STUDENT SUCCESS

Jaye Padgett
Vice Provost for Student Success

TA Orientation
September 2017
Who are our students?
Who are our students: 6-year graduation
Who are our students: race/ethnicity

1992-93:
- White: 50%
- Hispanic or Latino: 15%
- Asian: 10%
- African American or Black: 5%
- American Indian/Alaska Native: 2%
- Pacific Islander/Native Hawaiian: 1%
- International: 1%
- Two or More: 1%
- Unknown: 1%

2000-01:
- White: 45%
- Hispanic or Latino: 15%
- Asian: 10%
- African American or Black: 5%
- American Indian/Alaska Native: 2%
- Pacific Islander/Native Hawaiian: 1%
- International: 2%
- Two or More: 1%
- Unknown: 1%

2014-15:
- White: 40%
- Hispanic or Latino: 15%
- Asian: 10%
- African American or Black: 5%
- American Indian/Alaska Native: 2%
- Pacific Islander/Native Hawaiian: 1%
- International: 3%
- Two or More: 1%
- Unknown: 1%
Who are our students: disparities

<table>
<thead>
<tr>
<th>Frosh</th>
<th>4-year graduation rate</th>
<th>Gap</th>
<th>6-year graduation rate</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>46.7%</td>
<td>-12.0</td>
<td>67.8%</td>
<td>-7.5</td>
</tr>
<tr>
<td>Latino</td>
<td>42.5%</td>
<td>-16.3</td>
<td>69.0%</td>
<td>-6.2</td>
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<tr>
<td>White</td>
<td>58.8%</td>
<td></td>
<td>75.2%</td>
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<tr>
<td>Pell Grant</td>
<td>47.9%</td>
<td>-9.9</td>
<td>73.6%</td>
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<tr>
<td>Non-Pell Grant</td>
<td>57.8%</td>
<td></td>
<td>73.6%</td>
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<tr>
<td>First Generation</td>
<td>48.9%</td>
<td>-8.6</td>
<td>71.0%</td>
<td>-5.2</td>
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<tr>
<td>Non-First Generation</td>
<td>57.5%</td>
<td></td>
<td>76.2%</td>
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</table>
Campus goals for undergraduate success

• Increase graduation rates (goal of 85% 6-year rate)

• Improve time to degree (goal of 65% 4-year rate)

• Educational equity: students graduate at the same rate and with the same GPA whatever their family income, race, ethnicity
Why am I telling you this?

• When it comes to student success, you are on the ‘front line’
• Your collaboration is crucial to campus student success goals
• Your professional development as a committed teacher will get you a job – inside or outside academia
How you can help

• See student success as a goal
• Refer students to academic support resources
• Know that it’s not all about academic preparedness
Challenges our students face

• Proportion who are low-income, first-generation, and/or underrepresented minority: 67%
  • First generation: 42%
  • Less ‘cultural capital’
  • Underperforming schools
  • Climate issues
  • Working 1 or more jobs
  • Housing / food insecurity
  • Family crises
  • Imposter syndrome / sense of belonging
Challenges our students face

• Students with disabilities
  • Proportion of students seeking accommodations
    • In 2007: ~3%
    • In 2017: 9%
  • Why?
    • Inclusion of mental health conditions
    • Less stigma
    • More entitlement
    • ??
Challenges our students face

• Mental health concerns
  • Large increases in students with anxiety and depression
  • UC Santa Cruz has the highest rates in the UC system (by a small margin)
• Why?
  • Less stigma
  • More entitlement
  • Conditions better supported
  • Less resiliency
Undocumented students

• Number of undocumented students on campus: ~460
• We also have undocumented staff
• Undocumented students experience all of the challenges above, plus
  • National context
  • Friends and family being deported
  • Loss of financial aid
    • Already ineligible for any kind of federal aid
    • AB540
    • California Dream Act
    • DACA rescission
    • End of work-study
Student Health & Wellness

Student Health Center

Counseling & Psychological Services
Student Development & Engagement

Dean of Students

Conduct

Slug Support
Student Achievement & Equity Innovation

- Learning Support Services
- Disability Resource Center
Tips for teaching first-gen students

• Take CITL workshops (e.g. inclusive teaching)!
• Be mindful of the challenges students face
• Combine high expectations with a supportive environment
• Have crystal clear expectations
• Give examples of stronger and weaker work
• Incorporate collaborative learning
• Normalize setbacks and provide a clear path forward
Links

- Educational Opportunity Programs: https://eop.ucsc.edu/
- Dean of Students: https://deanofstudents.ucsc.edu/index.html
- Slug Support: https://deanofstudents.ucsc.edu(slug-support/program/index.html
- Financial Aid and Scholarships: https://financialaid.ucsc.edu/get-started/Dreamers/index.html
- Counseling and Psychological Services: https://caps.ucsc.edu/ Elena Herrera (eherrer9@ucsc.edu) is the lead on immigrant student issues and she works closely with EOP.
- Resource Centers: https://resourcecenters.ucsc.edu/
- Career Center: https://careers.ucsc.edu/
- Student Health Services: https://healthcenter.ucsc.edu
- SHOP: https://shop.ucsc.edu
Thank you

https://studentsuccess.ucsc.edu/
padgett@ucsc.edu
Essential Resources and Support for New TAs

Jody Greene
Director, Center for Innovations in Teaching and Learning
Professor of Literature, Feminist Studies, and the History of Consciousness
TA Handbook

Table of Contents

Section 1  Fundamentals
Section 2  What To Do and Know Before the First Day of Class
Section 3  UCSC Students and Culture
Section 4  Pedagogy
Section 5  Best Practices and Common Challenges
Appendix  Samples and Worksheets
Launched in 2016 to revitalize the university’s longstanding commitment to excellence in teaching, the Center for Innovations in Teaching and Learning provides resources, support, and advocacy for all who teach at UC Santa Cruz. The CITL offers individual consultations, workshops, and public programs to build faculty and graduate student learning communities, enhance student learning, and promote accessibility and equity in the 21st-century classroom.
Resources and Direct Support

Research on Teaching and Learning

Communities of Practice

Professional Development
Resources

Connect with existing resources on campus that can support your teaching and enhance student success

Available at: https://citl.ucsc.edu/resources.index.html

Office of the Registrar FAQs for Faculty
Faculty Instructional Technology Center
University Library Teaching Support
Digital Scholarship Commons
Institute for Scientist and Engineer Educators
STEM Active Learning Initiative
Graduate Horizons, professional development for graduate students
PhD+ at the Institute for Humanities Research

Student Success Centers, including Educational Opportunity Programs (EOP), Hispanic Serving Institution (HSI) Initiatives, and Services for Transfer and Re-Entry Students (STARS)

Learning Support Services
Disability Resource Center (DRC)

The Resource Centers, including the African American Resource and Cultural Center, American Indian Resource Center, Asian American/ Pacific Islander Resource Center, Cantú Queer Center, Chicano Latino Resource Center, and Women’s Center

First-Generation Initiative
Counseling and Psychological Services (CAPS)
Student Health Outreach and Promotion (SHOP)
Campus Advocacy Resources and Education (CARE)
Slug Support Program
Textbook Lending Library
Professional Development & Communities of Practice for Graduate Students

Communities of Practice
- Faculty Fellows
- Graduate Pedagogy Fellows
- Institute for Humanities Research Cluster: “Teaching and Learning in the Humanities Now”
- Annual Convocation: “The New Education” with Cathy Davidson on March 1, 2018

Inclusive Teaching
- Teaching and Learning after Charlottesville
- Faculty workshops on Inclusive Teaching and Universal Design
- Graduate certificate program in Inclusive Teaching and Universal Design

Teaching with Technology
- Graduate certificate program
- Digital Instruction Project at the Digital Scholarship Commons
- Partnership with the Faculty Instructional Technology Center

Assessment
- More equitable evaluation of teaching and learning
- White paper on the Evaluation of Excellence in Teaching
- Consultations with departments on peer evaluation

Grants and Collaborations
- National Science Foundation grant: “Transforming STEM Teaching Faculty Learning Program”
- Collaborations with the Division of Graduate Studies, Division of Student Success, Academic Senate, and more
- UC Consortium of Teaching Centers
Teaching Support at the McHenry Library

Support for students who need guidance in the discovery of library collections and digital resources, the skills needed to use them, and how to cite information

Ask a Librarian (http://guides.library.ucsc.edu/ask-a-librarian/chat) provides:
- 24-hour help by chat
- Drop in assistance Monday–Friday, 1pm–5pm
- Students can request a consultation with a research librarian

Assistance for incorporating library and research best practices into your teaching

The Library Guides Site (http://guides.library.ucsc.edu/) includes:
- Research Guides (library resources curated by academic major)
- Course Guides (for specific courses)
- Special Topics (covers a variety of how-tos)
- You may also suggest new guides
Teaching Support at the McHenry Library

**Intervention tools** for use in course assignments

The Bibliography Checklist ([http://guides.library.ucsc.edu/checklists](http://guides.library.ucsc.edu/checklists))

**Spaces for meeting** students outside of class

Reserve study rooms ([http://library.ucsc.edu/services/study-rooms](http://library.ucsc.edu/services/study-rooms))

The Digital Scholarship Commons supports digital assignments ([http://library.ucsc.edu/digitalscholarship/digital-scholarship](http://library.ucsc.edu/digitalscholarship/digital-scholarship))

Contact research@library.ucsc.edu for support.
Learning Support Services

Promoting educational equity for all UCSC undergraduate students by fostering interactive, peer-based academic communities

Modified Supplemental Instruction (MSI): Peer-guided interactive group learning sessions attached to selected lower- and upper-division undergraduate courses

Small Group Tutoring: Attached to a specific class, weekly tutoring led by an undergraduate student who has succeeded in the class

One-on-One Writing Tutoring: Available for writing assignments in courses throughout the disciplines. All UCSC students are eligible for two hours of one-on-one tutoring per week

Drop-in Math Tutoring: Regularly scheduled and available to students in lower-division math courses

221 Academic Resources Center (ARCenter)
Open M-F 8 AM – 6 PM
(831) 459-4333 | lss@ucsc.edu | lss.ucsc.edu
Disability Resource Center (DRC)

Ensuring equal educational access to the programs of UC Santa Cruz

The DRC serves approximately 2,050 students (about 10% of the student body) with permanent and temporary disabilities.

Ensuring equal access is a shared responsibility, and TAs are an essential point of contact for students with disabilities in three key ways:

1. Receiving and helping to implement accommodations requests
2. Making referrals to the DRC
3. Providing accessible course materials in section and/or lab

Richard Gubash, Director
125 Hahn Student Services
Open M-F 8 AM – 5 PM
(831) 459-2089 | drc@ucsc.edu | drc.ucsc.edu
Disability Resource Center (DRC)

Receiving and Implementing Accommodations Requests

- The DRC generates accommodations letters for students at the start of every academic quarter.

- Students are encouraged to submit letters within the first two weeks of the quarter and may submit directly to TAs and/or to the instructor of record. Work with your instructor to ensure accommodations.

- Common accommodations include notetaking support in class, the use of adaptive technology in the classroom, alternate media (e.g. accessible textbooks – the DRC handles this process), extended testing time, and distraction-reduced testing environments.

- Encourage students to submit accommodations letters confidentially, in office hours or by appointment, to protect student privacy and to discuss the necessary accommodations.

- If you have any questions about accommodations, call the DRC at (831) 459-2089
Disability Resource Center (DRC)

Making Referrals to the DRC

- If a student encounters a barrier to learning in your classroom that you think could be addressed by the services at the DRC, you can refer them to consult with the DRC.

- When making referrals, it can be helpful to highlight the services available at the DRC that might reduce a barrier to learning (see the DRC website for more information).
  - “I have noticed that your written assignments/exams don’t seem to reflect your knowledge during discussion.”
  - “Do you know about the support services available on campus?”

- Call the DRC if you have any questions about making a referral, including best practices for referring students and protecting student privacy.
Disability Resource Center (DRC)

Providing Accessible Course Materials

- To promote equitable access, provide accessible course materials to students, including accessible PDFs and captioned videos.

- The DRC website (drc.ucsc.edu) provides resources and information about how to do this (see under “Faculty and Staff”).
Counseling and Psychological Services (CAPS)

Providing a wide range of mental health services, including group and individual counseling, workshops, crisis assessment and intervention, referral services, wellness workshops and consultations.

The Role of Teaching Assistants in Promoting Student Mental Health

- TAs may be more likely to notice student behavior, or students may be more comfortable coming to you.

- While you may be the first responder to student mental health issues, your response should be to refer students to CAPS.
Counseling and Psychological Services (CAPS)

Promoting Student Mental Health—What to Know:

- Pay attention to **significant change** in student behavior.
- College is a dynamic time in terms of personality and psychological development.
- Students can have extreme reactions to **stressors** such as loss of a family member, break-ups, poor academic performance, substance use, etc.
- Traditional college age also coincides with the typical **age of onset** of several major mental illnesses.
- More students are coming to college with diagnosed mental health concerns.
Counseling and Psychological Services (CAPS)

Promoting Student Mental Health—What to Look For:

**Academic Indicators**
- Repeated absences
- Missed assignments
- Deterioration in quality of work
- Perfectionism
- Disproportionate response to grades

**Behavioral Indicators**
- Direct statements about distress
- Angry outbursts
- Unusual withdrawn or animated behavior
- Hopelessness
- Irritability
- Demanding or dependent behavior

**Physical Indicators**
- Deterioration in appearance or hygiene
- Excessive fatigue
- Weight change
- Cuts, bruises, burns
- Disorganized speech
- Poor eye contact
- Evidence of substance use
Counseling and Psychological Services (CAPS)

Promoting Student Mental Health—Referral Options:

- If there is immediate concern, call the police
- Direct student or walk them to CAPS crisis services, available Monday through Friday 8 AM – 5 PM
- Students can call (831) 459-2628 or walk in to arrange a 40-minute, in-person initial assessment
- The CAPS website (caps.ucsc.edu) has information on support groups, workshops, and Let’s Talk, a drop-in service available without appointment throughout campus
Title IX Office

A neutral office committed to preventing all forms of sex discrimination, and to promoting safety, fairness, trauma-informed practices, and due process.

The Title IX Office provides assistance in resolving and investigating complaints of sexual harassment, sex discrimination, and sexual violence (sexual assault, dating violence, domestic violence, stalking, and invasions of sexual privacy).

The office provides resources for anything you personally experience (as a teacher or as a student) or that you hear about from others on campus.

Laura Young Hinck, Response Team Coordinator
lyounghi@ucsc.edu
Reporting Line: (831) 459-2462
titleix.ucsc.edu
What to Know About Reporting

As UC employees, TAs are obligated to inform the Title IX Office of instances of misconduct if a student under your teaching responsibility reports information to you.

Let your students know that you are obligated to respond to instances of sexual harassment or sexual violence by contacting the Title IX office.

Confidential resources are available to you and to your students, such as Campus Advocacy Resources and Education (CARE) (care.ucsc.edu) and Counseling and Psychological Services (CAPS) (caps.ucsc.edu).

The Title IX website (titleix.ucsc.edu) has resources and reporting options for students, employees, and faculty.

The Title IX Office is available for confidential and anonymous consultations.
Conflicts TAs Might Encounter

- With undergraduate students in labs or discussion sections
- With colleagues in your department or lab, or on your teaching team
- With professors or supervisors

Benefits of CCRS

- Informal resolution of conflict
- Confidential services
- Those who initiate consultations make choices about how to move forward
Campus Conflict Resolution Services (CCRS)

Conflict Resolution Services for Graduate Students

- **Workshops.** Held at the Graduate Student Commons, or by arrangement with a student organization, Department, or lab group, workshops focus on developing skills and strategies to prevent or manage common types of conflict.

- **Individual Consultations.** Available by appointment, these offer the opportunity to explore, in a confidential, informal setting, what you as an individual might do to shift an existing conflict toward a more positive outcome.

- **Mediation and facilitated dialogue.** Safe, structured formats in which to forge ways of working together that further both individual and shared goals.

Visit the Problem and Complaint Resolution Resources website, which has a resources section dedicated to graduate students: [https://ombuds.ucsc.edu/](https://ombuds.ucsc.edu/)
A FEW TOOLS TO
CREATE AN INCLUSIVE CLASSROOM

Teresa Maria Linda Scholz, Ph.D.
Campus Diversity Officer for Staff and Students
UCSC

Certified Diversity Facilitator and Trainer
What do these terms make you *think*?
How do they make you *feel*?

Racism
Sexism
Misogyny
Homophobia
Transphobia
Xenophobia
Colorism
Classism
Ableism
Lookism
Ageism

Stereotype
Prejudice
Discrimination
Oppression
Whiteness
White Privilege
White Supremacy
Institutionalized Racism
Microaggressions
Overview

- Understand what diversity, equity and inclusion mean.
  - To you, to your students
  - Together they should inform your pedagogical practices.

- Inclusive Pedagogy

- Mindful Inquiry Questions
Diversity

- Acknowledging and valuing individual differences

Invisible and Visible Identities

Intersecting Identities

(and related systems of oppression)

--AAC&U
Intersecting Identities
Assumptions about Difference

- overestimate presence and inclusion of underrepresented nondominant groups

- overestimate similarity (beliefs, attitudes, values, and backgrounds)

- Feeling of discomfort during discussions about “diversity”

- Feeling that including nondominant groups means excluding dominant groups

- Unconscious connection of “difference” with nondominant groups
Results and Impacts of Assumptions

- Tendency to “blame the victim”
- Tendency to minimize the experiences of others

- Myth of meritocracy
  - “Bootstraps Model”

- Essentialism
  - “They All Look/Act Alike”
EQUITY

- Create opportunities for historically underrepresented populations
- to have equal access and equitable outcomes through
- educational programs that are capable of closing the gaps in student achievement.

--AAC&U
Active, intentional, and ongoing engagement with diversity in:

- curriculum and co-curriculum
- communities (intellectual, social, cultural, geographical)

- increase awareness . . . and empathic understanding of the complex ways individuals interact within systems and institutions.

--AAC&U
Inclusive Pedagogy (Frank Tuitt)

- an emerging body of literature
- advocates teaching practices that embrace the whole student in the learning process.

- *Mind, Body, Soul*
Common Responses to Addressing “Differences” in a Diverse Classroom
Characteristics of An Inclusive Pedagogy

- Faculty-Student/TA-Student Interaction
- Sharing Power
- Utilization of Personal Narratives
- Dialogic Interactions
- Activation of Student Voice
<table>
<thead>
<tr>
<th>Mindful Inquiry Questions for Inclusive Facilitation</th>
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<tbody>
<tr>
<td>Reflect Back (for understanding)</td>
</tr>
<tr>
<td>*“What I heard you say was . . .”</td>
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<tr>
<td>*“Tell me more about what you meant by . . .”</td>
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<tr>
<td>Reflect Back (to validate)</td>
</tr>
<tr>
<td>*“What angered/hurt you about what happened?”</td>
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<tr>
<td>Affirm (to make space for inclusion)</td>
</tr>
<tr>
<td>*For how many of you is this familiar?</td>
</tr>
<tr>
<td>*How is this familiar?</td>
</tr>
<tr>
<td>Connect (feasible solutions for future interactions)</td>
</tr>
<tr>
<td>*“What do you need/want.”</td>
</tr>
</tbody>
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*Taken from The Art of Mindful Facilitation by Lee Mun Wah Copyright ©2011 Stirfry Seminars & Consulting www.stirfryseminars.com
Reflections

What concerns does the current political climate raise for you and your work at UCSC?

Facilitators: use mindful inquiry questions to respond and keep the conversation going.
Questions/Comments
“Education is the most powerful weapon we can use to change the world.”

— Nelson Mandela
Mecaila’s Teaching Tips

• Organize:
  – Time (e.g. have and share an agenda)
  – Course concepts (e.g. relate concepts to each other)
  – Your thinking process (e.g. use concept maps)
  – Curriculum (e.g. relate lecture to discussion)

• Value:
  – The topic (e.g. why does this topic matter)
  – Students (e.g. solicit and engage their ideas)
  – Learning (e.g. universal design for learning)
Universal Design for Learning

Premise: If learning relies on students being able to...
1) recognize information
2) demonstrate mastery, and
3) stay motivated/participate (Rose, Meyer, Hitchcock, 2005)

...then effective teaching of diverse students should include **multiple** means of:
1) representing information to students
2) action and expression (i.e. demonstrating mastery)
3) encouraging student engagement (National Center on UDL)
Tips from Experienced TAs

Ana Kareh
- Active Learning
  - Biology, chemistry, physics

- Institute for Science and Engineer Educators Professional Development Program (ISEE PDP)
• Teaching authentic STEM practices

• Diversity & inclusion

• Practical tips
ISEE Professional Development Program

Multi-Day workshops focusing on
- Effective and Inclusive Teaching through Inquiry
- Professional Skills
- Inquiry, E&I, Assessment

Practical Teaching Experience
- Placed in teaching teams with experienced PDP member
- Opportunity to design and teach an inquiry lab to undergraduate students

Watch for the program announcement in October!
a few ideas about Assessment

MARTIN H. WEISSMAN
ASSOCIATE PROFESSOR OF MATHEMATICS
UC SANTA CRUZ
Five ideas for teaching

1. Advocate for the student’s learning.
2. Prepare
3. Learning outcomes involve students doing things.
4. Find the “theoretical minimum”.
5. You’re not alone.

I’ll try to interpret each of these for assessment in what follows.
Advocate for the student’s learning.

The immediate goal of teaching is, believe it or not, for students to learn. This basic statement is often forgotten, and faculty often place other goals first. E.g.,

1. My goal is to present calculus.
2. My goal is to provide jobs for graduate students in my department.
3. My goal is to filter out the students who don’t belong in the major.

Even as you grow old and crotchety, please repeat the phrase

   My goal is for students to learn.
Assessment edu-jargon.

Assessment takes place when we require students to perform some tasks, and we measure their performance on these tasks.

Educators identify two possible goals of assessment:

The goal of **formative assessment** is to improve student performance.

The goal of **summative assessment** is to rate/rank previous student performance.

**Formative assessment** is by nature forward-looking.

**Summative assessment** is by nature backwards-looking.

In practice, many assessments have both formative and summative components.
Advocate for student learning, with assessment.

To make assessment formative, consider the broader learning process.

1. Students understand the tasks they will be expected to perform.
2. You guide students towards these tasks.
3. Students perform these tasks on a test/quiz/homework.
4. You identify places where students had success and failure.
5. Students perform these tasks again.
6. The conversation continues.

**Advocate:** You and the student face the challenge of the assessment tasks.

**Adversary:** You use the assessment task to challenge the student.
Prepare... your assessments.

Consider the design of your assessments. One approach is backwards design. Consider where your job as TA requires you to enter the process, and collaborate with other TAs and instructors.

1. What tasks do you want students to be able to perform?
2. What is your expectation for adequate (B?), excellent (A?), barely passing (C?) performance on these tasks?
3. Draft an assessment based on these tasks, and where you might draw the A/B/C/NP lines.
4. Consider whether your expectations are reasonable, especially under time constraints. Prioritize and redraft.
5. Work out all the kinks in the assessment. Draft grading rubrics based on meeting expectations. Consider whether you will have time to grade the assessment! Prioritize and redraft.
Learning involve students doing things

When planning courses, faculty consider coverage and exposure, but not always what students will do. In some humanities courses, planning is a process of “canon formation” – what reading list best represents the course goals.

When coming up with learning outcomes, it helps to write sentences of the form:

Students will <active verb> <direct object>.

and not...

Students will be exposed to <something relevant>.

Google “Bloom’s Taxonomy” for some inspiration, and try to put it in practice.
Active learning outcomes are assessable.

Creating active learning outcomes makes it easier to design assessments, if the <active verb> <direct object> is something that can be done in a test environment.

Example: Students will **identify** when integration-by-parts is appropriate and will **apply** this technique to indefinite integrals.

Example: Students will **predict** the effect of acidification on ocean ecosystems.

If you design a course with explicit active learning outcomes, and keep a list, then you will know how to assess these outcomes, and how to create a scaffold for students to achieve these outcomes.
Find the “theoretical minimum”.

The **theoretical minimum** refers to a series of foundational physics courses by Leonard Susskind (Stanford), and the phrase was taken from an earlier exam by Lev Landau.

The way I think about it pedagogically is the following:

1. Teaching the “easy stuff” (foundations) is often more difficult than teaching the “hard stuff”.

2. To succeed in teaching the foundations, you have to challenge the foundations of your field, stripping away technicalities and jargon, to find the “theoretical minimum”.

3. Once you have found it, you’re equipped to teach a **deep introduction to the basics**.

These foundational classes are where teaching assistants are most often employed.
Assessment and the theoretical minimum

I tend to think of my assessments in layers.

**Behavioral layer:** Little tasks to keep students in class on time, doing their reading, etc. Usually no more than 10% of the grade.

**Competence layer:** Easy-to-grade tests and quizzes. If you can’t get through these, you’re not ready for later courses. These assessments lie in the comprehension/application/analysis levels of Bloom’s taxonomy (not too deep).

**Depth layer:** This is where students encounter the depth. In Bloom’s taxonomy, synthesis/validity. This is where students ask: why do these “basic” principles work? If you have struggled to find the theoretical minimum, you will appreciate the depth of this task.

If I’m teaching a large (300 person) lecture, I expect the teaching assistants to carry out the depth layer of assessment in section... because that’s where the class size is small enough to manage it.
You’re not alone.

Mathematics at a research university tends to emphasize the solitary academic, and this goes for teaching too. I’m guessing other fields are similar in this regard. Try to fight this. It’s a long battle.

Talk to the instructor and your fellow teaching assistants in the same course when designing and implementing assessments. Talk to more experienced teaching assistants. Start a weekly or biweekly discussion lunch about teaching. Organize.

Read some of the education literature in your field, e.g. math education literature (https://www.maa.org/programs/students/student-resources/a-handbook-for-mathematics-teaching-assistants). Even if most of it is oriented towards the K-12 level, the basic challenges of assessment are not so different.
Effective Use of Rubrics

Heather Schlaman
Graduate Student
Education Department
Why Use Rubrics?

• To communicate clearly to students what a grade or score means
• To point students toward the next level
• To ensure consistency in scoring of complex products and performances
• To ensure that important components of a complex product or performance are addressed intentionally
Holistic Rubrics

Question 1
(Derek Walcott, “XIV”)

The score should reflect the quality of the essay as a whole — its content, style, and mechanics. Reward the students for what they do well. The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

9–8 These essays offer a persuasive discussion of the speaker’s recollection and a persuasive analysis of Walcott’s use of poetic devices to convey the significance of the experience. These essays offer a range of interpretations; they provide a convincing discussion of the recollection and a convincing analysis of Walcott’s use of poetic devices to convey the significance of the experience. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of a 9 essay, especially persuasive.

7–6 These essays offer a reasonable discussion of the speaker’s recollection and a reasonable analysis of Walcott’s use of poetic devices to convey the significance of the experience. They are less thorough or less precise in their discussion of the recollection and Walcott’s use of poetic devices. Their analysis of the relationship among the recollection, the devices, and the significance of the experience is less convincing. These essays demonstrate the student’s ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 papers. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

## Analytical Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Central idea of the essay needs to be more clearly evident and/or the paper as a whole needs to adhere to it.</td>
<td>Central idea is stated implicitly or explicitly but may need to be clarified or narrowed. Essay as a whole should focus more clearly on the central idea.</td>
<td>Central idea is clear, and the paper maintains focus. The central idea may need to move beyond the superficial or be refined in order to better drive the narrative and analysis.</td>
<td>Central idea is clear and compelling and provides direction for the narrative and analysis.</td>
</tr>
<tr>
<td>Reporting of Interview Information</td>
<td>Report of interview info is incomplete or needs to be more clearly sequenced or structured so it is easier to follow.</td>
<td>Report of interview info is complete and logically structured but may need to be narrowed or more fully developed in order to support the central idea.</td>
<td>Report of interview info is complete, logically structured and appropriate to the central idea of the essay. It may need details added or removed to be more engaging and compelling.</td>
<td>The essay presents an engaging, compelling description of the interview that effectively supports and develops the central idea.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analysis needs to be developed and/or more clearly related to the narrative.</td>
<td>Analysis is clearly present but needs to be focused and/or pushed beyond the obvious.</td>
<td>Analysis follows logically from the narrative and is focused but may need to be extended, deepened, or more naturally integrated into the narrative.</td>
<td>Analysis is focused, original, and integrated naturally into the essay.</td>
</tr>
<tr>
<td>Organization</td>
<td>The essay needs to be more deliberately and clearly organized. Organization currently interferes with understanding.</td>
<td>The essay has a basic organizational structure but have elements out of place or need clearer transitions.</td>
<td>The essay is clearly organized. Transitions may need to be smoothed out; the organization could be refined so the essay flows more easily as one whole.</td>
<td>The essay’s organization facilitates ease of reading as well as the development of the central idea.</td>
</tr>
<tr>
<td>Language/Style</td>
<td>Errors in spelling, grammar and mechanics interfere with understanding. Language may lack the sophistication necessary for academic</td>
<td>The essay is readable but contains errors that detract from the ideas in the paper. Language may need to be more precise or formal at points in the essay.</td>
<td>The essay adheres to the conventions of standard written English. May contain errors that reflect the need for further revision and editing. Language is</td>
<td>The language in the essay is sophisticated, precise, and consistent with the overall tone and purpose of the essay.</td>
</tr>
</tbody>
</table>
What’s the Difference?

**Holistic**
- Ideal for arriving at a final score or grade
- Provides a general, overall descriptor of products at each score point
- Not as useful for providing specific feedback
- Can be problematic when categories to be assessed are not necessarily related

**Analytic**
- Ideal for providing feedback to students
- Breaks down categories to be assessed and provides descriptors for each
- Can be difficult to use to arrive at a summative, holistic grade
Supporting Instruction

• Share the rubric with students prior to the assessment
• Provide students with models when possible
• Use the language of the rubric with students
• Have students use the rubric to assess their own or peers’ early drafts
• Solicit students’ input on the rubric
Effective Scoring

• Clarify subjective language
• Identify examples of each score point
• If using an analytic rubric, experiment with weighting of categories
• If working with multiple scorers, norm
• Stop periodically during scoring and re-norm
Pitfalls to Avoid

• Defining how the product is deficient rather than focusing on strengths and next steps
• Disproportionate assigning of points to categories
• Using vague language that leads to inconsistent scoring
• Substituting general descriptors for individualized feedback
What Can Canvas Do For Me?

A brief introduction for TAs

September 2017

Leslie Kern
FITC Operations Manager
Who is the FITC?

• Faculty Instructional Technology Center (FITC)
  • Supports faculty (including TAs) in discovering, mastering, and applying technologies that achieve their instructional goals
  • Provides service management and support for Canvas
  • Collaborates with divisional local IT support (ADC DLs and LITs), Digital Scholarship Commons, Academic Affairs, CITL
• Part of ITS Learning Technologies

McHenry Library
1st floor, Room 1330
Walk in 8AM – 5PM M-F
831-459-5506
fitc@ucsc.edu or canvas.help@ucsc.edu
Overview for TAs

- Accessing and Roles
- Communicating
- Managing students
- Grading
- Learning about Canvas
- Getting Help
Accessing & Roles

• How do I access Canvas?
  • Go to canvas.ucsc.edu
  • Use your Cruzid and gold password

• How do I get into course in Canvas as a TA?
  • Instructors manually add TAs (invite sent – accept to complete enrollment) or assigned through myucsc
  • Course shells appear on your Canvas dashboard when enrolled

• What is my role allowed to do?
  • TA (default): grading, communications, discussions
  • TA – Site Manager: TA + manage course materials, most settings

More about Roles in Canvas at UCSC
Managing Students

- Added / dropped automatically, assigned to sections automatically
- TA assigned to specific section or entire course
  - To see section assignments: People
  - To view specific section: Settings
- Filter student submissions for grading, gradebook by section
- Target communications to specific sections
- Groups
  - Set up by TA Site Manager or Instructor

More about Groups
Communicating

• Recommendation: communicate through Canvas
  • Preserves a record of your interactions
  • Able to address entire class, specific sections, individuals
  • Announcements, Conversations (Inbox)

• Check your Notifications settings to get copies of “sent by you”
  • TIP: tell students to check their notification settings

• Commenting on Assignments and Quizzes
• Faculty Journal – TA Site Manager, Instructor
  • Available to all instructors across courses

More about Notifications settings
More about Announcements and Conversations
Grading - Speedgrader

• Sort submissions by student, hide student names for anonymous grading

• View submission details for each student, including resubmitted assignments

• Use rubrics to assign grades

• Leave feedback for your students
  • Comment box, attachment, media recording, speech to text, annotations

• Track your grading progress and hide assignments while grading

• View submissions in moderated assignments

More about Speedgrader
Grading - Gradebook

• Items are created automatically by assignments, quizzes, graded discussions
• Grades can be entered / updated automatically or manually
• Comments can be added

More about Gradebook; How to use Gradebook
Grading – Muting Assignments

• Mute an assignment to temporarily prevent students from seeing their grade while completing grading for all students.

• Muting an assignment temporarily blocks students from seeing their grade, any comments on the assignment, and from receiving any grade change notification.

• Assignments can be muted in the Gradebook or in SpeedGrader.

• Grades for muted assignments are not included in Total Grade calculations until they are unmuted.

More about Muting Assignments
Grading – Comprehensive View

- Go to People, click name, see Comprehensive view of grades
- TA – Site Manager: can also get User Analytics
Learning About Canvas

- Canvas Guides
  - Links on its.ucsc.edu/canvas/canvas-faculty.html
  - Instructor guides, mobile app guides
- Quick Reference for Getting Started PDF
- Getting Started training
  - Schedule at its.ucsc.edu/canvas/canvas-training-faculty.html
- Canvas for Faculty website
- Canvas for Faculty FAQ
- FITC 1:1 consultation
  - walk-in, call, or request appointment
Getting Help

• Help menu in Canvas
  • How to use Canvas, help within a course
  • 24x7 chat, email, phone

• Contact the FITC
  • Institution-specific, integrations
  • Email: canvas.help@ucsc.edu
  • Call: 831-459-5506
  • Walk-in: McHenry 1330
  • M-F 8-5
WE CAN HELP

You have questions. We have answers.

just ask
INTRODUCTION TO YOUR UNION

UC Student-Workers Union
WHAT IS A LABOR UNION?

➤ All graduate students across the University of California system are represented by a labor union (Local 2865)

➤ A labor union is an organization that advocates on behalf of working people. You are represented by the UC Student-Workers Union as an employee of the University of California.

➤ Historically, unions have won for working people many things we now take for granted: workplace rights, fair wages, anti-discrimination laws, workplace safety standards, and more
ABOUT THE UC STUDENT-WORKERS UNION

➤ We represent over 16,000 TAs, readers, and tutors across the state as Local 2865

➤ We **negotiate a contract** that outlines your rights and benefits every three years

➤ We’re involved in the movement to defend public education

➤ Most importantly, a union gives us a voice at work

➤ We’re also part of a broader network of academic student worker unions across Canada and the United States
By unionizing, UC academic student employees gained rights we didn’t have before.

This includes:

- A childcare subsidy
- Regular wage increases
- The right to not be discriminated against
- Healthcare
- Appointment security and paid sick leave
- Full remission of in-state tuition
RA’S AND GSR’S

➤ This year, we especially encourage Research Assistants and Graduate Student Researchers to join. Currently, RA’s and GSR’s are not covered by the union contract. The UC does not consider them workers.

➤ The union is working through organizing our membership and through legislation- to pressure the UC to make a change

➤ We need RA’s and GSR’s to join and build the movement. You can and should join even if you never plan to TA

➤ Join the campaign! Email ra@uaw2865.org if you’d like to learn more
MEMBERSHIP IN THE UNION

➤ All grads are eligible for union membership, even if you don’t expect to be a TA in the next year

➤ Benefits of membership:

➤ gives you the right to participate in the union (vote, run for office, attend meetings)

➤ Greater union membership increases our collective strength - the more members, the more strength we have during contract bargaining
Currently, we’re preparing to negotiate our contract this year with the UC. Be on the lookout for bargaining surveys in your department: we want to hear from you to find out what our priorities should be.

Our last contract campaign ended in 2014. Some highlights include:

- Wage increases (17% over 4 years)
- Gender-neutral bathrooms
- Pumping stations for breastfeeding mothers
- Retaining health insurance and tuition remission
There are many ways to get involved

Stewards - stewards are the *eyes and ears* of your department. Every cohort should have at least one steward!

A steward comes to campus-wide meetings, acts as a resource for their department, mobilizes students to fill out bargaining surveys, and passes along key information

We hold Monthly Membership Meetings that all members are welcome to attend. The first MMM is **Wednesday, Oct 11 at 7 pm** in the Graduate Student Commons

We also hold monthly Union Pub Nights, where members receive a discount on drinks. The first Pub Night is **Thursday, October 12 at 8 pm** at the Poet and the Patriot bar
INVolVEMENT IN THE UNION

➤ Members may also be involved at the state level through the Joint Council, a network of grads from all ten UC’s

➤ The union also maintains an Anti-Oppression Committee. We are a social justice oriented union that strives to make our workplaces as safe and free from discrimination for all our members as possible. As a union, we work to center the needs of racial and gender minorities and to oppose all forms of oppression, including racism, sexism, heterosexism, ableism, transphobia, and more.
“Will my advisor or my department get upset if I join the union?”

No! A 2013 study (Rogers et al.) surveyed five disciplines at eight universities and found that unionization of graduate students does not harm relationships with faculty.

A 2000 study (Hewitt) surveyed faculty at five different campuses and found that faculty do not have negative attitudes toward graduate student unions.

Additionally, faculty at UC Santa Cruz are also unionized.

“Will I get in trouble if I join the union?”

No! It is legal for anyone, including international students, to join the union.
IN SUM

➤ Becoming a member is the best way to help our union during contract negotiations.

➤ All grads are eligible to be members, even if you’re not TAing this year or in the future.

➤ We especially need RA’s and GSR’s to get involved.

➤ We need head stewards for each department.

➤ The first Monthly Membership Meeting is Wednesday, Oct 11 at 7 pm in the Graduate Student Commons.

➤ The first Union Pub Night is Thursday, October 12 at 8 pm at the Poet and the Patriot bar.