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NEW FACULTY GUIDE



2021-2022

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WELCOME TO

THE CENTER FOR FACULTY EXCELLENCE welcomes you to Texas Woman's University!

The CFE offers professional development opportunities to faculty of all ranks on the Denton, Dallas, and Houston campuses. We are invested in topics that concern faculty such as teaching, research, promotion and tenure, and more. We strive to provide you with resources and help connect you with others who can help you grow and attain your academic and career goals.

We also hope to help ease your transition into your new role and your classes at Texas Woman's University. The CFE views this handbook as the beginning of a dialogue that we invite you to continue throughout your career at TWU. Please stop by our Center on the 3rd floor of Stoddard Hall and let us know how your first year is going!

Come visit us on the 3rd floor of Stoddard Hall.

When you get off the elevator, turn right, and then go through this door at the end of the hall.



TWU PURPOSE & MISSION

PURPOSE

Educate a woman, empower the world.

MISSION

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

A BRIEF HISTORY

TEXAS WOMAN'S UNIVERSITY opened in Denton in 1901 as the Girls Industrial College to women exclusively. The name changed to Texas Woman's University in 1957, and in 1994 men were admitted to all programs. Today TWU is the largest university in the U.S. that serves mostly women. In the Fall of 2018 enrollment was approximately 15,472. On average women make up around 90% of the student population and 80% of the faculty.

TWU offers degree programs in liberal arts, nursing, health sciences, the sciences, business, and education. TWU has the fifth oldest doctoral program in nursing in the United States and graduates the most health care professionals in Texas.

The TWU colors are maroon and white, and people in the TWU community are known as Pioneers. Minerva, the fifteen-foot tall Pioneer Woman Statue who proudly overlooks Pioneer Circle is a source of inspiration at TWU.



DID YOU KNOW?

According to Dallas Business Journal, TWU graduates have the highest earnings versus cost of attendance?

Read about more events and happenings in this article, "[Pioneering empowerment](#)," published Aug 12, 2018 in the Denton Record-Chronicle.





THE CENTER FOR FACULTY EXCELLENCE (CFE) at TWU provides resources, support, and inspiration for the development and advancement of faculty of all ranks on all three campuses as teachers, scholars, and leaders. The center promotes collaboration, innovation, and a pioneering spirit.

STARTING OPERATIONS in the Fall of 2015, the CFE at TWU is well on its way to becoming a leading center in the region for pedagogical innovation and faculty development, whose services and activities are appreciated and recognized by faculty members and peers within the realm of TWU and beyond. A wide range and high quality of our services and activities, active faculty involvement and satisfaction, and effective collaboration with academic units and programs on our campuses and at other institutions will continue to mark all of our efforts when it comes to bringing you the finest in pedagogical innovation, educational technology, and faculty development.

The CFE:

1. functions as a gateway to a broad range of learning opportunities for faculty in all career phases.
2. provides an environment that fosters an engaged learning community.
3. supports faculty in developing effective teaching strategies and curriculum design through workshops, consultation, services, and other development activities.
4. provides opportunities for both scholarly and leadership development.
5. recognizes and honors faculty for outstanding achievements and contributions to higher education.



CENTER FOR
FACULTY EXCELLENCE
TEXAS WOMAN'S UNIVERSITY



Resources, support, and inspiration for the development and advancement of faculty:

- ▶ Innovative educational practices
- ▶ Teaching and learning communities
- ▶ Scholarly and leadership development
- ▶ Work/life balance
- ▶ Workshops and Consultations
- ▶ Faculty Fellowship Program
- ▶ Graphics Support and Production



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

- Aristotle

THE CFE TEAM



Jörg Waltje
Executive Director



Jameelah Ra'oof
Coordinator of Teaching, Learning,
and Academic Excellence



Ivan Lee
Video and Senior
Instructional Producer



Marli Creech
Senior Graphics Specialist



Angie Fielder
Administrative Assistant

HELPFUL LINKS

BELOW ARE SOME LINKS AND CONTACT NUMBERS FOR RESOURCES THAT MAY BE USEFUL TO YOU DURING YOUR FIRST YEAR AT TWU:

[Center for Faculty Excellence](#)

(940) 898-3228

[Center for Research Design and Analysis](#)

(940) 898-3375

[Center for Student Research](#)

(940) 898-3373

[Course Catalogs](#)

[Department of Public Safety](#)

Denton (940) 898-2911

Dallas (214) 689-6666

Houston (713) 794-2222

[Disability Services for Students](#)

(940) 898-3835

[Experiential Learning](#)

(940) 898-4107

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Faculty Handbook](#)

[Human Resources](#)

(940) 898-3555

[Institutional Research & Improvement](#)

[Institutional Review Board \(IRB\)](#)

[IT Solutions](#)

(940) 898-3971

[Librarians](#)

[Office of Academic Assessment](#)

(940) 898-3029

[Office of the Executive Vice Provost](#)

(940) 898-3500

[Parking](#)

(940) 898-2911

[Pioneer Center for Student Excellence](#)

Denton/Dallas: (940) 898-3755

Houston: (713) 794-2031

[Pioneer Portal Login Page](#)

[Promotion and Tenure Resources](#)

[Student Life Office](#)

(940) 898-3615

[Teaching and Learning with Technology](#)

(940) 898-3409

[TWU Emergency Management & Preparedness](#)

(940) 898-4021

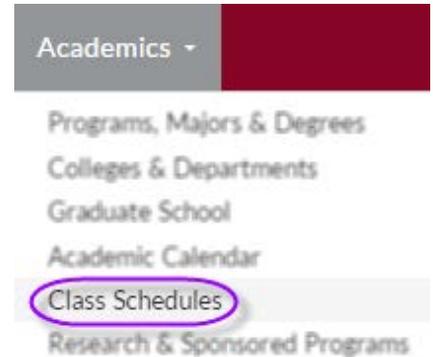
TASKS TO DO BEFORE CLASSES START

VIEW YOUR CLASS ENROLLMENT

You can view your current course enrollment by checking your course listings in the schedule. Typically, undergraduate classes need twelve students to make a class.

To view your course enrollment, first, go to twu.edu, and select the Academics tab. Open the drop down menu, and select Class Schedules.

Next, search for your class. Enter as much information as you know about your class. You must fill out at least three fields in order to submit a search.



Search for Classes

Please fill out at least three fields.

Term:

Subjects	Course Levels	Instructional Methods	Course Type	Course Numbers	Sections	Instructor's Last Name
<input type="text" value="EDSP - SPECIAL EDUCATION"/>	<input type="text" value="4000 - Senior"/>	<input type="text" value=""/>				
<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
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<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

Sections Meeting After:

Sections Ending Before:

Mon Tue Wed Thu Fri Sat Sun

Location:

Course Status:

SUBMIT

Next, your class should appear with information about meeting time and location as well as how many students are enrolled, how many spots are available, and what the cap is.

Term	Section Name and Title	Meeting Information	Enr	Avail	Cap
Fall 2016	EDSP-4453/01 (5720) SECOND LANGUAGE	08/29/2016-12/12/2016 Lecture	013	012	025

PREPARE YOUR SYLLABUS

The syllabus is a contract between the instructor and students. Every syllabus must include certain elements, such as a description of the course, prerequisites, course objectives, required materials, grading and other policies, etc. Please see official *TWU Syllabus - Template* downloadable from [.](#)

MINIMUM SYLLABUS REQUIREMENTS

The course syllabus for every course taught at TWU must contain, at a minimum, the following information:

1. Course name, number, and description
2. Faculty contact information: office location, phone, hours
3. Course goals/student learning outcomes
4. List of textbooks and supplies
5. Disability Support Policy Statement/Students With Disabilities (See Appendix 1).
6. Grading policy, major course assignments and examinations, and attendance
7. Tentative calendar of classes, assignments
8. -
9. See the official *TWU Syllabus - Template* downloadable from [Faculty & Staff Resources](#)

When teaching a course for the first time, a good place to start when developing your syllabus is to look at the syllabus used the last time the course was taught. Most faculty are happy to share their syllabi and don't mind letting new instructors utilize useful passages (although you should ask for permission before doing so).

UPLOAD YOUR SYLLABUS AND CV

Each semester you are required to enter your CV and syllabus for each class into the *Syllabus and Vitae Uploader*. You will need to log into your [TWU Portal](#).

Under *My Tools* you will find a link for [Syllabus And Vitae Upload](#).

It will take you to this page:



The screenshot shows the 'TEXAS WOMAN'S UNIVERSITY' Syllabus-Vitae Uploader interface. At the top, there is a navigation bar with the university name and a user name 'Jorg Waltje'. Below this is a breadcrumb trail: 'TWU Home/Syllabus and Vitae Uploader'. A secondary navigation bar contains links for 'Upload Syllabus', 'Upload Vitae', 'Upload Course Evaluation', and 'Syllabus And Vitae Templates'. The main content area is titled 'Welcome to the Syllabus-Vitae Uploader' and includes instructions: 'Select either Upload Syllabus or Upload Vitae to continue.' A red warning box states: 'Remember that all information uploaded is publicly displayed. Please do not list personal contact information for your home on your vita or syllabi.' Below this, there is a paragraph of text regarding Texas Administrative Code (TAC) Title 19, Part 1, Chapter 4, Subchapter N, Rules 4.225-4.229 (passed as HB 2504) and Title 19, Part 1, Chapter 4, Subchapter E, Rules 4.101-4.104 (passed as SB 1726), which require faculty members or GTAs to post their syllabi and up-to-date vitae to TWU's website. A red warning box specifies: 'The TWU deadline for an instructor of record to upload his/her syllabus for each course section and an up-to-date vita is the 5th day after classes begin each semester.' At the bottom, there is a note about specific requirements for uploading documents and a contact information for Scott Martin at 940-898-3508 or the Office of the Senior Associate Provost at 940-898-3500.

LEARN TO USE CANVAS

The [Office of Teaching and Learning with Technology](#) offers group and one-on-one trainings for faculty on Canvas. Please see the TLT's [Faculty Resources](#) page for upcoming trainings, or contact the [instructional designer](#) assigned to your college for one-on-one guidance.



ACCESSIBILITY

ACCESSIBILITY refers to making your course materials, activities, and assessments as accessible to as many people as possible. Instructors have an important role because we have to look at the materials we create through the eyes of a diverse student population. One way to make your materials accessible to more students, for example, is to only use video or audio materials that are close captioned.

THERE IS A DIFFERENCE between accessibility and accommodation. Making your materials accessible happens before you know who will be in your course, when you are first designing your materials. Accommodation is when you adapt existing materials for a specific student or students. [This blog post](#) offers a good explanation of why we want to aim for making our materials accessible rather than offering accommodations when the need arises.



PLEASE DO NOT offer accommodation to students without written instructions from Disability Services for Students (DSS). The [Americans with Disabilities Act \(ADA\)](#) applies to those with documented disabilities and those perceived to be disabled. For more information, contact [Disability Services for Students](#). The Office of Teaching and Learning with Technology has curated some [helpful resources on accessibility](#). The [instructional design team](#) can also provide suggestions regarding accommodations for course materials and design elements within courses.

UNIVERSAL DESIGN helps instructors implement their courses to be usable by all students, to the greatest extent possible, without the need for adaption or accommodation. Instructors using universal design increase usability, engagement, and access to content for everyone. Therefore, the goal of Universal Design is for instructors to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities for success.

Visit the [Universal Design / Toolkit Pages](#) for more info.



PREPARE FOR YOUR CLASS

BOTH NEW AND EXPERIENCED INSTRUCTORS often feel anxious about the first day of class. We have some tips that should help you feel prepared for your first meeting.

ARRIVING TO CLASS EARLY is the best prevention for problems that may occur with technology or the room. Just in case there is some problem with the computer or projector, it's helpful to keep the service desk phone number (see [Helpful Links](#)) programmed in your cell phone so you can call for assistance from your classroom.

ONE WAY TO COMBAT initial nervousness is to ask students to answer some basic questions about themselves on a piece of paper, journal, or index card as they arrive in class. This will give you a few minutes at the beginning of class to gather your thoughts, and it will also provide you with information to help get to know your students.

EVERY INSTRUCTOR approaches the first day differently. Some cover class content while others focus more on the syllabus or conduct an ice breaker activity. Introduce yourself as well as any TAs you may have. Some instructors go over the syllabus verbally to be sure that expectations are clear and in case students have questions about important policies.

THERE ARE SOME COMMONLY-PRACTICED METHODS to help ensure that students read and understand the syllabus content. Some instructors ask students to sign the syllabus, stating that they've read it, some provide a more encompassing "student contract," and others give a simple syllabus quiz to make sure students have familiarized themselves with the content of the syllabus and the expectations for the class. Even if time is spent on the syllabus in the first week, it's important to also have it posted in your online course shell for students to refer to throughout the semester.

TEACHING STYLE & METHODS

TEACHING STYLE

All instructors have been students at some point, and they likely had a variety of different types of teachers. Some are funny, some enthusiastic. Some are formal, and some are informal. There's no one right or wrong teaching style.

The key is to identify a style that comes naturally to you and your personality. Instructors who are nervous about speaking in front of large groups might not want to rely on extemporaneous lectures or force themselves to be more gregarious than they actually are. Similarly, if an instructor is naturally very relaxed, adopting a more formal tone may mask the instructor's passion for the subject.

TEACHING METHOD OPTIONS

There are many different teaching methods to choose from. The approach used will depend, to some extent, on the nature of the course, topics to be covered, and the level and type of learning desired. In other cases, instructors may be free to choose the approach that seems most appropriate to the subject matter and works best for them. Since different students learn in different ways, varying the method of instruction can help reach more students.

In the coming months the Center for Faculty Excellence (CFE) will offer a variety of workshops and seminars that will enable you to familiarize yourself with different teaching methods.

Lecturing

While the [lecture method](#) has been traditionally used in academia, many educators are moving toward more student-centered strategies. Some lectures can be engaging, especially when the speaker has strong organizational and public speaking skills. Students may also need some coaching [on how to actively learn during a lecture](#). Since some students have trouble staying focused during long lectures, another option is to break your lecture into smaller segments and intersperse it with discussion.



Discussion

Discussion can be an effective way to give students opportunities to apply concepts or practice critically evaluating arguments made in reading or lecture. One of the important skills developed in this teaching technique is the art of [asking good questions](#). It's important to ask questions that will get students to think, analyze, and apply. It's also important to create an environment in which students feel free to participate without fear of ridicule.

Problem-Solving Activities

Sometimes it may be appropriate to divide the class into groups and let each group work on solving a problem or question. By listening to the solutions devised by various groups, students can learn about thinking critically and how to synthesize material.

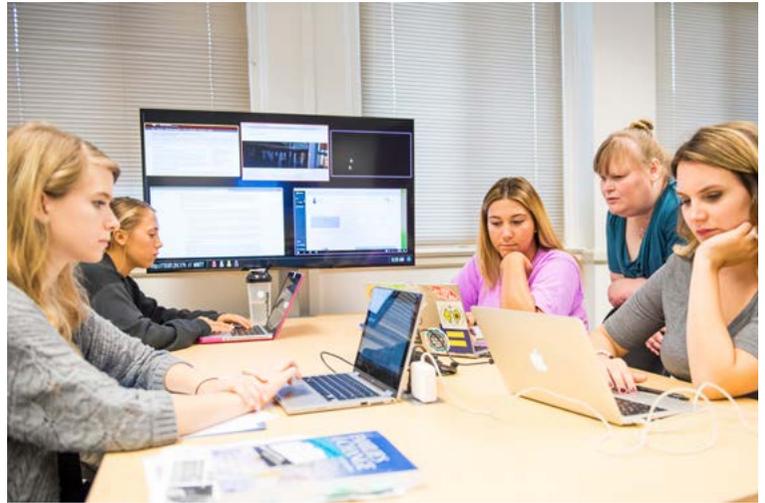


Media

It's also appropriate to occasionally use audio or video recordings as a part of instruction. The [TWU Lib Guides](#) can be a good place to start looking for resources and materials for your course. Your [subject librarian](#) can also help you find appropriate materials available in the TWU library collections. Viewing a relevant segment of a video followed by probing discussion can be an effective teaching technique, especially when used in the so-called . . .

Flipped Classroom

The [flipped model of teaching](#) is where students read or watch the content before class, which frees up classroom time and enables the instructor to circulate the room and offer one-on-one instruction while students engage in discussion, group work, or independent work.



Peer Instruction

Peer instruction is an option for increasing engagement in the large-enrollment lecture classroom and was made popular by [Eric Mazur](#). After a brief lecture, students are asked a question. First, students answer the question alone, possibly using a classroom response system to send their answer to the instructor. Next, students are instructed to find someone who came up with a different answer than they did and convince that person why their answer is the correct one. After this peer discussion, students answer the question again. Finally, the instructor shares the correct answer and the explanation.

Writing Assignments

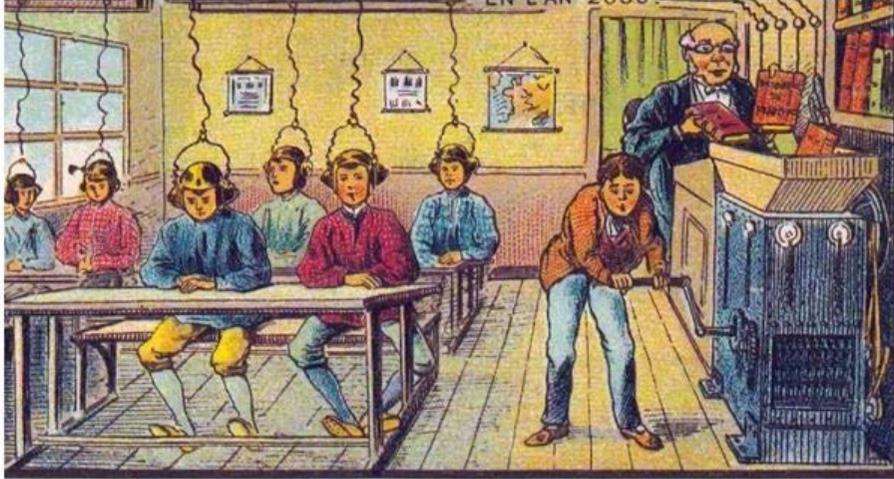
Written assignments can be a way to assess student knowledge while engaging critical thinking. Regularly providing feedback on written responses can help build a rapport with each student and clarify any questions about content. In large classes this can be time consuming, but there are [creative methods](#) for saving time on grading students' writing.



The TWU Faculty Senate encourages faculty to require a minimum of one in-class written assignment for the purpose of identifying students who need additional assistance with writing. Students on the Denton campus may be referred to the [Write Site](#). Students in Dallas or Houston can access Write Site resources online and connect to tutors remotely via Zoom.

MOTIVATING STUDENTS

Finding your approach to motivating students is as individualized and unique as your teaching style. Generally speaking, if you're having fun in class, so are your students! Identify what you enjoy about the content you're teaching, and share that aspect with your learners.



A good place to start might be with the backward design approach. Ask yourself what you want students to be able to do at the end of the unit or course. How can you help students achieve that skill set in a way that's enjoyable and appropriately challenging?

It goes without saying that positive reinforcement is key to maintaining an open and lively classroom atmosphere. For example, acknowledging students who answer questions correctly encourages them to continue participating actively in your class or lab.

When summing up information presented in class, another tactic for motivating students is to refer by name to students who made good comments, e.g., "As Joe pointed out . . ." or "As Jane said. . ."

You should also try to avoid embarrassing students who volunteer incorrect answers to questions during class. The instructor ought to be as diplomatic as possible to show that the student's error is not totally unreasonable and is a good guess. The classroom should be a safe place to experiment with successes and failures, and we want to encourage both as part of the learning process.

For more inspiration about how to connect with students, we recommend you take a look at [Maria Orlando's "Nine Characteristics of a Great Teacher"](#).

COMMUNICATING WITH STUDENTS

FERPA

At some universities, students are considered dependents of their family; therefore, family have access to educational records. TWU is not such a university. Please familiarize yourself with the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Instructions for accessing TWU's [Mandatory FERPA Training for Faculty and Staff](#) can be found [here](#).

OUTLOOK AND GMAIL

All students have TWU email accounts through Gmail. Instructors have Outlook email accounts as well as the option of Gmail and may use either email system to send email to students. Our LMS (Canvas) also offers communication features that allow instructors to send direct emails as well as bulk notifications and announcements.

Below are some tips to keep in mind when using email to communicate with students:

1. **REMINDE STUDENTS** that their email is not necessarily read the instant that they send it. A student may email the instructor a question at midnight, but that student should not expect a response at that time. Advise students about how long they may expect to wait for a response. Also, if students need to check email for the class, provide guidance about how often they should check their accounts.
2. **REMEMBER** that email communications are not particularly nuanced; they can seem brusque and impersonal, and the tone is not always clear. If you care about these things, you may want to point out a few "netiquette" items to your students, e.g. that you would prefer emails to start out with "Dear Dr. X." and that they should end an email with "Best regards,..." (as opposed to "dude, i missed class, wot's for homework?").
3. **SECURITY AND PRIVACY** cannot be guaranteed when using email; therefore, grades should never be discussed via email.
4. **TO HELP MANAGE** the email you receive from students, ask students to put their name and course number in the subject line.

CANVAS ANNOUNCEMENTS

Some instructors use the Canvas announcements tool to send students in a class mass messages. This is a convenient way to notify students about upcoming assignments and general housekeeping. For more information on using the announcement tool in Canvas, contact Teaching and Learning with Technology to schedule an appointment with your instructional designer.

OFFICE HOURS

Every instructor is required to identify, post, and maintain office hours. Specific requirements for office hours are available from the department and may vary according to course level and class type. However, all faculty should make themselves available on a regular basis that is convenient for students.

During the first week of classes, notify students of your office location and hours. This information will also need to be included in each course syllabus, along with a note that students may make appointments outside of office hours. Instructors of record who have TAs should consider coordinating hours with the TAs to provide maximum "coverage."

We want to encourage students to come to office hours to clarify the material presented in class, ask questions about assignments, or get suggestions for further readings. However, instructors sometimes find that students do not frequent their office hours as often as they would like. One strategy we've heard a faculty member use is "traveling office hours." This instructor walks around the lobby where students often gather in between classes and asks them if they have any questions. We think this is an excellent way to lower the affective filter and present yourself as caring and personable!

In smaller courses an instructor can encourage the habit of using consultation hours by scheduling a short interview with each student in the class. In this interview the instructor can find out the reasons students are taking the course, any particular problems they anticipate, and generally develop rapport. This can be accomplished in large classes by having students answer similar questions on an index card to be turned in at the end of the first day of class.

Virtual office hours are another way to make yourself available to students. Instructors that offer multiple times and are available on more than one tool seem to have the most success with virtual office hours. For instance, you can let students know that you're available via Google Meet or Zoom, and telephone during certain times. It can also be helpful to find out when students are available before you set your office hours. For instance, if a student works week days until 9 PM, having an office hour from 9:30 - 10:30 or on a Saturday morning may increase the likelihood of that student reaching out for help.

PREPARING STUDENTS FOR **SUCCESS**

A faculty member's job does not end with teaching content. It's also important to teach students how to be successful learners. Following are three tips for helping students prepare for success not just in your class, but in all of their college classes and their lives after college:

1. Set clear expectations

We want students to know what's coming all throughout the semester. This begins the first week with a syllabus that outlines the main assignments and how they are graded. Each assignment should have clear instructions and a rubric when possible to let students know how points will be allocated.

2. Teach study skills, time management, and test preparation

While many faculty have had years to learn how to be successful learners, many of your students will still be figuring it out. It can be helpful to occasionally open discussion with classes about how they study, manage their time, and prepare for tests, and in turn share what works for you and how you discovered this.

3. Give students opportunities to perform on what they will be assessed

We want to prepare students for exams or assignments that will heavily impact their grades. For instance, if the final exam is in essay format, you'll want to make sure that you've asked students to write an essay in your class before and that they know how it will be graded. The same goes for multiple-choice tests, which may seem common enough to assume that all students are familiar with them, but if the only multiple choice assessment students see in your class all semester is the final exam, they may not be adequately prepared.

ASSESSING STUDENT LEARNING

The assessments used in each course play an important role in maintaining TWU's accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Assigning a sufficient number and variety of assessments helps demonstrate that our students are meeting learning objectives for the class. In case there is ever a need to provide evidence from a course, faculty are required to keep final examinations for one year after the course ends.

Since assessment is such a crucial element in teaching courses, we've included a few tips in this section. Additionally, faculty may find it helpful to contact [The Office of Academic Assessment](#) for a refresher of sound assessment practices.

CREATING EXAMS AND TESTS

The more clear and straightforward an assessment is, the more accurately it can assess what students know. Here are some tips for achieving clarity when creating exams and tests:

- ▶ Each exam question should align with an important learning objective.
- ▶ Directions should be clear. If you expect students to provide three examples for a written response, include it in the instructions.
- ▶ Having someone else proofread your test questions can help avoid mistakes that could cost students valuable time during the test.
- ▶ The administrative staff in your department may be able to answer questions about copying services and the availability of Scantron sheets.

TIPS ON ADMINISTERING TESTS

- ▶ The testing environment should be quiet and free of distractions.
- ▶ Interruptions should be minimized.
- ▶ Giving a warning (e.g., 10 minutes) before collecting tests is good practice.
- ▶ As a courtesy to students, instructors should consider bringing extra exams, pencils, Scantron sheets, and answer sheets/blue books to each exam, in order to be prepared for students' emergencies.
- ▶ Students with disabilities may need accommodations on tests. Visit [TWU Disability Services for Students](#) for additional information.
- ▶ If testing is administered online, be prepared to handle situations that arise when the online system is down.
- ▶ Testing scheduled online or in the testing center should not be scheduled outside of the regularly scheduled class time in order to avoid creating conflicts with students' class schedules.

FORMATIVE AND SUMMATIVE ASSESSMENTS

Formative and summative are two assessment techniques that can be used together to measure

learning throughout a semester. Formative assessments are given informally throughout a course to gauge whether additional instruction is needed on a topic. Summative assessment is used to assess students' understanding of a unit or course. A way to remember the difference between them is that formative assessments help *form* learning, and summative assessments are given at the *summation* of the unit or course.

Formative assessments are sometimes referred to as Classroom Assessment Techniques (CATs). They are usually non-graded, anonymous assessments which can be used creatively to test your students during a class meeting. Here are some ideas for CATs to gauge your students' learning:

- ▶ Include a quiz question on the sign-in sheet at the beginning of class.
- ▶ Pause during lecture to ask students to answer a question on a piece of paper or with classroom response technology.
- ▶ End each class meeting with a "muddiest point" writing assessment, and use that as a jumping off point for the next class meeting.
- ▶ [More ideas for CATs here](#)

Summative assessments are often given as unit tests or exams. The first step in creating exams to test students' understanding is to be familiar with the learning outcomes in your course.

STUDENT LEARNING OUTCOMES (SLOs)

When writing an outcome for a course or unit, remember to use an active verb and be specific when stating what students should be able to do. [Bloom's Taxonomy of Learning Domains](#) (1956) can be a good resource when developing SLOs. It can be helpful to refer to a list of active verbs for inspiration when writing a course-level or unit-level learning outcome. This [Bloom's Digital Taxonomy](#) includes a good list of active verbs.



Remembering

Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.



Understanding

Understanding is about constructing meaning from different types of function, be they written or graphic.



Applying

Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.



Analyzing

Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.



Evaluating

Evaluating is about making judgements based on criteria and standards through checking and critiquing.



Creating

Creating is about putting elements together to form a functional whole, and reorganizing elements into a new structure or pattern by planning or producing.

If you are teaching a core class, course outcomes will also need to be aligned with the [state's core outcomes for that part of the curriculum](#). Also, keep in mind that artifacts might be collected as evidence of those objectives.

In addition to writing good learning outcomes, we should also communicate these outcomes and assessment expectations to our students. The course syllabus, for instance, should state what percentage of the grade will come from assessments.

You can find a lot more info about well-written Student Learning Outcomes and a list of action verbs from Bloom's Taxonomy on the [SLO Guidelines Handout](#) developed by the faculty of the SLOs Guidance Task Force. For SLO assistance, please contact Dr. Gray Scott, Director of Academic Assessment, GrayScott@twu.edu or 81-3029.

Setting expectations will help the instructor evaluate student work as well. When the objectives are known (clearly stated), the instructor can create a rubric that matches those outcomes.

GIVING GOOD **FEEDBACK**

The right kind of feedback can help students learn and gain confidence in the subject matter. Feedback should strike a balance between positive and critically constructive comments in that it should highlight specifically what was done well and what can be improved.

A common way to achieve this is to use what's referred to as "the sandwich method." In this method you begin with a specific positive comment about the student's work. "Great work, Mary!" is too broad, but "Mary, your topic sentence states the main idea clearly," is specific enough that the student will know what to continue in future assignments. Next, give specific feedback about why points were lost. When appropriate, include a resource for further study. For example, "I didn't see an in-text citation for your second source although it was listed on the reference page. Please refer to the [APA guide](#) for citation guidelines." Finally, you would close the sandwich with a another positive comment to wrap up the feedback. It could be something like, "Thanks for your hard work on this, Mary! I can tell that you spent a lot of time curating your resources and synthesizing their info. I look forward to reading your next draft."



Students' work should be evaluated and returned promptly. Returning work within 24-48 hours is ideal. The sooner they receive feedback after completing the assignment, **the more likely they are to learn** from it.

ENGLISH LANGUAGE LEARNERS

Instructors should remember that they might have students in class whose first language is not English. Showing appropriate and respectful concern and awareness about the student's language learning process will aid in their overall performance in the class.



In a class based upon students' verbal participation, heavy accents may prevent students from contributing to the class discussion and may consequently affect their grades. Usually, accents do not change even when students improve their English skills. Certainly, instructors cannot correct accents, but they can encourage students to participate and help students with their efforts to express themselves.

Instructors can help students in the following ways:

- ▶ Repeating the student's main point. An instructor should state openly if he or she does not understand the student's point. It can be frustrating for international students to talk without any reaction.
- ▶ Asking for further explanation. Many students, out of politeness or indifference or a fear of embarrassing their classmate, prefer to remain quiet and to give the impression that they understand.
- ▶ Correcting expressions or language that may help the student in the future. This, of course, is probably best done in private.

English Language Learners often know what areas they need to work on and may ask for specific types of help. Pronunciation can become clearer to Americans if the speaker can identify his or her specific difficulties.

When the course requires extensive written work such as essays or term papers, the international student may face an even greater disadvantage. The instructor cannot and should not exempt such students from these assignments, but there are ways of helping international students. If some of the assignments are take-home exams or term papers, the instructor together with the student can ease the burden of language. With the consent of the student, an instructor might ask for a volunteer among the American students to proofread the paper and to correct grammar, spelling and style. TWU's [Write Site](#) can also be a resource for students who need extra help with writing.



GRADES

GRADING POLICY

Grading policies vary between instructors. Be sure to include your grading policy on your syllabus so that students know what point system will be used.

Students should have a clear understanding of how points will be divided among assignments. For example, some faculty include a simple chart that shows how percentages will be allocated for each assignment type like this:

Sample grading policy using percentages

Class participation	10%
Weekly journals	15%
Unit tests	20%
Mid-term exam	25%
Final project	30%
Total	100%

Some instructors base the total course grade on 100% and use percentages to grade assignments. The Gradebook in Canvas can calculate assignment percentages for you. For assistance setting up your Canvas Gradebook, contact the [Office of Teaching and Learning with Technology](#).

Using point totals is another way to tally points in a course. For example, instead of averaging percentages, each assignment counts for a certain number of points that add up to a total number of points for the course:

Sample grading policy using points

Class participation	30 points
Weekly journals	90 points
Unit tests	80 points
Mid-term exam	100 points
Final project	100 points
Total	400 points

If you do use points instead of percentages, it can be helpful to provide students with a chart that converts point ranges into letter grades:

Sample points conversion chart

<i>If you have:</i>	<i>then your grade is:</i>
360 – 400 points	A
320 – 359 points	B
280 – 319 points	C
240 – 279 points	D
239 points or below	F

GRADE DEFINITIONS AND GRADE POINTS

Following is a description of each grade and the number of grade points given for each grade:

- ▶ GRADE **A** - 90-100 (4 grade points)
- ▶ GRADE **B** - 80-89 (3 grade points)
- ▶ GRADE **C** - 70-79 (2 grade points)
- ▶ GRADE **D** - 60-69 (1 grade point)
- ▶ GRADE **F** - Below 60 (0 grade points)
- ▶ GRADE **I** - Incomplete: 0 grade points
- ▶ GRADE **NG** - A temporary grade used only in special circumstances

These are the most common grades; for more grading options at TWU, please refer to the [undergraduate catalog](#) and [graduate catalog](#). Also, the [TWU Registrar's website](#) gives more information on Incomplete grades and grade appeals.

Note: Federal law prohibits the public posting of students' grades.

ATTENDANCE AND GRADES

According to the Attendance Policy in the [Faculty Handbook](#):

- ▶ Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.
- ▶ Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.
- ▶ Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the

semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

EARLY ALERT PROCESS

Instructors of all classes are asked by the Registrar to submit online the grade status of students who are in danger of failing the course (D or F). More information can be found on the Early Alert web site.

ENTERING FINAL GRADES

For instructions on entering final grades, please refer to this handout provided by the Registrar's office.

CHANGE OF GRADE FORMS

If you need to change a student's grade after the final grade submission deadline, you will need to obtain a Change of Grade Form from the Registrar. You will need the following information to complete the Change of Grade form to the Registrar's office:

- ▶ The name and ID number of the student whose grade is changing
- ▶ The department, course and section numbers, and course title
- ▶ The reason for the grade change
- ▶ Original and new grade
- ▶ Your signature
- ▶ The department chair's signature

You will need to show your TWU faculty ID when submitting the completed form to the registrar in person.

GRADE CONFLICTS

From time to time instructors have to deal with students who are dissatisfied with a grade. It's important to explain to students that the instructor's role is to evaluate their ability to learn and apply course material to assessments. Make it clear that the assigning of grades is not a judgment of them as human beings and that the same standards apply to everyone in the class.

Students who approach an instructor with grade disputes but who are unwilling to accept an explanation of their grades should be advised of their right to appeal grades. Learn more about [Academic and Administrative Complaints and Appeals here](#).



One way to become a stronger instructor is to get an outside perspective. Classroom observations can be intimidating, but asking a colleague whom you trust to informally observe your class can remove a lot of that intimidation. The observer can be someone in your department or someone in a different discipline altogether. To make the informal observation feel even less intimidating, you can take turns observing each other's classes. Additionally, gaining an insight into different teaching styles and techniques can be helpful and make for great conversation.

To get what you want out of peer observation, write the terms of your own observation. Since it's voluntary and informal, you can give your observer specific guidelines - what things would you specifically like feedback on? You can write a list of questions or create a feedback form for your observer to use. The CFE can also provide you with forms we have developed to evaluate face-to-face, online, and clinical classes.

Classroom observations should always be followed up with a conversation, or post-observation interview. Typically, the instructor who was observed starts the conversation and talks about how she or he thought the class went. For those who are new to classroom observation, it can be helpful to keep in mind that an objective dialogue is more helpful than subjective judgement about the observed teaching methods.

In addition, a written peer evaluation could be added to a dossier to provide the Promotion and Tenure committee with supplemental evidence about your teaching.

OPTIMIZING STUDENT EVALUATIONS

Student evaluations are emailed out at the end of each semester. If enough students participate in the evaluations, the feedback can offer helpful information that you can utilize in future semesters and possibly include in your Promotion and Tenure dossier.

Since the evaluation links are sent asynchronously through email, faculty sometimes struggle to find ways to get students to complete the online evaluations. Below are two methods that can help encourage more students to participate in the end-of-semester student evaluations:

1. *Class time to complete the evaluations*

One of the reasons students often give for not completing evaluations is that they don't have time at the end of the semester. This can be solved by giving students class time to complete them.

If you're teaching a face-to-face or hybrid class, announce that students will need to bring a device (laptop, tablet, or smart phone) to the next class period. Then you can set aside some class time for students to complete the online evaluation. For the sake of students' anonymity, leave the room and/or ask a teaching assistant or colleague to monitor the class for you.

2. *Mid-semester evaluations*

According to Deborah Merritt's, "[Bias, the Brain, and Student Evaluations of Teaching](#)," (2008) giving students an informal evaluation in the middle of the semester can improve end-of-semester evaluation scores. First, it's helpful to check in with students to see how the class is going for them so far. Even if you get feedback that you're not willing to incorporate, talking to the class about it can make them feel heard and open a healthy dialogue. Also, Merritt says that asking students to think about artifacts from the class such as assignments and feedback can increase the chances that they will use evidence from your class to evaluate your teaching rather than other factors.

A mid-semester evaluation can be as simple as writing [KQS](#) on the board and asking students to write on a piece of paper what they would like you to *Keep doing*, *Quit doing*, and *Start doing*. Some instructors make online quizzes in SurveyMonkey or Google Forms and have students anonymously answer questions about the course.

Whichever method you decide to use, the most important part of a mid-semester evaluation is talking to the class about the results afterward. Students don't necessarily have the same birds-eye-view of the semester-long teaching process that you do, so sharing with students your goals for their learning can help bring everyone on the same page.

ACADEMIC INTEGRITY

PREVENTING ACADEMIC DISHONESTY

The best way to deal with academic dishonesty is to prevent it. The following are good practices:

- ▶ Be sure your syllabus addresses academic misconduct and the possible penalties you will impose (failure of an assignment, failure of the course, referral to the Student Handbook).
- ▶ Be clear about what you consider to be academic misconduct. Specify which sources students may and may not use in completing assignments and papers.
- ▶ Refer students to the library's [Plagiarism Tutorial](#) for information about plagiarism and proper citations. To take the Plagiarism quiz and earn a certificate, students can follow [these instructions](#).
- ▶ Reduce the pressure. Provide a number of opportunities for students to demonstrate achievement of course goals rather than relying upon a single examination.
- ▶ Write a reasonable test. Some academic dishonesty is simply the result of frustration and desperation arising from assignments too long to be covered adequately or tests requiring memorization of trivial details.
- ▶ Make different versions of a single test to keep students from looking at their neighbor's test. For example, if you are administering a multiple-choice test, you can randomize the question order or the answer order (or both). Print one version of the exam on a different colored paper (blue, pink, etc.) or put a notation on the exam itself. Alternate the versions of the exam. If you do this, make sure that you use the proper key for each exam you will be scoring.
- ▶ Restrict the use of cell phones in class during testing. Prohibit students from wearing headphones or hats with brims during exams. Be aware of other common forms (i.e., notes in jacket pockets, on arms under long-sleeved shirt, between calculator buttons, etc.) of academic dishonesty that have occurred in similar classes.
- ▶ Be sure students know that they cannot leave the room during the test (they need to attend to personal needs before the exam period begins).
- ▶ Create new essay or report assignments to reduce the ability of students to find pre-written term papers that they can adopt. Require them to utilize a specific set of sources (in addition to others) to make it more difficult to purchase or steal an essay from an online source.
- ▶ Notify students in advance that you will be searching for plagiarism using Turnitin.com or a similar plagiarism detection program; if students know they are likely to get caught, they are less likely to cheat.

HANDLING ACADEMIC DISHONESTY

No matter how many steps are taken to prevent academic dishonesty, it may still occur. When an instructor suspects academic dishonesty, he or she should do the following:

- ▶ Take a look at [TWU's Academic Integrity page](#) and then follow department and university procedures.
- ▶ Meet privately with the student to give the student an opportunity to address your allegations.
- ▶ If the student admits to wrong-doing, assess your grade penalty and inform the student of that penalty and of the fact that you will be referring the matter to the [Office of Student Life](#).
- ▶ If you have time to think about the suspected academic dishonesty, consult an experienced faculty member before taking any action.
- ▶ If you decide to report the case, complete an [Academic Integrity Violation](#) from Student Life. The student will either accept or disagree with the academic sanction. If the student accepts it, it will go into the student's file and it is likely that no further action will be needed. If the student disagrees with it, she or he will be called in for a pre-hearing meeting.
- ▶ Know in advance how to handle a student looking on another's paper during a test. Will you take the exam away from the student, ask the student to move to another seat, or take some other action?
- ▶ Have a written policy in your syllabus that prescribes what will happen if academic dishonesty is discovered. Be sure your policy conforms to departmental or university rules.
- ▶ Follow your own written policy; you need to be fair and consistent in your enforcement of your own rules.
- ▶ Where appropriate, require students to use pen rather than pencil to complete a test. Students may correct their answers after grading in an attempt to get more points on exams. If you are using a computer-graded answer sheet that must be completed in pencil, make a copy of all answer sheets before you hand them back. This will allow you to spot student efforts to revise their answers.
- ▶ Even when confronting a student about misconduct, it is important to be respectful. Be calm, professional, and matter-of-fact. Explain that you understand that students make mistakes but that you have an obligation to impose rules fairly and consistently. Your own demeanor can defuse a potentially emotional situation and ease the process in the long run.



DEALING WITH PLAGIARISM

In grading term papers or other written assignments, instructors will need to be on guard against plagiarism. Since students often claim that they do not understand this form of academic dishonesty, instructors must be prepared to explain what plagiarism is and what punishment is appropriate when it is detected. Instructors are encouraged to have this discussion when the assignment is given, or at the start of the course, with a reminder about avoiding plagiarism when assignments are given. If faculty members suspect that a paper has been plagiarized, the procedures outlined in Section 4 of the Student Handbook must be followed.

Plagiarism is defined at TWU as follows:

Plagiarism occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism.

Students are responsible for following guidelines of the appropriate course or discipline (i.e.; MLA, APA):

- ▶ [Academic Integrity](#)
- ▶ [TWU Student Code of Conduct](#)
- ▶ [Purdue Online Writing Lab \(OWL\)](#)
- ▶ [The Writer's Handbook: Avoiding Plagiarism](#)

It's also important that instructors ensure that students are informed about the consequences of academic dishonesty from the beginning of the course.

When an instructor suspects plagiarism, the student should be confronted in private and given an opportunity to dispute the allegations. The instructor of record should discuss the matter with the student, make a judgment as to whether the student is responsible for plagiarism, and assess penalties if convinced that the student is responsible. TAs should turn over cases of suspected plagiarism to the supervising instructor.

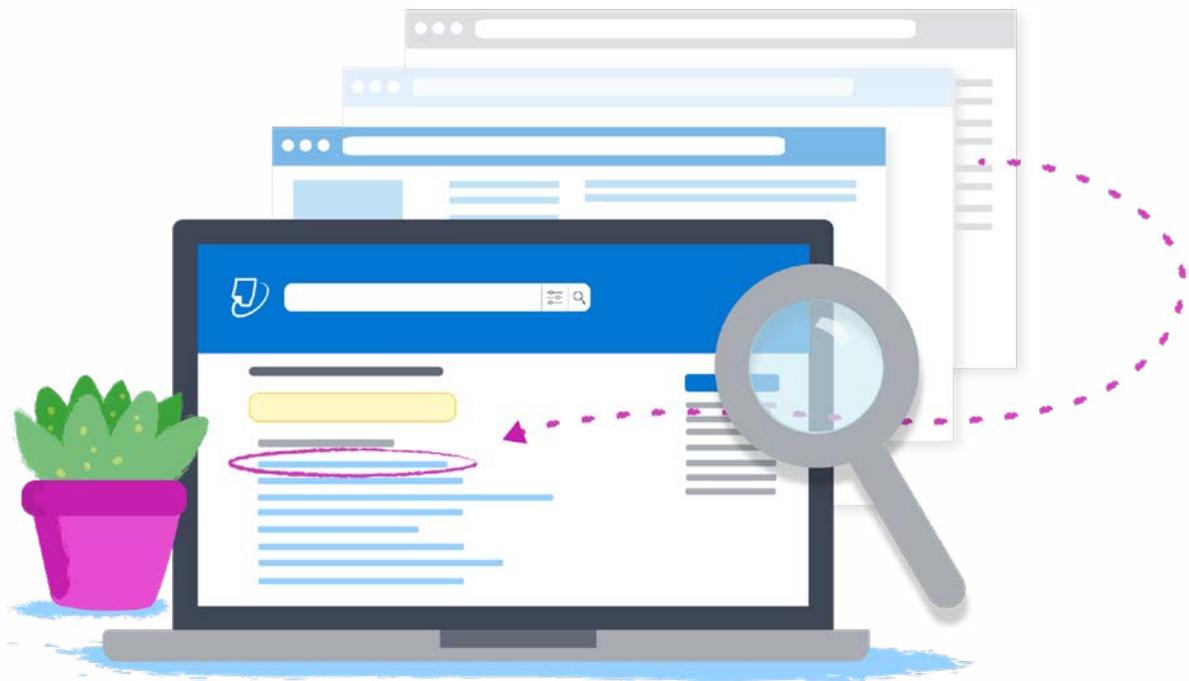


ANTIPLAGIARISM TECHNOLOGY

Anti-plagiarism technology such as Turnitin may be used as a teaching tool. Students can be taught how to use Turnitin and to get in the habit of checking their work for plagiarism before handing in assignments to the instructor. The tool alone does not determine whether a paper has been plagiarized. Conversely, students cannot use anti-plagiarism tools to prove they have not plagiarized. Instead, that judgment must be made by the individual faculty member.

The following statement must appear on a course syllabus if an anti-plagiarism tool is used in the course:

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.



DEALING WITH DISRUPTIVE STUDENTS

Disruptive behavior is defined as repeated, continuous, and/or multiple student behaviors that hinder the ability of instructors to teach and students to learn. Common examples of disruptive behaviors include, but are not limited to:

- ▶ Eating in class
- ▶ Monopolizing classroom discussions
- ▶ Failing to respect the rights of other students to express their viewpoints
- ▶ Carrying on distracting side conversations
- ▶ Constant questions or interruptions which interfere with the instructor's presentation
- ▶ Overt inattentiveness (e.g., sleeping, reading the paper, using laptops for non-class-related activities)
- ▶ Creating excessive noise with papers, book bags, etc.
- ▶ Entering class late or leaving early
- ▶ Use of cell phones in the classroom
- ▶ Inordinate or inappropriate demands for time and attention
- ▶ Poor personal hygiene (e.g., noticeably offensive body odor)

More extreme examples of disruptive behavior include, but are not limited to:

- ▶ Use of profanity or pejorative language
- ▶ Intoxication
- ▶ Verbal abuse (e.g., taunting, badgering, intimidation)
- ▶ Harassment (e.g., use of "fighting words," stalking)
- ▶ Threats to harm oneself or others
- ▶ Physical violence (e.g., shoving, grabbing, assault, use of weapons)

If you find yourself needing immediate assistance with a student who is exhibiting extreme behavior, call the [Department of Public Safety](#): Denton x2911, Dallas x6666, Houston x2222

AN OUNCE OF PREVENTION...

Perhaps the best thing faculty can do to address disruptive student behavior is to create an environment in which it is unlikely to occur. For example, an instructor should:

- ▶ When class size permits, learn and use the names of your students.
- ▶ Serve as a role model by demonstrating appropriate, respectful, and responsible behavior in all interactions with students.
- ▶ Use the class syllabus to inform students in writing of standards and expectations (e.g., respect, courtesy, timeliness, etc.) for classroom conduct and of possible consequences for disruptive behavior.
- ▶ Devote some time during the first class to review this information in the syllabus.

RESPONDING TO DISRUPTIVE BEHAVIOR

Some general suggestions for dealing with disruptive student behavior are:

- ▶ Deal with the disruptive behavior immediately. Ignoring the behavior will likely cause it to increase.
- ▶ A general word of caution directed to the class rather than at an identified student may effectively deter the disruptive behavior.
- ▶ Make direct eye contact with the student engaged in the disruptive behavior or ask a question of someone sitting close to him/her.
- ▶ Work against the human tendency to take the disruptive behavior personally. The behavior usually has little to do with you, and you are simply the unfortunate person who must address it.
- ▶ If the student's behavior is irritating, but not particularly disruptive, consider talking with the student privately after class to remind him/her of your expectations for classroom behavior. If you feel unsafe being alone with the student for some reason, request that a colleague or your department chair attend the meeting.
- ▶ If it is necessary to deal with a student's behavior during class, you should calmly but firmly inform the student that the behavior is disruptive and ask that he/she stop it. Example: *"Your use of your cell phone is bothering me and it is disrupting the class. Please end your conversation now and refrain from in-class phone calls in the future."*
- ▶ If the disruptive behavior continues during either the present or some future class, warn the student (perhaps in private) that such behavior may result in student disciplinary action. Example: *"I've already warned you about talking when I am speaking to the class. If you disrupt the class again in this manner, you will be referred to the Office of Civility and Community Standards."*



- ▶ If the student continues the disruptive behavior despite being given a warning, the student should then be asked to leave the classroom. Following the class, the instructor should contact the [Office of Civility and Community Standards](#) and provide pertinent information about the student's behavior. Civility and Community Standards will determine if a charge will be placed against the student.
- ▶ If the student refuses to leave the classroom after being instructed to do so, s/he should be informed that this refusal is a separate instance of disruptive behavior subject to additional penalties.
- ▶ If the student continues to refuse to leave the classroom, the instructor may choose to adjourn class for the day.
- ▶ Keep a log of the date, time, and nature of all incidents of disruptive behavior and any meetings you have with the student. Document incidents and meetings immediately, while specifics and details are still fresh in your memory.
- ▶ Keep your department chair informed as the situation develops. Ask for guidance and support from her/him and from colleagues.

WHAT IF A STUDENT REACTS NEGATIVELY OR SAYS HE/SHE HAS A DISABILITY?

When a faculty member addresses disruptive behavior in the classroom, students sometimes accuse the faculty member, subtly or directly, of being rigid, unfair, insensitive, and/or uncaring. Such accusations often trouble faculty members who (probably accurately) perceive themselves as being flexible, fair, sensitive, and caring individuals. To provide support to and a rationale for the decision to address disruptive classroom behavior, faculty should remind themselves that college mental health professionals regard setting and enforcing reasonable behavioral limits with students as not just appropriate but as highly desirable.

Regarding the issue of disabilities, it is important to be aware that even such conditions as physical or psychological disabilities are not considered a legitimate excuse for disruptive behavior on a college campus. Prevailing law recognizes that students with disabilities can be held to the same reasonable behavioral standards as individuals without disabilities, even if a violation of institutional rules is the result of a disability. This practice accords each student with the dignity of a presumption that they have at least some personal accountability for their actions.

If students persist in disruptive behavior, the instructor should verbally request that they desist or that they see them after class—the latter is in some ways better since it will avoid humiliating them in class. In meeting with the student, the instructor should explain that it is disrespectful to ignore or disrupt fellow students. Ultimately, it may be necessary to seek assistance in talking to the student about the behavior and/or possible violations of the [Code of Student Conduct](#).

TWU CAMPUS RESOURCES TO HELP YOU DEAL WITH DISRUPTIVE STUDENTS:

Student Life - Office of Civility and Community Standards

Jones Hall 098 – Denton

Ph: 940-898-2968

The Office of Civility and Community Standards administers sanctions to students whose disruptive behavior violates the policies found in the Student Handbook. Sanctions serve to demonstrate to the student that s/he is responsible for the behavior and that disruptive behavior has predictable consequences. Further, educational sanctions address ways to prevent the behavior from happening again in the future.

Counseling Center

Counseling Center staff members can provide consultation and support for faculty/staff who are dealing with a disruptive and/or emotionally disturbed student. Psychologists and counselors can aid in the development of a more comprehensive understanding of the student's problem behavior and in the design of effective intervention strategies. Though you may encourage a student to voluntarily seek assistance at the Counseling Center, the Center does not provide services to students who are coerced or mandated into treatment.

Department of Public Safety

While not typically involved in most situations of disruptive student behavior, the University Department of Public Service is the primary source of immediate support when a disruptive student engages in threats or actions to harm her/himself or someone else.

You can find additional information on the web sites of the [Behavioral Intervention Team](#) and the [Office of Civility and Community Standards](#).



PROFESSIONAL DEVELOPMENT

Texas Woman's University (TWU) offers an ongoing variety of professional development activities for faculty as teachers, scholars, and practitioners. TWU provides services and training for faculty development to encourage expansion and development in using new pedagogical technologies and in support of research. This is in alignment with the University's 2012 Academic Plan and emphasis on faculty participation in teaching, scholarship, and service.

As outlined in [URP: 02.398 - Faculty Responsibilities](#), "faculty members' pursuit of teaching excellence is a life-long commitment" and TWU faculty are expected to engage in professional development and contribute to the advancement of knowledge. In support of faculty and the mission of the institution, the University provides services, support, and resources for faculty development through its various offices on the basis of training expertise. Faculty development opportunities are provided on the institutional level and through collaboration with various units. As described below numerous University offices and units, including the Office of the Chancellor and President, Office of the Provost, the Center for Faculty Excellence, Office of Research and Sponsored Programs, the Office of Technology, Distance Education, the Office of Undergraduate Studies and Academic Partnerships, and the Graduate School support and provide faculty development.

The University contributes to faculty development through short-term incentives such as research awards and provides ongoing support through a variety of workshops and seminars. A sampling of faculty development programs and initiatives are outlined in the Faculty Handbook. With few exceptions, these programs are available to all faculty, whether tenured/tenure-track, non-tenure track, part-time, or graduate instructors.

To find out about upcoming professional development opportunities, keep checking the [CFE's website](#) as well as the website of the [Executive Vice Provost](#).

FACULTY OMBUDSPERSON

THE OFFICE OF THE OMBUDSPERSON is a resource for all TWU faculty members on the Denton, Dallas, and Houston campuses who have a problem or concern related to their work at the university. Consultations with faculty members are guided by the International Ombudsperson Association's Standards of Practice, which emphasize:

- ▶ Confidentiality
- ▶ Neutrality
- ▶ Independence
- ▶ Informality

The Ombudsperson provides the following services:

- ▶ Consultation
- ▶ Informal conflict management and dispute resolution
- ▶ Advocacy for fair treatment for all faculty members
- ▶ Advocacy for fair process for the institution as a whole

Common issues presented by faculty members to the Ombudsperson include:

- ▶ Annual performance evaluations
- ▶ Tenure/promotion decisions and related issues
- ▶ Post-tenure review
- ▶ Departmental conflicts
- ▶ Grievance and appeals
- ▶ Unique or special circumstances and/or requests

The Ombudsperson observes trends on campus and reports these trends with aggregate data to the Provost/Vice President for Academic Affairs.

Learn more about TWU's [Faculty Ombudsperson](#).

DR. LINDA RUBIN ▶

Faculty Ombudsperson
Professor/Licensed Psychologist

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940-898-2605

319 Stoddard Hall



KEEP IN TOUCH

Thank you for taking the time to learn about TWU and putting consideration into how to approach your courses this semester. The CFE warmly welcomes you to TWU and looks forward to a long and enriching relationship!

TWU Center for Faculty Excellence

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