GUIDELINES FOR TEACHING ASSISTANTS

EMERGENCIES

Always know where the nearest First Aid Kit and phone are located. Public Safety and emergency services are reached by dialing 333 on any campus phone or (631) 632-3333 on any cell phone. There are campus phones in many of the studios, secured labs and across the breezeway by the e-media SINC site.

DISABILITY AND OTHER REQUIRED SYLLABUS STATEMENTS

It is a federal requirement, with very high fines for non-compliance, that we make all reasonable accommodations for disabled students. The following statements must be included on all syllabi or as a separate handout, and be announced in class at its first or second meeting.

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. *Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn. For more comprehensive information on academic integrity, please refer to the academic judiciary website at: http://www.stonybrook.edu/commcms/academic_integrity/

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site. http://www.stonybrook.edu/ehs/fire/disabilities.shtml

FEE NOTICE: As noted in the Undergraduate Bulletin, there is a LAB FEE for this course; Studio Art Fees are charged to the student’s account at registration, and removed only if the student drops the course before the end of the first week of classes. Anyone who drops the course after the first week of classes will be CHARGED THE FEE.

Three or more cuts, late arrivals or early departures without justifiable excuse as defined in the Undergraduate Bulletin may result in a lowered grade.

“The key phrase for everyone teaching courses or quiz or lab sections is, “Faculty are required to report to the Office of Judicial Affairs any disruptive behavior” …you are not a professional cop, therapist, diagnostician, counselor or psychiatrist: Do not let things grow until they become larger, possibly dangerous issue

** If someone in one of your classes has a documented disability, you or the Instructor of Record will receive a notice in your mailbox that specifies what kind of accommodations you should provide.
STATEMENT ON STUDIO LAB FEES

The Art Department budget barely covers the operating costs of running our offices and facilities – telephones, Xeroxes, exam books, mailing, slides, many kinds of equipment, all office supplies, etc. This operating budget has not changed in recent history, and there is no sign of significant improvement for the future.

For these reasons, since 1991, studio lab fees have been authorized to cover the ever-rising costs of studio supplies and materials, without which studio art students could not produce the works that result from their studies. The fees also cover the constantly increasing expense of live studio models. Such fees exist for laboratory science courses at Stony Brook and their use is common practice for studio art and lab science courses at most universities.

Our fees are modest, ranging from $35.00 to $80.00, depending on the medium and the level of consumption. It is true that in some courses, the fees cover more than the cost of supplies, while in others; even the highest fees do not cover the entire cost. In the most expensive courses, if the fees covered the actual costs, they would be so high that almost no students could afford to take the course. As it is many students pay large sums out of pocket. Therefore, it is true that there is a degree of subsidization and redistribution of income.

The reasons for this approach are the following. Without the ability to offer high-priced courses, we would not be able to have a full studio program. Neither the best faculty nor excellent graduate students would come to Stony Brook just to teach courses with low costs. Without those faculty and students, there would be no one to teach many sections of the less expensive courses. Fees therefore make out studio program as a whole possible financially, which in turn makes it possible to offer a large number of sections of courses with high students demand. The fees are adjusted to make them as fair as possible within the range permitted by the university while covering our costs. (Please note also that SUNY Central in Albany takes a percentage of the fee for “administrative costs”)

Fire Drills. Fire drills are to be followed strictly. Escort your students out of the building in an orderly fashion. Use the stairs, not the elevators. Lock the doors after you to prevent theft of their possessions. The bell is faint in some parts of the building, so even if it’s not loud, it is probably the fire drill. Given the many toxic and flammable materials in the building. Always take the bell seriously, DO NOT return to your classroom until the bell has stopped.

NO SMOKING. State law prohibits smoking in any public building. NO exceptions, even your office or studio.

No Food or Drink in Labs Or Studios. This is common sense. Most either have chemicals or dust around that you don’t want to accidentally ingest or equipment that can be damaged that you don’t want to have to replace.

PROCEDURES AND RESOURCES

Sexual Harassment Awareness Training Sessions. Each of you must attend two required sexual harassment awareness sessions in order to teach. The Graduate School as part of the required TA training holds one. The Art Department holds a sexual harassment training session at the beginning of each year. Please be aware that there
is a university policy preventing teachers from dating current students, and this policy applies to the teaching assistants as well.

**TA Rooms.** As a TA, you have access to a joint TA office for your office hours and to store teaching materials. While these rooms are shared, you should easily be able to work out your hours with other TAs so as not to preclude privacy in your meetings with students. ALWAYS LOCK UP BEHIND YOU.

**Office Hours.** As a TA, you are a professional employee of the University, and thus required to keep office hours for the undergraduates studying with you: 1.5 hours weekly. These hours should be announced in class by the end of the first week of the semester, listed on a syllabus, posted on your TA Room door and Blackboard or class website if you have one. Include your name, course and hours on the TA room. Some TAs may want to hold their office hours in the facility where they teach if this does not conflict with another class.

**Registering Students.** Starting the first day of classes until the add/drop period is over, students may require your permission to enroll in your class. If you are certain you can accommodate a student who wants into your course during the add/drop period, you can send the student to the Undergraduate Director. She/he will then give them authorization in the Solar System. The student can then register him/herself in the Solar System. The student must do this last step or they will not actually be registered. After the add/drop period, the student must fill out forms and through the Registrar.

**Grades.** Students should receive regular feedback and grades throughout the course in written form. Consult with your faculty supervisor and discuss grades before submitting final grades on the SOLAR System. You are required to submit grades within 48 hours after your scheduled final exam period, which is normally when the course’s final critique should be held. Records should be kept for three years after the course, so pass them on to your supervising professor. Use this criterion for clarity: the professor must be able to explain your grade to a student at a later date in your absence if there is a dispute.

**Course Evaluations.** You are required to hold student evaluations of your teaching for each course. If your are teaching with a professor, you should each have a set of separate evaluations. Student privacy is protected in this process and you see the evaluations only after the course is completed and the grades submitted, usually the following semester. You may need to ask the department office for copies of your evaluations for your records. You should be provided with the forms and you can get pencils from the Art Dept. office (they must be filled out in pencil). Post your name, course info and teaching number somewhere visible. Choose a responsible student to collect the forms and take them to the Art Dept. office. Sing the back of the envelope you were provided and leave the room for up to a half hour. Only return when the designated student has sealed all the forms in the envelope.

**Secure Labs.** If you teach a course that uses a secured lab, please be sure to fully understand the procedures for entry, exit and locking up/alarming the lab. SINC Site access goes through the Instructional Computing staff and requires students to have an upgraded ID (proxy card access) All other labs have codes and security passwords that change each semester. Your faculty supervisor will help you acquire these for the class. Please stress to all students that the access they are given is for them alone. They are not to bring in quests. UNDER NO CIRCUMSTANCES CAN THEY GIVE THEIR ACESS CODE TO ANYONE ELSE. This will result in access being
denied for the rest of the course. You will help walk them through using the alarm system properly at the beginning of the course and calling the police when they accidentally set it off.

**Keys.** You can get classroom, TA Lounge, TA Office (might be a simplex code instead), and projector booth keys (Art History and seminar rooms). They are signed out by Gwen Coady in the Art Office. Key loan forms are to be found in the second floor office and must be signed by the recommending instructor. Keys not returned at the end of the indicated loan period will result in an Incomplete. The lost key card is $35.00.

**Studios, Classrooms, Washrooms.** Studio Art is not a field of study designed to capture the affection of building maintenance personnel. We have nevertheless been able to build and maintain a good relationship with a great, overworked, and understaffed crew. PLEASE do your part to help us keep that relationship. Remind your students that lots of classes over a period of many years have to use the studios and their furniture and equipment, and all have to help keep them clean; don't let your class become a garbage dump! Tell your class NOT to use washrooms for washing brushes, etc. This can in any case usually be avoided if you keep your eye on soap and paper towel supplies, and ask maintenance personnel or the Art Office for re-supply when you're out. ALWAYS LOCK UP AFTER CLASS, unless the next instructor has already arrived, or students known to you have arrived or will be working late: put the doors on lock and have the last one out close the lights and lock up. Always return skeleton, and heaters to the TA Room or Faculty Office, marking their position if necessary. Remember that other instructors are using the studios for other classes, and try not to tie up too much space or materials with your set-ups. Ask your students to be careful not to disturb set-ups from other classes. Leave your teaching studio clean, with all materials stored in appropriate offices at the end of each semester. Do not used any of the floor plugs in your studio. They are clogged and dangerous. Be careful of overload; if you plug in electric heaters and floodlights on the same side of the room at the same time, you will blow the circuit breaker.

**Heat Outages, Other Physical Plant Failures. Lights.** Report to Art Department staff and /or 2nd floor office as soon as possible. Keep an eye on studio lights and report them as soon as they burn out, or you may be teaching in the dark!

**Lockers.** The forth floor photo/print technician handles lockers. At the very beginning of each semester, your undergrad students should select a locker and put their own lock on it, filling out the label we've already attached to each locker with name, ID No., class, and semester. Lockers not emptied after each semester will be clipped and emptied of contents to make room for the following semester. Students are allowed only one locker each; to avoid recriminations and such, it is best they be advised not to share lockers. At the end of each semester, a deadline is announced for emptying lockers and studio racks and closets of supplies and work, and anything not removed will be disposed of at the discretion of the Department of Art.

**Projectors and Visual Materials for Teaching Purposes** Main Library holds a number of videotapes & DVDs on various studio subjects that may be of interest to you for your classes. If you want to use the conference room (capacity about 20) or an art history lecture room, be careful to schedule it with the Department secretary to avoid overlapping with another class. Projectors, laptops and other AV equipment can be reserved and checked out from Audio Visual Services in Javits at 2-9400. You can call in advance and to pick up the equipment to take to your class. Equipment can only be reserved for the day of your class.
Props, Lights, Heaters, Drapery, Still-Life Materials, are available through your faculty supervisor, or through the department office.

Models. Models should be scheduled through the Art Department Office. Please report any problems with a model to him. Prepare yourself with a repertoire of substitute assignments for your class that fit in with syllabus objectives in case the model does not show up. Models should not leave the model stand or walk about disrobed. Keep an eye on the model, avoid long standing poses without leaning, tell the model to sit or lie down if they feel lightheaded and if they do feel faint, give them a break and ask them to eat before they go back to the pose. You are required to give the model a short rest period at least every 20 minutes and a 15-minute break about mid-period.

Equipment Checkout. Certain classes will have equipment that will be checked out to students by the Digital Assistant, Takafumi Ide, Sculpture Tech Dan Richholt, or a faculty member to facilitate their projects. Part of your responsibility will be to help students figure out how to safely use this equipment without injury to the student or equipment. In some cases the student must sign a waiver indicating full responsibility for replacement of the equipment if it is lost or damaged while in their care. Please urge students to follow the established checkout procedures and not swap equipment between them. If you check equipment in or out during a class or office hours. Please be sure to check all items listed on the label to make sure they are present and working. As a graduate student, please feel free to checkout a digital camera and tripod to document the work of your students. There are no analog cameras for the slides in checkout, but digital files can be output to slide film.

Shops. If you plan to use any of the sculpture shops for project demonstration, please be sure to participate in a full shop demo from the Sculpture Technician Dan Richholt and coordinate the schedule with both faculty and sculpture tech to use the facilities for your class. Please note that there are late night evening classes. We do not expect you to know all the shop tools and if you not sure how to use any of the tools, DO NOT demonstrate the tools to students especially power tools and machines. Make sure to ask the faculty and Sculpture Tech Dan Richholt, Sculpture monitors will be selected in consultation with faculty and the sculpture tech. Open toe shoes are not permitted in the sculpture studio. In the metal shop, students will be working with an open flame, so try to avoid any synthetic material clothing – working in cotton/denim working cloths is required in the metal shop. You must keep the plaster/clay studio clean – 50 plus students will be using the studio weekly. Keep your projects on the shelves and/or your assigned locker in the hallway. Sculpture Shops in the basement are open for students, however students are only allowed to work in the shop when the monitor is present after hours. Tools in the shop need to be checked out by signing out after hours and are not permitted to leave the shop and the sculpture studio. If the checked out tools are not returned, the students may lose the access to the shop and sculpture facilities. Further details on shop monitors will be discussed later. The Sculpture Technician will give shop safety and demos. Only the students who have participated in the demo will have access to the shop.

Supplies. The University Bookstore does not have the space to handle a full line of art supplies and offers only a few basics and packages for introductory courses. There are a number of art supply stores in the area, on Long Island and in New York City that stock all our students’ needs at advantageous prices. Your students should be advised to always carry their SBU Student ID, which often is honored for considerable discounts buying art supplies. Many of your students may never have taken art courses before and may have little if any inkling about the sort of art supplies they need or prices. It is our responsibility to realistically advise them ant the start of the
semester of the cost of materials for the course; ways to cut corners on expenses; the most economical places and ways to buy their supplies; the structuring of the course to spread their expenses. Please discuss these matters in detail with your faculty supervisor and then with your students.

**Hazardous Materials Disposal.** Takafumi Ide is in charge of disposal for the Art Dept. and should be consulted with any questions you may have. You should always use the least hazardous material that will fulfill project goals and never ever put any chemicals, paint solids, solvents, or photo chemicals down a drain. There should be turpentine drums in 4222 and 4253. The flash-proof disposal bins (red can) for rags or paper full of solvents or paint in all studios that might use such materials. Silver laden fixer should be poured into the silver recovery units in the darkrooms. Any new material introduced into the classroom must have a Material Safety Data Sheet on file with environmental health and Safety in the event of a spill or exposure. Speak to Jim on how to file. In event of major spill of hazardous or toxic chemicals you should move the students out of the contaminated area, close the doors, immediately call Jim and if he is not available call Environmental Health and Safety at 911 and emergency medical response at 333 if anyone is injured.

**Counseling Center.** You are not a professional therapist. Don’t attempt to act like one with your students. Do encourage them to talk to someone who is if they appear to have a real problem and confide in you. If you seem like someone they can talk to and trust, sometimes students will come to you with their problems. Encourage them to call (631) 632-6720 to make an appointment. There is also a unit at the University Hospital for after hour emergencies. Public Safety at 333 can help in such a situation.

**Visitors.** In general, visitors or auditors are not permitted in Art Dept. classes. This is particularly true in courses with a live model.

**TEACHING SUGGESTIONS**

**Be Prompt and Prepared.** Arrive early to class and start class on time. This helps establish your authority in the classroom. Mark students tardy if they arrive late. Let them know that a certain number of late arrivals (usually 3) counts as an absence. Even if you are just observing or assisting during a lecture, you should arrive early to help with any setup, lecture preparation, pass out handouts as the students arrive and generally set a good example. If you are doing a slide lecture or technical demo be sure to run through it ahead of time so that it runs smoothly and you have what you need to complete it. If for any reason you will miss class yourself, notify your advising professor and/or the Art Dept. office immediately. If possible, you might also arrange for someone qualified to take the class for the day.

**Classroom Discipline:** If you are teaching your own section or course, you are the boss on paper. Typically you have to earn some of the respect of the role by taking charge of the class from the first day and being firm, clear and consistent about how the class will function. This should all be written down for your students in their syllabus, including a schedule. Adjust to truly drastic unforeseen situations (like a snowstorm) and the chemistry of the class, but don’t keep changing the rules. Be reasonable and encouraging, while asking them to work and grow.

**Attendance:** Take attendance in each class and be sure you have an organized record of attendance. This can be done in a grade book, notebook, excel spreadsheet or blackboard web site depending upon what is easiest for your particular class. The instructor who “owns” the course must download class rosters from the Solar System.
That may or may not be you, so check the Solar System under instructor options and talk to any professor associated with the course. Make sure you put in writing on your syllabus that attendance is required. You may even want to list a penalty for particular number of absences to make it clear.

**Names:** Get to know the names of all the students in your class as soon as possible. You can learn them a bit more easily by printing a photo roster from the Solar System.

**Absentees:** Make sure to track down people who were absent the previous week to make sure they know what is going on and give them and missed handouts. Schedule an office hour with them if they missed something important.

**Clear Instructions:** Whenever you are teaching, attempt to be as clear as possible. Important technical steps should be written out. While speaking, make sure to project so students can hear you. Ask students questions to see if they are getting it and paying attention.

**Assignments:** Write down instructions for assignments, possibly on the board, a handout, or on a blackboard or website. Use visual examples to help students understand what you want them to consider and do. Previous student examples can give a realistic scope and professional examples can challenge them to reach conceptual, formally and technically. If you have any questions and are not the primary instructor, as the instructor before class so that you are clear and can explain it to students. Students often feel more comfortable going to the TA for questions in situations where both are present.

**Critiques:** Running a good critique isn't easy. Your job is to learn to steer an interesting and productive conversation about their work. Although you can give them your opinion along the way, they need to learn to read and talk about work too. Remember many of your students have never been in a critique and will need an explanation of the point and process. Remind them not to take it personally - it is about the work and not them. Try to get beginners to think about the strengths and weakness of each piece or areas to improve upon a project. Sometimes asking pointed questions and calling on people are effective ways to get a quiet group to open their mouths. Sometimes it is hard to tone down one or two overly vocal people who want to take over. Even if you are not the primary instructor, you should jump in and try your hand in critique.

**Center for Excellence in Learning and Teaching:** If you would like suggestions and constructive criticism on your teaching you can have your class videotaped by CELT. They will then arrange for you to meet with a Distinguished Teaching Professor to get advice on your teaching. They can also help with web design of a site for your class.