

# **INSIDE TEACHING AT MICHIGAN STATE UNIVERSITY: AN ESSENTIAL GUIDE FOR TEACHING ASSISTANTS**

*You can access this guide plus all of the presentation slides and resources by visiting the MSU Graduate School Website at <https://grad.msu.edu/tap/orientations>*

Participate in a conversation on Twitter using **#iteachmsu**

**2018 NEW TA INSTITUTE**

August 17, 2018

B115 Wells Hall

## WELCOME FROM THE GRADUATE SCHOOL

For almost 30 years, the Graduate School has been working with departments and colleges to help graduate teaching assistants (GTAs) become better recitation leaders, laboratory instructors, graders, section heads, and help room tutors. Helping you become an effective educator is one of the core professional development initiatives of the Graduate School. You play a crucial role in MSU's efforts to promote academic success among the institution's undergraduate population.

You have a lot of information coming at you as the semester begins. Recognizing this, we have designed these sessions to be action-focused. Think of yourself not just as an individual who is TEACHING but also one that is LEADING. To help you think about yourself as a leader in the classroom, we have designed today's sessions to help you break your role down into some easy to remember action steps.

**LEAD** – You *respond to students, model intellectual and interpersonal practices, and engage in lifelong learning as an educator.*

**EMPOWER** – You *help students make their own choices and develop confidence and competence by creating conditions for inclusive teaching and learning.*

**ADVOCATE** - You *advocate for students when you both refer students to campus and community resources and follow-through and check-in with students.*

**DESIGN** - You *use a critically-informed, learner-centered approach to make decisions about your curriculum, how you engage students, and how you assess learning and get student feedback.*

We created this handbook to support you through the New TA Institute sessions and as a companion to the online resources (<https://grad.msu.edu/tap/orientations>). We encourage you to take advantage of teaching workshops run by The Graduate School ([www.grad.msu.edu/workshops](http://www.grad.msu.edu/workshops)) and your academic department.

Be sure to become familiar with #iteachmsu, a shared commons built collaboratively by educators for educators throughout the MSU community. Though the commons has shifted over time, it began at the Graduate School as a community of graduate students and postdocs committed to high quality postsecondary teaching. Be sure to follow or join the conversation by using the hashtag #iteachmsu. All the best for a wonderful academic year. We look forward to working with you.

Sincerely,

Madeline Shellgren  
Program Director, The Graduate School  
Graduate Student, Writing, Rhetoric and American Cultures  
[shellgre@msu.edu](mailto:shellgre@msu.edu)

Melissa McDaniels, PhD  
Assistant Dean, The Graduate School  
Director, Teaching Assistant Programs  
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## New TA Institute AGENDA

7:30 am – 8:00 am	Registration and Breakfast (B-115 Wells)
8:00 am - 8:15 am	Welcome & Overview of the Day (B-115 Wells)
8:15 am – 8:45 am	GTA Role in Undergraduate Student Success (B-115 Wells)
8:45 am - 9:00 am	TRANSITION
9:00 am - 10:00 am	Making it Real: Student Success Strategies, Resources, & Practice (Breakout Room A, see name badge for room)
10:00 am - 10:10 am	TRANSITION
10:10 am - 10:55 am	Components of the Educational Design Process (B-115 Wells)
10:55 am - 11:05 am	TRANSITION
11:05 am - 11:55 am	Design Breakouts (Breakout Room B, see name badge for room) <ul style="list-style-type: none"><li>• Recitation</li><li>• Lab</li><li>• Section Head</li><li>• Grader + Help Room Tutor</li></ul>
11:55 am - 12:40 pm	LUNCH
12:40 pm – 1:25 pm	Policy Overview (B-115 Wells Hall) <ul style="list-style-type: none"><li>• Academic Honesty/FERPA</li><li>• Accessibility/Accommodation</li><li>• Negotiating Disclosure / Reporting (Title IX, RVSM)</li></ul>
1:25 pm - 1:35 pm	TRANSITION
1:35 pm – 2:20 pm	Putting Policy into Practice – Session One <ul style="list-style-type: none"><li>• Academic Honesty/FERPA (B-119 Wells)</li><li>• Accessibility/Accommodation (B-117 Wells)</li><li>• Negotiating Disclosure / Reporting (Title IX, RVSM) (B-115 Wells)</li></ul>
2:20 pm - 2:30 pm	TRANSITION
2:30 pm – 3:15 pm	Putting Policy into Practice – Session Two <ul style="list-style-type: none"><li>• Academic Honesty/FERPA (B-119 Wells Hall)</li><li>• Accessibility/Accommodation (B-117 Wells Hall)</li><li>• Negotiating Disclosure / Reporting (Title IX, RVSM) (B-115 Wells)</li></ul>

3:15 pm - 3:25 pm	TRANSITION
3:25 pm – 3:45 pm	What the Graduate Employees Union Can Do For You (Breakout A, see name badge for room)
3:50 pm – 4:35 pm	Understanding College Student Mental Health (B-115 Wells)
4:35 pm – 4:50 pm	CLOSING – Next Steps – Resources & Community (B-115 Wells)
4:50 pm – 5:00 pm	Evaluations (B-115 Wells Hall, submit evaluations outside B-115 Wells)
5:00 pm	T-shirt pick-up – Evaluation Return (outside B-115 Wells Hall)

# GTA ROLE IN UNDERGRADUATE STUDENT SUCCESS

8:15 am – 8:45 am | B-115 Wells Hall | Presenters: Dr. Kristen Renn (renn@msu.edu)

## LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Describe the composition of the MSU undergraduate student population.
- Define student success.
- Understand the GTA role at MSU in undergraduate student success.
- Understand institutional goals for student success.

Strategies and resources for LEADING – responding, modeling, continuing to learn as an educator?

Strategies and resources for EMPOWERING - helping students make their own choices and develop confidence and competence

Strategies and resources for **ADVOCATING** - referring students to campus and community resources and following through and checking in with students

Strategies and resources for **DESIGNING** - using a critically-informed, learner-centered approach to make decisions about your curriculum, how you engage students, and how you assess learning and get student feedback.

*NOTES:*

# MAKING IT REAL: STUDENT SUCCESS STRATEGIES, RESOURCES, & PRACTICE

9:00 am – 10:00 am | Breakout A – Assigned Room | Presenters: MSU Neighborhoods

[nhds@msu.edu](mailto:nhds@msu.edu)

B115 Wells: Group 1 B119 Wells: Group 2 B117 Wells: Group 3	A106 Wells: Group 4 A108 Wells: Group 5 A116 Wells: Group 6	A118 Wells: Group 7
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## LEARNING OUTCOMES

*Upon completing this session, TAs will be able to:*

- Identify common roadblocks that students face while in college.
- Recognize signs that students reveal when experiencing one or more roadblocks.
- Understand available resources and how to make appropriate referrals.
- Become aware of what happens after referring students to the neighborhoods.
- Identify critical strategies for leading, advocating, empowering, and designing.

***Acknowledging the limitations of Case Study:*** *In this session we will read two case studies. They represent real-life scenarios that students at MSU experience. While we have designed the case studies to be as realistic as possible and to highlight a range of identities and experiences, it is not possible for us to include every identity characteristic nor every lived experience. You will see that we also work to name certain identities in these case studies. This move was done intentionally, as to provide us a space and starting point to talk about specific cases. Throughout this session, we encourage you to critically consider how changes in identity would impact your choice in how to lead, empower, advocate, and design.*



### **CASE # 1**

A GTA was concerned about one of her students. The undergraduate came to the three class meetings during the first week of the semester, but began to miss one or two of those meetings each week. The GTA also observed that the individual, an international student, does not talk in class and often sits off by himself, making it hard for him to gather with his classmates for small group discussion. The GTA also notices that when it comes time for group activities, he is often not asked to join a group and he is hesitant to join one on his own. As the semester moves on, the student withdraws more and more and becomes at risk for failing the class.

**Instructions: After reading Case #1, discuss answers to these questions in pairs:**

1) What are your thoughts or feelings about this case study? Do you have any initial reactions?

2) Do you know what you might do in this situation if you were the educator?

*Notes:*

## CASE # 2 – ACTION PLAN & ROLE PLAY

You have a student (an individual who identifies as a black male) that is having difficulty making it to class on time due to his hectic work schedule and his need to rely on public transportation. You have noticed that as the weather gets colder and transportation moves slower, the student is missing over half of the class by the time he arrives. He wants to do well but is challenged as a result of needing to balance competing priorities. You notice that he is tired in class and continually asks for extensions for assignments. The student has come to your office hours to speak with you.

### PART 1: ACTION PLAN

#### Exercise Instructions:

Outline a plan of action. You will be using this plan to engage in role play, so we encourage you to “script” your plan of action – write down what you would actually say in this scenario.

**Note:** We recognize your knowledge is limited. Keep in mind the two questions in developing your plan – (1) What assumptions might you be making about the student based upon what you know and see? Do those assumptions limit or empower the student? (2) How might your actions be influenced by the existence of the power dynamic between you and your student?

## **PART 2: ROLE PLAY**

### Exercise Instructions:

During the role play, one of you will pretend to be the educator while the other pretends to be a student who is resistant to share and is not forth-coming with information. When you switch roles, one of you will play the role of educator while the other plays the role of a student who is very open to sharing about what is going on

## **ROLE PLAY DEBRIEF**

With your partner, think about the following questions:

- 1) How did you feel during this exercise?
- 2) Did you find any differences depending on how the “student” in the scenario chose to respond?
- 3) What was challenging?
- 4) What would you change? What would you do again (what went well)?
- 5) How might they change aspects or artifacts of their teaching to help students in the future?  
Basically, actions that don't focus on fixing the student? What resources might be available to the GTA and/or the student?

## COMPONENTS OF THE EDUCATIONAL DESIGN PROCESS

10:10 am – 10:55 am | B-115 Wells Hall | Presenters: Melissa McDaniels  
(mcdani73@msu.edu)

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Articulate the importance of designing learning objectives, aligned assessments and engagement strategies, as well as managing expectations with students and faculty of record.
- Actively participate in breakout sessions to consider how these design principles apply within specific GTA teaching contexts.

<i>Learning Objectives</i>	<i>Engagement Strategies</i>
<i>Assessment</i>	<i>Managing Expectations</i>

## DEFINITIONS - GTA ROLES

### **WHAT DO TEACHING ASSISTANTS DO?**

At MSU, TA's hold a wide variety of different roles. The specific duties depend on the pedagogical needs of different departments, courses, and experience level of TAs. Below are some of the most common TA assignment types.

#### **Teach a Section**

The TA is assigned to teach their own class (under the supervision of a faculty of record). In some departments, TAs are responsible for their own syllabi, course requirements, midterms, and final exams. In other departments, TAs are provided with standardized syllabi and exams, and the TA is responsible for covering the necessary material.

#### **Lead a Recitation**

The TA is responsible for leading a recitation section within a large lecture course. The lecture is usually given by a faculty member and may have an enrollment of up to 500 or 600 students. The class is split into small recitation sections of 20 to 30 students which meet weekly to clarify course context or go over homework problems.

#### **Work as a Help Room Tutor**

The TA is required to spend designated hours in a "help room" that exists to support students outside regularly scheduled classes. Was assess student stumbling blocks and work with them to master the material.

#### **Run a Lab**

The TA is responsible for a laboratory section of class. The TA assists students with experiments and other "hands on" assignments. Lab sections are common in Chemistry, Computer Science, and other technically oriented courses.

#### **Serve as a Grader**

The TA is assigned to one or more professors to grade papers, midterm examinations, final examinations, and other assignments.

## EDUCATIONAL DESIGN BREAKOUTS

11:05 am – 11:55 am | Breakout B – Assigned Rooms | Presenters: Judith Stoddart (stoddart@grd.msu.edu), Melissa McDaniels (mcdani73@msu.edu), Amy Pollock (pollock@chemistry.msu.edu), Saul Beceiro Novo (beceiro@mail.msu.edu)

**Recitation Leader:** B-122 Wells Hall  
**Lab Leader:** B-119 Wells Hall

**Section Head:** B-115 Wells Hall  
**Grader + Help Room Tutor:** B-117 Wells Hall

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Define their major GTA role.
- Articulate several teaching strategies for managing expectations, assessment, establishing and utilizing learning objectives, and engaging students.

*Questions to consider:*

- What are some challenges of your particular role?
- What are nuances about the GTA role discussed in your breakout?
- What are some strategies for leveraging learning goals, building community intentionally, managing expectations and assessing learning?

*Notes:*

## POLICY OVERVIEW

12:40 pm – 1:25 pm | B-115 Wells Hall | Presenters: Melissa McDaniels (mcdani73@msu.edu), Patti Stewart (ps@msu.edu), and Madeline Shellgren (shellgre@msu.edu) |

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Articulate why policies (in general) are important for promoting student success
- Summarize five significant (not only) teaching and learning related policies at MSU.
- Describe why each policy is important and how it relates to their role as a GTA.

Questions I have for the policy experts (breakout sessions):

Relationship Violence & Sexual Misconduct (Title 9)	Academic Honesty
Student Privacy (FERPA)	Accommodations & Accessibility
My plan for talking to my students about these policies:	

## PUTTING POLICY INTO PRACTICE – ACADEMIC HONESTY / FERPA

1:35 pm – 2:20 pm or 2:30 pm – 3:15 pm | B-119 Wells Hall | Presenter: Shannon Burton  
(sburton@msu.edu,)

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Summarize the teaching and learning policy.
- Identify strategies for effectively implementing the policy into your teaching practices.
- Understand the responsibilities of you in your role as GTA as it relates to the policy.
- Understand how you can lead, empower, advocate, and design as related to the policy

*Notes:*



## PUTTING POLICY INTO PRACTICE – ACCESSIBILITY & ACCOMODATION

1:35 pm – 2:20 pm or 2:30 pm – 3:15 pm | B-117 Wells Hall | Presenters: Angela Sebald (sebaldan@msu.edu) & Nate Evans (ne@msu.edu)

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Summarize the teaching and learning policy.
- Identify strategies for effectively implementing the policy into your teaching practices.
- Understand the responsibilities of you in your role as Teaching Assistant as it relates to the policy.
- Understand how you can lead, empower, advocate, and design as related to the policy

*Notes:*

## CREATING A SUPPORTIVE ENVIRONMENT WHILE NAVIGATING DISCLOSURES AND REPORTING (TITLE IX/RVSM)

1:35 pm – 2:20 pm or 2:30 pm – 3:15 pm | B-117 Wells Hall | Presenters: Kelly Schweda  
(schweda@msu.edu) & Mariah Sloat (sloatmar@msu.edu)

### LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to:*

- Identify tips on how to be supportive when a person is disclosing sexual misconduct or relationship violence.
- Articulate the barriers that victims/survivors face when considering reporting sexual misconduct or relationship violence.
- Define what it means to be a mandatory reporter and how to navigate the reporting process.

**Key Take-aways from *Responding to Disclosures* Content:**

**Key Take-aways from *Mandatory Reporting* Content:**

## TITLE IX/RVSM DEFINITIONS YOU SHOULD KNOW

**Consent:** The voluntary, willful, and unambiguous agreement to engage in a specific sexual activity during a sexual encounter.

**Course of Conduct:** Two or more acts directed at a person or persons.

**Dating Violence:** An act of violence committed by a person who is or has been in a social relationship of a romantic, sexual, or intimate nature with the victim that does not fall within the definition of “domestic violence.” For the purposes of this definition:

- Whether the relationship is of a romantic, sexual, or intimate nature is determined by a variety of factors, including the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- A relationship of a romantic, sexual or intimate nature is characterized by ongoing or past physical and/or emotional intimacy between the parties.

**Domestic Violence:** An act of violence committed by any of the following individuals:

- A current or former spouse or intimate partner of the victim
- A person with whom the victim shares a child in common
- A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
- A resident or former resident of the victim’s household

**Gender Discrimination and Harassment:** Title IX of the Educational Amendments of 1972 prohibits gender discrimination at institutions of higher education. The University prohibits gender discrimination in any of its programs or activities. Sexual harassment, including sexual assault and other kinds of sexual violence, is a form of gender discrimination. MSU’s Policy and its related procedures apply to complaints alleging all forms of gender discrimination (including sexual harassment, sexual assault, and sexual violence) against employees, students, and third parties. For the purposes of this policy, references to sexual misconduct include all forms of sex discrimination, including sexual and gender-based harassment, assault, and violence.

**Incapacitation:** A state where an individual cannot make an informed and rational decision to consent to engage in sexual activity because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the “who, what, where, when, why or how” of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual activity is occurring.

**Interim Measures:** Interim measures are those services, accommodations, and other assistance the University puts in place after receiving notice of alleged relationship violence, stalking, or sexual misconduct but before any final outcomes (investigatory, disciplinary, or remedial) have been determined.

**Persistent:** Repeatedly engaging in conduct.

**Pervasive:** Having a widespread presence in or impact on an environment.

**Rape:** Is a form of sexual assault that includes:

- Non-consensual penetration, no matter how slight, of the victim’s genital opening, anus, or mouth with any body part of object;
- Non-consensual use of the sex organ of the victim to penetrate, no matter how slight, the genital opening, anus, or mouth, of another person.

**Relationship Violence:** Relationship violence is a broad term that encompasses domestic violence, dating violence, and stalking.

**Retaliation:** An act or attempted act taken because of a person's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes a person's good faith (1) opposition to prohibited conduct, (2) report of prohibited conduct to the University; and, (3) participation (or reasonable expectation of participation) in any manner in an investigated, proceeding, hearing, or Interim Measure under this Policy. Retaliation requires an adverse action or adverse treatment against an individual by an individual because of the individual's participation in the investigation.

**Sexual Assault:** Sexually penetrating or attempting to sexually penetrate or have sexual contact with another individual by force or threat of force; without consent; or where the victim is incapacitated.

**Sexual Contact:** Intentional contact of a sexual nature with the body parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. This can include contact of a sexual nature with intimate body parts such as the breasts, genitals, buttocks, groin, mouth; however, sexual contact can occur with any part of the body that is touched in a sexual manner.

**Sexual Exploitation:** When an individual takes or attempts to take non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited.

**Sexual Harassment:** Unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome behavior of a sexual nature that is severe, persistent, or pervasive.

**Sexual Misconduct:** A broad term that encompasses sexual harassment, sexual violence, and sexual exploitation.

**Sexual Violence:** A physical sexual act perpetrated without consent. A number of different acts can fall within the definition of sexual violence, including rape, sexual assault, and sexual contact.

**Severe:** Of a great degree, significantly more than minimal.

**Stalking:** Engaging in a course of conduct that is directed at a specific person or persons that would cause a reasonable person to feel fear for themselves or for the safety of others, or to suffer substantial emotional distress.

**Third Party:** A third party is an individual who is not a member of the University community (faculty, staff, or student). Examples of third parties include visitors, guests, alumni, and students from other institutions.

**For the full RVSM Policy go to:**  
**[https://www.hr.msu.edu/policies-procedures/university-wide/RVSM\\_policy.html](https://www.hr.msu.edu/policies-procedures/university-wide/RVSM_policy.html)**

## WHAT THE GEU CAN DO FOR YOU

3:25 pm – 3:45 pm | Breakout Session A – Assigned Room | Presenters: Graduate  
Employees Union Representatives (geu@geuatmsu.org)

### LEARNING OUTCOMES

*Upon completing this session, GTAs will understand the resources available from the GEU.*

Health Insurance  
Employee Rights  
Professional Development  
Health & Safety

*Wages  
Tuition Waivers  
Appointments  
Special Conferences*

*Notes:*

# UNDERSTANDING COLLEGE STUDENT MENTAL HEALTH: SIGNS, RESOURCES, & STRATEGIES FOR SUPPORT

3:50 pm – 4:35 pm | B-115 Wells Hall | Presenters: Dr. Talitha Easterly (easterl5@msu.edu)

## LEARNING OUTCOMES

*Upon completing this session, GTAs will be able to answer the following questions?*

- Why should a GTA care about mental health?
- What should a GTA know about mental health?
- What are signs of someone experiencing a mental health challenges?
- What strategies can a GTA use if they see one or more of these signs in students?
- What resources exist within and outside of MSU to help GTAs learn more about promoting mental health in themselves and others.

*What do GTAs need to know about mental health?*

*Signs:*

*Strategies:*

*Resources:*

*Notes:*



# #iteachmsu COMMONS

You teach MSU. We, the Academic Advancement Network, The Graduate School, and The Hub for Innovation in Learning and Technology, believe that a wide educator community (faculty, TAs, ULAs, instructional designers, academic advisors, et al.) makes learning happen across MSU. But, on such a large campus, it can be difficult to fully recognize and leverage this community's teaching and learning innovations. To address this challenge, the #iteachmsu Commons provides an educator-driven space for sharing teaching resources, connecting across educator networks, and growing teaching practice.

#iteachmsu Commons content may be discipline-specific or transdisciplinary, but will always be anchored in teaching competency areas. You will find blog posts, curated playlists, educator learning module pathways, and a campus-wide teaching and learning events calendar. We cultivate this commons across spaces. And through your engagement, we will continue to nurture a culture of teaching and learning across MSU and beyond.



## Share

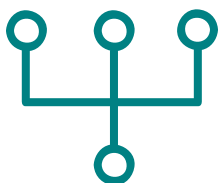
The #iteachmsu commons website is getting ready for a limited release this fall! Are you interested in trying out the new site and providing us with some feedback? Do you have talents or skills that could help the #iteachmsu commons' content, design, outreach, or research teams as they move from limited release to full site launch? If you answered "yes" to either of the questions above, please share your interest via this google

form: <https://goo.gl/forms/8uX1z4PgfRZ4lOiw2>



## Connect

Did you know that the #iteachmsu commons is not only related to online activity? There are multiple ways you can connect with the commons and engage with MSU's Educator Learning Community in person! Keep an eye out for #iteachmsu events (talks, workshops, toolkit tailgates, etc.) throughout the year to continue your educator development journey and build community! You can also join the advisory group by contacting Erik Skogsberg at [skogsbe2@msu.edu](mailto:skogsbe2@msu.edu).



## Grow

We chose #iteachmsu because it is a powerful statement of your important work: "I teach MSU classes and students." We hope #iteachmsu will allow people to join the conversation, brand our presence at MSU and in higher education, promote events, and encourage interaction and engagement. Each time you tweet or post using this hashtag you're affirming your individual and our collective work promoting teaching excellence at MSU and beyond! Grow the community and recognition of MSU educators by utilizing the hashtag #iteachmsu!



# How to Engage with #iteachmsu

**Pictures:** A picture can be easy to share and captures a reader's attention. It is also often worth more than 140 characters on Twitter! You can take pictures at Inside Teaching or class events. It would also be neat to snap a shot of yourself on the first day of class. In addition, the work you do in teaching, like arranging your classroom and assessments would be valuable. Examples:

#iteachmsu and I'm excited to start the semester!

Getting my classroom set up for the day. #iteachmsu

**Questions:** Asking questions to a network of people passionate about teaching is very practical. Crowdfund your challenges, requests for resources, and how-tos in teaching and learning! Part of being in a network is helping each other. Examples:

Anyone have ideas for more efficient feedback? #iteachmsu

Wanting to try out class discussion. Any ideas? #iteachmsu

**Ideas/Resources:** What new methods are you trying out! What do you think would be helpful for your teaching colleagues? Share that with our network! Example:

Just tried out [teaching method] and it worked! Details here: [link]

#iteachmsu

**Celebrations:** What are you excited about! Did you have a great day of teaching and just want to celebrate with a larger network who is just as passionate about teaching as you are? We'd love to celebrate with you!

Example:

Love being a teacher! #iteachmsu

**We're excited for you to share with us! But please remember to not share pics or details related to specific students.**

# #iteachmsu

## SOCIAL MEDIA CHALLENGE

We're so excited to kick off this semester of educating with you! How excited are we? So excited that we're challenging you to share, connect, and grow by utilizing #iteachmsu over the next 12 days! At the end of this 12-day challenge, a user will be chosen at random for a prize! The more times you share with #iteachmsu, the more times you are entered!

The previous page shared the multiple ways you can engage with #iteachmsu. Use any or all of these engagement methods to post your educator moments, examples, or ideas related to the following prompts:

- developing disciplinary teaching strategies
- creating effective learning environments
- incorporating technology in your teaching
- understanding the university context
- assessing student learning
- putting new educator ideas into practice
- starting a conversation with a new #iteachmsu connection
- tagging colleagues, friends, and peers to tell them about #iteachmsu
- asking a question to the #iteachmsu commons community



## **International Graduate & Professional Student Coffee Hours**

The Council of Graduate Students will be hosting regular coffee hours for international graduate and professional students once a month throughout the academic year for networking and sharing of campus and community information.

### **Location:**

*Chittenden Hall Graduate Student Lounge (located in the basement of Chittenden Hall)*

### **Time:**

4:00 – 5:00 pm on the dates (Thursdays) listed below...

### **FALL SEMESTER**

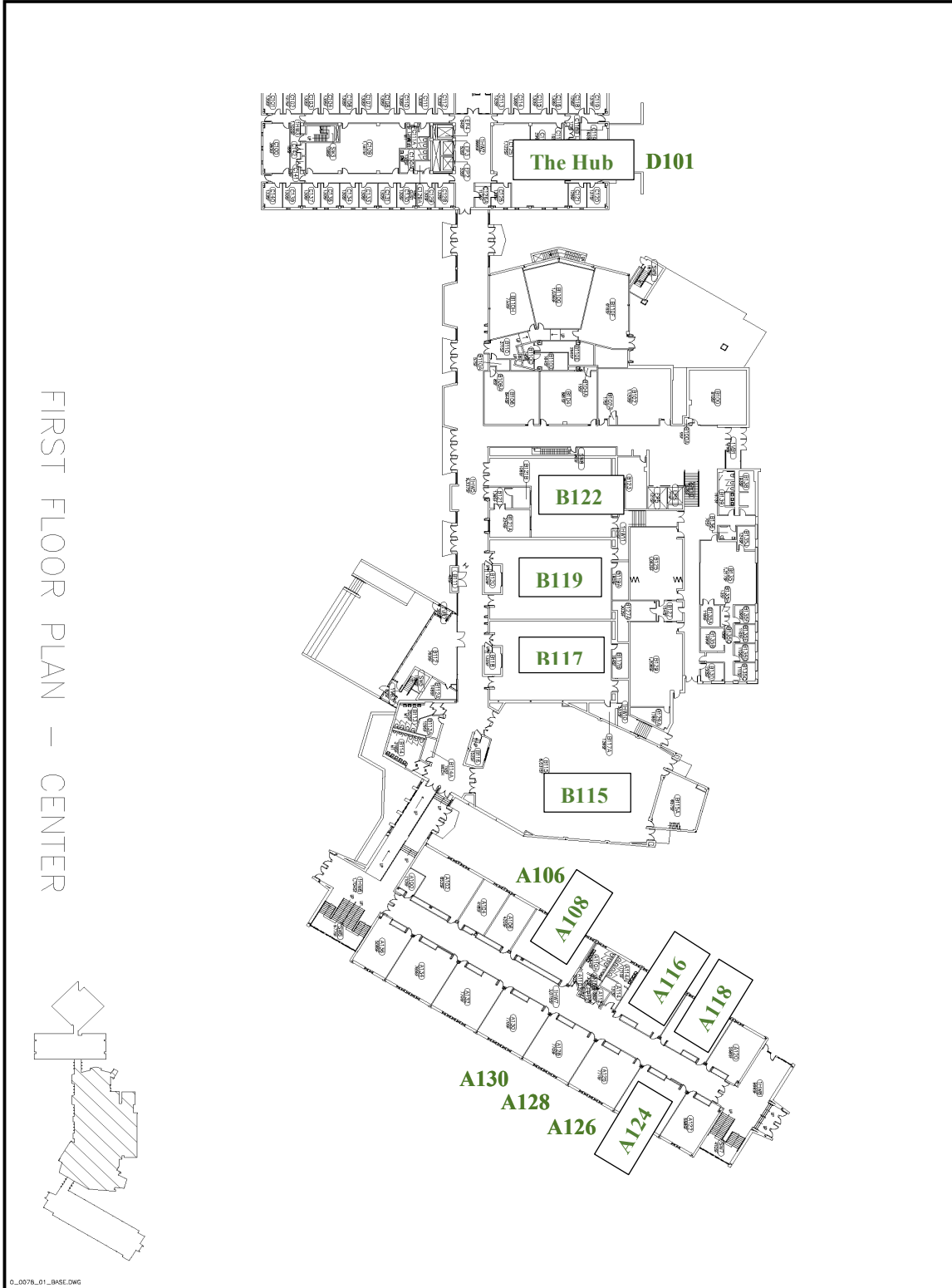
October 11 & December 6

### **SPRING SEMESTER**

January 17 & March 14

# MAP OF WELLS HALL

Last Update Date: 2/22/2016 Filename: 0\_0078\_01\_BASP.dwg



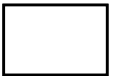
FIRST FLOOR PLAN - CENTER

0\_0078\_01\_BASE.DWG

<p>APPROVED BY: SJF          DATE: 02-18-92          SCALE: 1/8" = 1'-0"</p>	
<p>LAST REVISED ON: 02-04-16          LAST REVISED BY: ASK</p>	
<p>BUILDING NO.  <b>78</b></p>	<p>WELLS HALL</p>
<p>FLOOR NO.  <b>4</b></p>	<p>FIRST FLOOR PLAN - CENTER</p>

**WELLS HALL**  
FIRST FLOOR PLAN - CENTER

**MICHIGAN STATE UNIVERSITY**  
Infrastructure Planning and Facilities



## NEW TA INSTITUTE EVALUATION – Page 1 of 2

**How would you rate the overall quality of New TA Institute?**

1 - Poor      2 - Below Average      3 - Average      4 - Good      5- Excellent

**How would you rate your understanding of the MSU student success mission?**

1 - Poor      2 - Below Average      3 - Average      4 - Good      5 - Excellent

**Please tell us how prepared you feel to do the following things to promote student success:**

*Please use this scale: 1 (not prepared)      2 (somewhat prepared)      3 (prepared)*

**The GTA Role in Undergraduate Student Success**

- Understand the MSU undergraduate student population 1    2    3
- Recognize opportunity gaps that exist for students 1    2    3
- Feel able to play an important role in promoting the success of all my students 1    2    3

**#iteachmsu – Making it Real: Student Success Strategies, Resources, & Practice**

Please indicate here what Student Success (Breakout A) group you were in: \_\_\_\_\_

- Identify common roadblocks that students face while in college 1    2    3
- Recognize signs that students reveal when experiencing one or more roadblocks 1    2    3
- Understand available resources and how to make appropriate referrals 1    2    3
- Become aware of what happens after referring students to the neighborhoods 1    2    3
- Identify critical strategies for leading, advocating, empowering, and designing 1    2    3

**Components of the Educational Design Process**

- Articulate the importance of designing learning objectives, aligned assessments and engagement strategies, as well as managing expectations with students and faculty of record 1    2    3
- Actively participate in breakout sessions to consider how these design principles apply within specific GTA teaching contexts 1    2    3

**Design Breakouts**

Please indicate here what Design (Breakout B) group you were in: \_\_\_\_\_

- Define their major GTA role 1    2    3
- Articulate a couple teaching strategies for managing expectations, assessment, establishing and utilizing learning objectives, and engaging students 1    2    3

**Policy Overview**

- Articulate why policies (in general) are important for promoting student success 1    2    3
- Summarize five significant (not only) teaching and learning related policies at MSU 1    2    3
- Describe why each policy is important and how it relates to their role as a GTA 1    2    3

## NEW TA INSTITUTE EVALUATION – Page 2 of 2

**Please tell us how prepared you feel to do the following things to promote student success:**

*Please use this scale: 1 (not prepared)                      2 (somewhat prepared)                      3 (prepared)*

### **Putting Policy Into Practice – Session One**

Please indicate here what Policy Breakout group you chose to attend (circle one):

Academic Honesty/FERPA              Accessibility/Accommodation              Institutional Equity (RVSM & Title IX)

- |   |   |   |   |
|---|---|---|---|
| • Summarize the teaching and learning policy  | 1 | 2 | 3 |
| • Identify strategies for effectively implementing the policy into your teaching practices              | 1 | 2 | 3 |
| • Understand the responsibilities of you in your role as Teaching Assistant as it relates to the policy | 1 | 2 | 3 |
| • Understand how you can lead, empower, advocate, and design as related to the policy                   | 1 | 2 | 3 |

### **Putting Policy Into Practice – Session Two**

Please indicate here what Policy Breakout group you chose to attend (circle one):

Academic Honesty/FERPA              Accessibility/Accommodation              Institutional Equity (RVSM & Title IX)

- |   |   |   |   |
|---|---|---|---|
| • Summarize the teaching and learning policy  | 1 | 2 | 3 |
| • Identify strategies for effectively implementing the policy into your teaching practices              | 1 | 2 | 3 |
| • Understand the responsibilities of you in your role as Teaching Assistant as it relates to the policy | 1 | 2 | 3 |
| • Understand how you can lead, empower, advocate, and design as related to the policy                   | 1 | 2 | 3 |

### **Inside Teaching @ MSU: Understanding College Mental Health**

- |  |   |   |   |
|--|---|---|---|
| • Recognize the signs of mental health                         | 1 | 2 | 3 |
| • Identify strategies to promote mental health of students     | 1 | 2 | 3 |
| • Identify resources to help promote mental health of students | 1 | 2 | 3 |

**What other questions or comments do you have? Please share your thoughts here!**