teaching of a faculty member pay attention to both the raw numbers and to the written paragraphs composed by the students. Thus, for example, for your tenure evaluation each member of the Advisory Committee will read the entire corpus of evaluation forms that you have amassed since your arrival.

Teaching evaluations are not the only means by which your teaching will be evaluated. Teaching is also assessed by means of letters solicited by the chair of your department from former students (sometimes nominated by you); by testimony from colleagues who have visited your classroom; by the achievements of your students (as measured by their success or failure in writing theses, for instance, or in performing various tasks); and by testimony from others who might have witnessed the performance of students in your classes in other venues, such as their own classrooms. Nevertheless, the teaching evaluations are the chief means by which teaching is evaluated at Wesleyan.

USING YOUR OWN QUESTIONNAIRES

You may decide that you want student feedback on a course before the end of the semester. One of Wesleyan's academic technologists can help you create and distribute formative evaluations with the easy-to-use survey tool in Moodle, a Google form, or with Qualtrics, a more complex and feature-rich survey tool. If you decide to move in this direction, think carefully about the best time to administer your questionnaire and what you want to learn from students. Remember to explain to your students the purpose of your questionnaire and discuss the process you will use to collect and review their feedback. Also be sure to tell students whether their comments will be anonymous (this will depend on how you set up the tool that you use). Finally, respond to your students' feedback by sharing the general themes that emerged from their responses and explaining your rationale for certain teaching strategies and course structures and specifically discussing what you will or will not change about the course before the end of the semester.

For other forms of mid-semester feedback, consult the Office for Faculty Career Development at wesleyan.edu/ofcd.

PEER EVALUATIONS

Your chair may ask a colleague to sit in on your classes for the purposes of mentoring and/or evaluation. Ask to be notified of the date of the visit. If you don't approve of the individual assigned, you should request an alternate. Keep in mind that this individual could be from inside or outside your department. You may choose to be evaluated by a peer, even if your chair does not suggest this option.

POLLING FORMER STUDENTS

Another useful evaluation tool that provides retrospective testimony, is to obtain comments from former students, either upperclassmen still at Wesleyan, or students who have graduated. If this is not routinely done in your department, you may request that your chair do this.

VIDEOTAPING

Perhaps the most useful feedback you can get on your teaching is to view your own classroom performance alongside an experienced teaching coach. The Office of Faculty Career Development (OFCD) can arrange to have a session of your course videotaped and will then set up a confidential meeting with a consultant from Harvard's Bok Center for Teaching and Learning. Together you will review the recording so that you can get a clear grasp on where your classroom approach is effective and what adjustments you might make. To date, more than 30 Wesleyan faculty members have taken advantage of this service, and the reports of satisfaction and positive results are high. If you are interested in this program, please contact Peter Gottschalk at pgottschalk@wesleyan.edu, ofcd@wesleyan.edu.



9. SUPPORT AND ENRICHMENT SERVICES

▣ SUPPORT FOR TEACHING

OFFICE FOR FACULTY CAREER DEVELOPMENT

As part of its mission to provide support to faculty in all aspects of their professional development, the Office for Faculty Career Development can offer help with teaching through a variety of programs and services, including individual consultation, referrals to expert teachers and advisers, videotaping, and access to reference materials. The office is located in Fisk Hall. The director of the Office is Peter Gottschalk, professor of religion. More information about the Office and its programs can be found at wesleyan.edu/ofcd.

COMPASS WORKSHOPS

The Compass workshops are monthly, one-hour sessions, held at lunchtime. They are organized collaboratively by the Center for Pedagogical Innovation, Academic Technology, and the University Library. The goal of these workshops is to bring faculty and staff together to learn about and discuss the kinds of innovative pedagogies and technological methods their colleagues at Wesleyan are using. Lunch is always served! You will receive announcements via e-mail, and you can also find the semester's schedule at <https://www.wesleyan.edu/cpi>. Suggestions for topics for future Compass workshops are always welcome.

SUPPORT FROM DEPARTMENTAL STAFF

Another source of support for your teaching might come from your department support staff. Each department is configured slightly differently, so it is best to talk with your departmental colleagues about the traditions and practices within your department.

INDIVIDUAL TUTORING FOR STRUGGLING STUDENTS

If you have students who could use one-on-one tutoring, the Deans' Office can provide assistance.

PEER TUTORING

Peer tutoring for course content is available through Laura Patey, associate dean for student academic resources, for students who are struggling in a course. Students can request a tutor online after consulting with their class dean. Faculty are

encouraged to submit names of students who would be good tutors to Dean Patey at lpatey@wesleyan.edu. For more information, see wesleyan.edu/studentaffairs/resources/peertutoring/index.html.

COURSE ASSISTANTS AND TEACHING APPRENTICES

Because most departments and programs at Wesleyan do not have graduate students, faculty members sometimes employ undergraduates to help with courses. There are two related but different programs, whose specifications are outlined below.

The Course Assistant Program offers faculty the opportunity to hire a student to assist with certain aspects of a course. Typically, a course assistant helps by preparing course materials, managing logistics of a course, working with technology, and in some circumstances, assisting with grading of objective exercises.

The Teaching Apprentice Program provides undergraduates the opportunity to work closely with a faculty mentor to understand the pedagogical issues related to a particular course and discipline, and to deepen the student's understanding of the subject matter. Successful apprenticeships provide students with a rigorous academic experience through a tutorial offered by the faculty mentor for the apprentice on topics related to the course subject and the teaching of the course. Students receive one course credit for successfully completing the apprenticeship and its related requirements.

Both programs require frequent, clear, and effective communication between the faculty member and the assistant or apprentice. Well before the term begins, the professor and the student(s) should discuss in detail what duties the assistant / apprentice will be expected to perform. The professor and assistants / apprentices should then have regular meetings to plan events such as review sessions and to assess the progress of the course. Neither course assistants nor teaching apprentices may independently teach a required component of a course. In addition, neither course assistants nor teaching apprentices may be given the responsibility for assigning grades.

To request a course assistant, you should approach your department chair. Each department has funding available in a dedicated account for course assistantships. The chair of your department is responsible for determining how course assistants will be used and distributed among courses offered by the department. Course assistants are paid on an hourly basis. Faculty are urged not to exceed four hours per week per student.

To make use of the Teaching Apprentice program, you should first seek out interested and able students with whom you are confident you can work well. You might approach students who have been successful in previous iterations of a course or by whose work in other contexts you've been impressed. Or you may want to invite students to apply to work with you as TAs and hold interviews. As you consider prospective TAs give careful consideration to the range of activities you'll be asking the students to undertake. (Conducting review sessions? Leading discussion sections? Holding conversation hours?) Do the students have the initiative and curiosity to manage these responsibilities? Keep in mind that successful TAs usually show not only academic ability but strong communication skills and high levels of maturity and independence.

When I came to Wesleyan I was a terrible teacher. Memorably, a student evaluation I received at the end of my first semester of teaching included the term "paper bag," as in "couldn't teach his way out of" It's not pleasant to get such evaluations, but neither should it be daunting. Rigorous organization, relentless hard work, and a friendly and cheerful demeanor can go a long way to make up for any lack of charisma. As I grew more comfortable with the subject matter in my courses I became more confident about my teaching, and a virtuous circle ensued.

—JIM MCGUIRE, GOVERNMENT

Listen to all the advice but follow your instincts. There are as many approaches to teaching as there are professors and you need to find what works for you. There is no single right way to do things. The most important thing, in my opinion, is to care about your students. The rest will take care of itself.

—BILL HERBST, ASTRONOMY

When you have found the right students to work with you as TAs, go to the “Courses” section of your Faculty WesPortal and click on Teaching Apprentice Program. For further explanation, see wesleyan.edu/acaf/teach_advise/courseassistants.html.

For questions on the CA program, please contact Lisa Sacks at lsacks@wesleyan.edu. For questions on the TA program, please contact Tracey Stanley at tstanley@wesleyan.edu.

GRADERS

Faculty who are teaching extremely large classes may request to hire a grader (who is not a Wesleyan undergraduate) to assist with the course. For information, contact Lisa Sacks at lsacks@wesleyan.edu.

WRITING AT WESLEYAN

WRITING PROGRAM

All Wesleyan faculty members are asked to share the responsibility for teaching writing, with support from the Writing Program. Sean McCann, director of academic writing, can talk with you about your students, your writing assignments, and the process of commenting on papers. You are encouraged to emphasize revision, or to offer a sequence of papers of the same sort so that students learn from the first assignment how to improve the next. If you like, Sean can visit your classes to discuss essay styles or writing issues. Please give him a copy of any writing guides you develop for your classes. Contact Sean McCann at x3596, smccann@wesleyan.edu.

WRITING WORKSHOP

▪ <https://www.wesleyan.edu/writing/writingworkshop/index.html>

▪ Main office: Downey House (rooms 103 and 104), corner of Court Street and High Street.

▪ Drop-in hours in the evening in Olin Library, Science Library, and the Shapiro Writing Center

Wesleyan’s Writing Workshop is open afternoons and evenings during the semester and is used by a wide range of students, including many who are writing honors theses. The workshop also assists students who speak English as a second language and students who have learning disabilities.

Students may call x2440 for an appointment or writingworks@wesleyan.edu.

If you would like the workshop to keep track of the work of a particular student, please let Anne Greene know: x3604 or agreene@wesleyan.edu.

The Writing Workshop is staffed by undergraduate tutors from a range of majors and by two of Wesleyan’s top-ranking graduates, the Ford Fellows. This staff can help students 1) before they begin to write, 2) when they need help with work-in-progress, or 3) when they are reviewing or revising completed work.

You may require a student to visit the Writing Workshop—to get help, for example, in revising a paper—or you might encourage everyone in the class to make a visit. Please emphasize to your students that all writers—even faculty members—show their work-in-progress to other readers. The workshop office hours will be sent to you each semester. They are also posted on the website.

WRITING TUTORS IN COURSES

You may ask to have a student writing tutor assigned to your course to help your students plan and edit their course papers. Contact Anne Greene, director of writing programs, at x3604, agreene@wesleyan.edu.

ENGLISH AS A SECOND LANGUAGE

Students who need tutoring in English as a Second Language should schedule regular visits at the Writing Workshop (x2440) or talk with Beth Hepford, the Writing Program’s expert on ESL instruction and foreign students’ writing concerns. Beth offers writing courses and tutorials designed for international and bilingual students. Contact Beth Hepford at x3120, ehepford@wesleyan.edu.

QUANTITATIVE ANALYSIS AT WESLEYAN

QUANTITATIVE ANALYSIS CENTER

The Quantitative Analysis Center (QAC) supports faculty and students whose teaching, learning and research require data analysis. The tutorial program provides drop-in hours every day except Saturday, and staff members are available to organize course specific workshops on statistical analysis and in the use of statistical analysis software. During the academic year tutors are available Monday–Friday afternoons and Sunday–Thursday evenings in Allbritton 108. See wesleyan.edu/qac for tutor and schedule information. In addition, every summer the QAC sponsors an apprenticeship program that provides funding for students to work on a faculty research project for a period of 10 weeks and attend daily classes/workshops on applied data analysis using SAS, SPSS, Stata, and R. An invitation to apply for the apprenticeship program is sent to the faculty every February. The center also provides an institutional framework for the development of multi-disciplinary data analysis courses; the center’s staff work closely with faculty interested in the development of such courses.

SCIENTIFIC COMPUTING AND INFORMATICS CENTER

The Scientific Computing and Informatics Center provides tutoring support for students whose coursework and research require the use of the high-performance computing cluster. During the semester tutors are available in room 105 in the Exley Science Center on a drop-in basis. For tutor and schedule information, visit wesleyan.edu/scic.

MATH WORKSHOP

The Math Workshop provides support for students who need assistance with math. The purpose of the Math Workshop is to enhance the mathematical and quantitative skills of interested students. The Math Workshop staff aims to bring strong students to a position of excellence, and to bring students whose backgrounds are weak to a position of strength. Registration in a mathematics course is not a prerequisite for using the facilities of the Math Workshop. Tutoring and group tutorials are available by appointment (x2205). The workshop facilities are available to the entire Wesleyan community on a drop-in basis.

The Math Workshop is located in room 133A (the main floor conference room in the Science Library) in the Exley Science Center. During the academic year, while classes are in session and during Reading Period, the workshop is open as follows: Monday through Thursday afternoons, 2:30–5 p.m., and Sunday through Thursday evenings, 7–10 p.m. For more information, consult wesleyan.edu/mathcs/math/math_workshop.html.

LANGUAGE RESOURCES AND TECHNOLOGY

The mission of Language Resources and Technology is to support, promote and facilitate the study of languages and cultures. The LRT staff works primarily with faculty from the languages and Classical Studies departments, but also collaborates with ITS and other departments and offices related to the study of languages.

The facility, located in Fisk Hall 207, includes a main computer laboratory with Macintosh and PCs, which can be used by all students. With its open layout, this computer lab is well suited for in-class, technology-based activities or hands-on training sessions. In addition, the LRT also includes an experimental teaching space designed to facilitate the implementation of innovative teaching methods. This room includes wireless iPad projection, large HD displays for students to use with their laptops, and modular furniture to allow for a wide range of activities.

The LRT is also home to an extensive collection of videos, DVDs, and language learning software available for use in the LRT. Additional materials, such as audio components accompanying language manuals or movies to be watched as part of a class, are available online and can be accessed with a password from any networked computer on campus. The LRT also organizes screenings for class related movies in the Fisk classrooms.

Through regular presentations, meetings, and individual tutorials, the LRT staff presents and discusses with faculty current technologies and trends in language teaching and explores ways of incorporating them into their own curriculum. In coordination with ITS, the LRT staff provides training for using the equipment available in the multimedia classrooms in Fisk Hall.

The LRT staff can also help in the development of multimedia course materials. The facility includes a development studio where faculty and students can digitize audio and video clips, as well as visual and textual materials. Upon request, the LRT staff can also conduct hands-on workshops for classes (for example: iMovie, Mahara Electronic Portfolio System, Kalliope, using video cameras, subtitling movies). In addition, students employed by the LRT are trained in a variety of technologies so that they can provide assistance to Wesleyan students needing help with their multimedia projects. For more information about the LRT, such as a complete list of services and language resources available, consult wesleyan.edu/lrc or call x3393.

To set up a training session, or for any other question, contact Emmanuel Paris-Bouvret, director of Language Resources and Technology, eparis@wesleyan.edu, x2560.

▣ FACULTY FUNDING

INTERNAL FUNDING

Wesleyan provides a wide range of funding opportunities in support of scholarship and of pedagogical innovation. Our local acronym for internal funding is GISOS, or Grants in Support of Scholarship.

GENERAL

This grant is available to all faculty and librarians in amounts up to \$750 and can be used to support research projects pedagogical innovation, to cover dues to scholarly associations, to defray costs of attending professional conferences (including conferences at which the applicant is not a presenter, respondent, or organizer), and for other expenses incurred in scholarly activity.

PROJECT GRANTS

Project grants are available on a competitive basis to faculty in amounts up to \$5,000. Preference is given to projects nearing completion or to new projects that lay the groundwork for proposals to attract outside funding. Applications must provide a full explanation of the project and its funding history and include a detailed budget. Department chairs must approve all project grant applications.

STUDENT-FACULTY RESEARCH INTERNSHIPS

Student-faculty research internships are awarded to faculty members for research projects in which students will participate in conducting research. Student interns supported by this grant will assist the faculty member's research by, e.g., collecting data, developing analyses, etc., under faculty supervision. Student work should not be clerical but should serve as an apprenticeship in the research and methods of the faculty member's project and discipline. The internship must involve a minimum of 100 hours total student work, with no more than 10 hrs/week during the regular academic term and no more than 40 hours/week during the summer. Students will be paid on an hourly basis for actual hours worked. Applications must include a full description of the research project and a funding history, a description of the internship and the student work to be performed, and the name of the student intern proposed.

MEETINGS

Faculty members and professional librarians may apply for meeting grants to defray costs (including travel, registration, lodging, and other expenses) that arise in attending professional conferences at which applicants give papers, serve as respondents, or organize sessions. Funding will be provided for attending no more than two conferences. Applications are approved on a rolling basis until the pool of available funds is exhausted.

TEACHING AND PEDAGOGY (ROSENBAUM/ANDERSON) GRANTS

The Rosenbaum/Anderson Endowment supports projects designed to enhance student learning, especially in the pre-major curriculum. Funds are awarded on a competitive basis. Possible uses include: workshops in a particular discipline, the introduction of new pedagogical methods, mastery of new technology, design and construction of new course materials or new formats for presenting course materials, acquisition of new teaching materials, and study in a new field or discipline in preparation for the introduction of a new course.

For more information on internal grants, see wesleyan.edu/acad/support/index.html

EXTERNAL FUNDING

For projects that do not fit Wesleyan's internal funding guidelines, or for (research) projects that require substantially more money than is available through Wesleyan's internal funding sources, please contact Wesleyan's Office of Corporate, Foundation, and Government Grants) wesleyan.edu/grants. Carol Scully, the director of FCR, will be happy to provide you with guidance, from selection of the appropriate funding agency through the finishing stages of your proposal.

▣ STUDENT SERVICES AND SUPPORT

The University has a wide range of support structures to help students. This section is intended to familiarize you with these services so that you may make the right referrals if a student comes looking to you for help.

STUDENT AFFAIRS/DEANS' OFFICE

The class deans are an excellent resource for faculty in supporting student academic and personal development. They are familiar with the various programs and services that students may need in order to succeed at Wesleyan. The deans very much appreciate hearing about students who are struggling for whatever reason. If you have concerns about a student, the first step is usually to contact the student's class dean:

Class of 2019, 2023, 2027—Jennifer Wood	x2758 or jpwood@wesleyan.edu
Class of 2020, 2024, 2028—David Phillips	x2765 or dphillips@wesleyan.edu
Class of 2021, 2025, 2029—Tanesha Leathers	x2758 or tleathers@wesleyan.edu
Class of 2022, 2026, 2030—Renée Johnson-Thornton	x2765 or rjohnson01@wesleyan.edu

If you encounter a student who is having problems in your course (not attending class, doing poor work, not doing the work), you should fill out an Unsatisfactory Progress Report (UPR). These reports inform the student and his or her dean that the student is struggling in your course and that you are concerned. Filing a UPR does not get a student into trouble, but rather helps you and the class dean get the student back on track. UPRs can be filled out directly through your WesPortal.

Students who are having psychological or social problems may come to their professors for advice. If a student comes to you for help, you can refer them to the appropriate class dean or to Counseling and Psychological Services at x3144 or x2910, if appropriate.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Chances are quite good that at some point during your time at Wesleyan you'll encounter a student who is struggling with issues of psychological health and well-being. Both nationally and at Wesleyan, more students than ever are entering college with significant psychiatric issues. Many have histories of mental health treatment. Many have taken or are currently taking psychoactive medication. In recent years, up to a quarter of the undergraduate student body has sought counseling while at Wesleyan. On average, those students attended four counseling sessions each.

In short, students who contend with issues of mental health are not in any way unusual. Indeed, they are an ordinary feature of college life at Wesleyan, as at our peer institutions. Sooner or later, you are likely to see a student whose psychological health begins to affect his or her classroom performance or whose well being is suffering. As a faculty member, you may be among the first to see the signs that a student's behavior has changed. When you do, taking the right steps can be crucial.

Counseling and Psychological Services (CAPS) provides comprehensive mental health services for undergraduate and graduate students through multidisciplinary integration with Davison Health Center and WesWell, the health education office. Students who utilize CAPS psychotherapy services may discuss in confidence any worries, distressing feelings, or difficult situations they are currently experiencing.

CAPS is located at 327 High Street on the 2nd floor of the Davison Health Center. The office is open from 9 a.m.–4:30 p.m., Monday through Friday, with some evening appointments available. To schedule an appointment contact CAPS at (860) 685-2910 during regular hours (M-F 9 AM-4:30 PM) or, when the office is closed, email your availability to counseling@wesleyan.edu.

Crisis appointments are available for urgent concerns and scheduled each afternoon (M-F) on a limited basis. If you are experiencing distress and in need of a same day appointment, please call 860-685-2910 and alert the CAPS staff you are in need of a same day appointment. If you are unsure if your issue is a “crisis”, please contact CAPS to discuss.

In case of an emergency occurring after-hours, call 860-685-2910 to be connected with the on-call therapist. Please DO NOT use the after-hours on-call to cancel or make an appointment. Please call 860-685-3143 and leave a message to make or cancel your appointment or email counseling@wesleyan.edu.

While there is no definitive list of signs that indicate a student is in distress, any changes that appear as a marked departure from the norm may suggest your student is struggling with something. Such changes may include attendance and timeliness problems, frequent requests for extended deadlines or other special considerations, sleeping during class, hygiene problems, reactivity in mood, a change in quality and/or content of written work, unusual behavior during class, changes in weight, and references to suicide, homicide, or extreme isolation or hopelessness.

If you are concerned about a student, please do not keep it to yourself. You may be the only person who notices, and the student’s only bridge to assistance. If you choose to speak with your student directly, remember to be gentle, nonjudgmental, and validating. Describe concretely what you have observed and why you are concerned. Offer your help, either by walking with your student to the counseling center or assisting your student in calling for an appointment. Avoid making promises of confidentiality, because in the case of an emergency you will not be able to keep this promise. If you are concerned your student may be thinking about suicide, directly ask this question. Asking the question will NOT put the idea in your student’s head, or push him or her to act on suicidal thoughts. If your student declines your offer of help or insists there is no problem, do not press the issue. Emphasize your future availability and then give your student the space to cope with the problem on his or her own. However, if you believe the situation may be an emergency, call CAPS at 860-685-2910 and allow the office to assess and manage the situation.

If you remain uncertain about how and whether to speak to your student, feel free to call CAPS first. You may provide your student’s name if you wish, but you may also keep this information to yourself. Counselors at CAPS will be happy to talk over the situation with you, and offer suggestions for approaching and engaging your student. You may also wish to consult with a student’s class dean. Whatever your concerns may be, you are not alone. Help is available.

If you remain uncertain about how and whether to speak to your student, feel free to call CAPS first. You may provide your student’s name if you wish, but you may also keep this information to yourself. Counselors at CAPS will be happy to talk over the situation with you, and offer suggestions for approaching and engaging your student. You may also wish to consult with a student’s class dean. Whatever your concerns may be, you are not alone. Help is available.

Students can have a lot going on in their lives: mentally or physically ill parents, financial troubles, their own medical issues, learning disabilities. This does not mean that you have to be their shrink or their doctor, but it is helpful to remember that they have a life outside your class, just as you would want them to realize that you are not only teaching their class.

—SALLY BACHNER, ENGLISH

STUDENTS WITH DISABILITIES

Students with disabilities may be entitled to accommodations in a course. Students who have previously registered with Accessibility Services (wesleyan.edu/studentaffairs/disabilities/Faculty/index.html) are reminded near the beginning of each semester to request accommodations for that semester. New students are provided with information regarding the process for requesting accommodations via the Welcome to Wes emails prior to their arrival. However, not all students with disabilities self-disclose to Accessibility Services, and some disabilities remain undocumented until college years. If a student discloses a disability to faculty, the faculty member, as a representative of the University, should refer that student to Dean Laura Patey who administers Accessibility Services (Deans’ Office, North College, room 021, x2332, lpatey@wesleyan.edu). If you suspect a student may have a disability, you can refer the student to Accessibility Services for information about testing and accommodations. Faculty are only obligated to grant accommodations that have been approved through the Deans’ Office.

Students with approved accommodations should have a letter from Dean Patey addressed to a faculty member of a particular course. Faculty may contact Dean Patey to confirm whether a student is entitled to accommodations and to discuss best practices for implementing reasonable accommodations in their course. To encourage self-disclosure and to avoid last-minute accommodations, the Deans’ Office and the Provost’s Office require that faculty include the following heading and statement on all course syllabi, web pages, and MoodleBlackboard:

Students with Disabilities:

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/022, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-5581).

It may be helpful to make an announcement about how to request accommodations in the beginning of the semester and at least two weeks before any graded assessment or assignment is due.

Dean Laura Patey will readily discuss anything that arises in connection with disabilities and reasonable accommodations as long as the information does not compromise a student’s privacy. Examples of the kinds of topics faculty have discussed with the Deans’ Office over the past semester include:

- How to address a student who challenges a professor for providing extra time on a test to another student as an accommodation;
- Why students who require extra time often are some of the brightest students in the class;
- What reasonable accommodations should be made for students who request, as a result of disability, leniency on deadlines or attendance;
- What responsibilities students have for requesting accommodations; and,
- What responsibilities faculty and the University have in providing reasonable accommodations. Additional information can be found at: <https://www.wesleyan.edu/studentaffairs/disabilities/Faculty/faculty-faq.html>

PEER ADVISING

The Peer Advising Program, coordinated by Dean Jennifer Wood, provides students with a well-informed resource about the curriculum and course registration, as well as academic resource referrals, beginning with New Student Orientation and continuing through the year. During Orientation, peer advisors help prepare incoming students for their initial meetings with faculty advisors. For the remainder of the academic year, they offer a range of academic skills workshops: time management, note taking, reading retention, exam preparation, test taking, public speaking, and How to be a Star Student. They would be happy to come to your class to offer tips and strategies on these different study skills. The peer advisors also maintain a regular presence in residence halls and online, supporting the academic achievement and success of all students by assisting with course planning and referrals to academic support services. For more information, consult wesleyan.edu/studentaffairs/resources/peeradvisors or call x2758.

FIRST YEAR MATTERS

First Year Matters is an initiative led by the Deans’ Office to continue the academic and cocurricular programming that takes place during New Student Orientation by extending it through the fall and spring semesters. First Year Matters sponsors workshops, lectures, and an online newsletter to provide students with information on topics such as community service opportunities, health and wellness, residential life, safety and security on campus, time and stress management, academic support services, and spiritual life.

SUPPORT FOR INTERNATIONAL STUDENTS

Wesleyan has approximately 250 (and counting) international students enrolled in the undergraduate program. This number includes 44 Freeman scholars, who are from East and Southeast Asia, sponsored by the Freeman Foundation, degree students under various other auspices, and exchange students studying at Wesleyan for a full academic year or a semester. The international community represents more than 50 world nations on campus and the students are active members of the Wesleyan community. These numbers include only students who have applied to Wesleyan from abroad—the figure does not include the large number of immigrant students who are U.S. citizens or permanent residents from the same and other countries. While, in general, international students are well-informed about the various support structures in place, they may still have questions about academic expectations and other issues. They may need extra encouragement to seek support—from the Office of International Student Affairs, from their faculty advisors (a concept that may be new to many), from writing tutors and mentors, subject tutors, etc. Faculty should encourage international students especially to make use of office hours (again, often a new concept), and should remind them of the Dean's Office-sponsored peer tutoring program.

OFFICE OF INTERNATIONAL STUDENT AFFAIRS (OISA)

Faculty who are teaching international students and have any questions about support services should contact Janice Watson, at jwatson@wesleyan.edu, x3704. OISA provides advisory services on academic, personal, financial and cultural matters. The office also coordinates events and activities for international students during official university breaks and oversees the general welfare of international students.

ENGLISH AS A SECOND LANGUAGE AND ADDITIONAL ACADEMIC SUPPORT

For questions about English as a Second Language issues, faculty should contact Beth Hepford, Professor of the Practice in English as a Second Language at x3120, hepford@wesleyan.edu. She also works with the class deans and faculty advisors to provide additional academic support to international students.

IMMIGRATION SERVICES

For all immigration-related issues, faculty are invited to contact Janice Watson, coordinator of international student services, at jwatson@wesleyan.edu, x3704; or the director of graduate student services, Cheryl Hagner, at x2223.

INFORMATION TECHNOLOGY

ACADEMIC COMPUTING MANAGERS

Each academic division has an academic computing manager (ACM) who works with the faculty on the selection and application of appropriate technologies for teaching and research. The director of the Language Resource Center fulfills this role for the language faculty. ACMs can help you make the most of the campus computing environment. For example, they provide guidance on using the faculty WesPortal, file-sharing, the classroom technologies, the course management system, and digital scholarship and research computing options. They work closely with the Desktop Support staff to maintain appropriate and responsive computing tools and services. Also, they will help you identify and incorporate best teaching practices with regard to instructional technologies, assist with the development of multimedia materials for class, procure instructional software, and work with you to acquire grants for development of new pedagogical technologies. Each ACM participates on or chairs a divisional computing oversight committee made up of one faculty member from each of their departments, the relevant library liaisons, the director of academic computing services, and the vice president for information technology. A list of the ACMs, organized by department, can be found at wesleyan.edu/its/services/teaching/acm.html.

COMPUTER LABS

Wesleyan has eight computer labs of various sizes and platform configurations distributed across campus, some of which are open 24 hours a day during the academic year. For courses that require significant in-class computer work, consider booking

one of the six computer classrooms, teaching labs equipped with anywhere from 12 to 38 individual workstations, a data projector and screen, and a teaching station. The available computer classrooms are ALLB 204 (Win), AWKS 112 (Mac), PAC100 (Win), SC72 (Mac), SC74 (Win), or STLab (dual Mac/Win). To find out more about the labs, visit wesleyan.edu/its/labs/index.html. To discuss software you'd like to use for teaching, contact your academic computing manager.

RESEARCH COMPUTING

Wesleyan provides a rich set of tools for computing-based research, including high-end Linux servers and a centralized high-performance computing cluster, discipline-specific software, and student-oriented tutoring services focused on campus computation resources.

The Quantitative Analysis Center (QAC)(wesleyan.edu/qac/) coordinates support for quantitative analysis across the curriculum and provides an institutional framework for collaboration across departments and disciplines in the area of data analysis.

The Scientific Computing and Informatics Center (SCIC)(wesleyan.edu/scic/) is aimed at facilitating the effective use of Wesleyan's considerable technological resources, including the new high-performance computing facility, by all Wesleyan faculty and students. Tutoring is available for a variety of programming languages and analytical software packages for interested parties who are working on an assignment or project, doing research for a laboratory, dealing with a sea of data, or simply wanting to learn a new skill.

INFORMATION TECHNOLOGY SERVICES HELPDESK

Consultants at the Helpdesk answer all questions regarding computing at Wesleyan and also provide disk recovery services and basic tutorials on all of Wesleyan's computer systems and supported software. helpdesk.wesleyan.edu or x4000, located in Room 143 in the Exley Science Center.

SOFTWARE ASSISTANCE FOR STUDENTS

Students can schedule a personal research session with a librarian for assistance in the use of bibliographic software such as EndNote by filling out the online form at wesleyan.edu/library/howdoi/makeanappointment.html. To arrange help for your students with more specialized, discipline-specific software applications (e.g., SAS, SPSS, Mathematica, Photoshop, Quark), faculty should contact their academic computing manager.

LIBRARY

LIBRARY LIAISONS

Each academic department is assigned a librarian to assist faculty in using library resources and services and to provide group and individual research instruction for their students. Library liaisons are available to meet with faculty members to find and use resources relevant to their research or teaching, to arrange for class presentations, or to collaborate on class assignments using library materials. For more information and a list of liaisons by department, go to wesleyan.edu/library/services/liaisons.html.

LIBRARY RESEARCH SERVICES

Research services are available in the Art Library, Science Library (SciLi) and Olin, as well as Scores & Recordings and Special Collections & Archives. When away from the library, you may call the Olin reference desk at 860-685-3873 (x3873 on campus) or send an e-mail to reference@wesleyan.edu. During the academic year, chat and text reference services are also available: wesleyan.edu/library/services/referenceassistance.html.

SPECIAL COLLECTIONS & ARCHIVES

Special Collections & Archives offers class sessions focused on primary source materials held in Wesleyan's collections. These sessions are tailored to meet the needs of the class, including topics such as the history of the book or performing effective research using primary sources at Wesleyan and elsewhere. Contact Special Collections & Archives at x3864 to arrange for

a class session; you may also email Suzy Taraba, director of Special Collections & Archives, at staraba@wesleyan.edu, or Amanda Nelson, university archivist, at anelson01@wesleyan.edu.

LIBRARY INSTRUCTION

If you believe your students might benefit from a demonstration of how to find and use library resources, contact your library liaison for more information about group instruction sessions. These may be scheduled either during or outside the regular class meeting time. A list of liaisons is available at <https://www.wesleyan.edu/libr/help/liaisons.html>. In addition to in-class instruction, you can refer your students to the library for a Personal Research Session (PRS). In a PRS, the student works one-on-one with a librarian on a specific research project or assignment, concentrating on the particular resource needs of the project. A student may schedule a PRS by filling out this form: [wesleyan.edu/library/services/personalresearch.html](https://www.wesleyan.edu/library/services/personalresearch.html).

INFORMATION COMMONS

The Information Commons, located in the Campbell Reference Center on the first floor of Olin Library, provides facilities and services to meet the research needs of students and faculty. The area contains computers, network access, and furnishings that facilitate collaborative work and individual research. Coordinated research and technology assistance are available in the Commons during the academic year, and the Writing Workshop provides peer mentoring in Room 106 just outside the Campbell Reference Center.

10. BIBLIOGRAPHY AND WEB LINKS

In lieu of a printed bibliography, we have put together a Webliography of online resources that extends the materials in this compendium at <https://www.wesleyan.edu/libr/help/forfaculty.html>.

AND THANKS

The compendium was commissioned by the Committee on Pedagogical Renewal, written by a diverse collection of Wesleyan faculty, staff, and librarians. The cover photo is by Bill Tyner '13.

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FSC

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SAM EAQUAM, QUIDUS CUS UT
ACILIQATIS AS MOS EA A VITAQUATUR?