IUPUI CAMPUS RESOURCES

ADAPTIVE EDUCATIONAL SERVICES (AES)
go.iu.edu/21K6 • (317) 274-3241

BEPKO LEARNING CENTER
go.iu.edu/24CF • (317) 274-4818

CAMPUS SAFETY
go.iu.edu/21Ke • (317) 274-7911

CLASSROOM TECHNOLOGY SERVICES
go.iu.edu/24CC • (317) 274-8400

CENTER FOR RESEARCH AND LEARNING
go.iu.edu/24CB • (317) 274-8880

CENTER FOR SERVICE AND LEARNING
go.iu.edu/24CA • (317) 278-2662

CENTER FOR TEACHING AND LEARNING (CTL)
go.iu.edu/21K8 • (317) 274-1300

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
go.iu.edu/21Ki • (317) 274-2548

EMPLOYEE ASSISTANCE PROGRAM
go.iu.edu/24Cw • (317) 962-2622

ENGLISH FOR ACADEMIC PURPOSES (EAP)
go.iu.edu/21K5 • (317) 274-2188

GRADUATE OFFICE
go.iu.edu/21K9 • (317) 274-1577

MATH ASSISTANCE CENTER
go.iu.edu/24CE • (317) 274-7898

OFFICE OF INTERNATIONAL AFFAIRS
go.iu.edu/21K4 • (317) 274-7000

OFFICE OF THE REGISTRAR (FACULTY AND STAFF CENTRAL)
go.iu.edu/24Cp • (317) 274-1519

TESTING CENTER
go.iu.edu/24CD • (317) 278-2750

UNIVERSITY INFORMATION TECHNOLOGY SERVICES (UITS)
go.iu.edu/21Kb • (317) 274-4357

UNIVERSITY LIBRARY (UL)
go.iu.edu/21Kc • (317) 274-8278

UNIVERSITY WRITING CENTER (UWC)
go.iu.edu/21Kd • (317) 274-2049

TIPS FOR BECOMING AN EFFECTIVE INSTRUCTOR

1 PLAN AHEAD
Organize your syllabus, lesson plans, rubrics, Canvas course site, and other course materials in advance of the start of your class.

2 BE TRANSPARENT
Explain your instructional approach and course design decisions to students in order to communicate expectations, create student buy-in, and increase motivation and sense of belonging.

3 CHECK STUDENTS' UNDERSTANDING
Plan activities during class to regularly assess students' learning and provide feedback. Ensure that these activities are aligned with your course learning objectives. While receiving and giving feedback, be sure to speak clearly and practice active listening.

4 PAUSE AFTER POSING A QUESTION
Give students adequate time to reflect and respond to your questions. As your students think and formulate responses, be comfortable with silence in your classroom.

5 LEARN STUDENTS' NAMES
Learn your students' names and how to pronounce them. Call on students by name when addressing them in class. For larger classes, consider using name tents or ask students for their name when they speak to you.

6 ESTABLISH RAPPORT, BUT MAINTAIN BOUNDARIES
Be approachable. Begin connecting with students on the first day of class and set clear expectations for email and in-person communications.

7 BE PROFESSIONAL AND ENTHUSIASTIC
Demonstrate enthusiasm about course content and encourage student interaction to increase student motivation and engagement.

8 SEEK FEEDBACK
Plan to collect and reflect on early and mid-semester student feedback to identify feasible changes you can make to improve their learning experiences and your own end-of-semester course evaluations.

9 KNOW YOUR RESOURCES
Check out the Registrar's Faculty and Staff Central webpages (go.iupui.edu/24Cp) to learn about university resources, policies and procedures, and additional tools.

10 ASK FOR HELP
Identify mentors, colleagues, and collaborators within and outside your department for other teaching and learning ideas and resources.

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visit **ctl.iupui.edu**

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TIPS FOR BECOMING AN EFFICIENT INSTRUCTOR

GET ORGANIZED AND PLAN AHEAD

Practice using a lesson planning template to prepare class session outlines and reflect on your teaching experiences. These plans can minimize your preparation time in future semesters.

SET-UP COMMUNICATION PROTOCOLS

Emphasize to students the times during the day and week when you will be responding to emails and are available for office hours and walk-ins to help minimize email-fatigue and unexpected student meetings.

COLLABORATE WITH OTHER INSTRUCTORS

Ask other instructors if they would be comfortable sharing their course materials and other resources. If you teach another section of the same course, consider collaborating to design consistent assignments and exams.

SETUP CONTINGENCIES

Design your course schedule to accommodate unexpected periods of high workload. In case of delayed grading and completion of course topics, inform students promptly and revise your syllabus and other course materials to reflect updated schedules.

STREAMLINE GRADING

Utilize rubrics and checklists to be more transparent and consistent with your grading and minimize grading fatigue and student complaints. For exams, develop and share your key/solutions with your students. Post-grading, allow class time for providing whole-class feedback to emphasize common errors, grading decisions, and study strategies for students.

DELEGATE TASKS TO TEACHING ASSISTANTS (IF AVAILABLE)

Discuss roles and responsibilities with your TAs and assign specific tasks such as grading, reviewing course materials, and leading tutoring sessions. Check with your department TA coordinators if you are unsure what responsibilities you can assign to your TA.

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TIPS FOR INCLUSIVE TEACHING

According to the 2018 IUPUI Annual Diversity Report, 26% of undergraduates are students of color, 29% are first-generation, and 7% are transfer students. With a dynamic and diverse student body, inclusive teaching is key to making all of our students feel welcome and valued inside and outside the classroom.

CREATE A WELCOMING CLASS ENVIRONMENT

Establish ground rules. Consider asking all students for their pronouns and how to pronounce their names. Avoid asking students to speak on behalf of an entire demographic. Prepare strategies for addressing offensive, discriminatory, and insensitive comments in the classroom.

CLARIFY YOUR EXPECTATIONS

Provide rubrics and examples of high quality student work. Know that first-year, first-generation, and transfer students may not have completed the same pre-requisites. Remember that not all students are native English speakers, so use idiomatic expressions sparingly.

VARY YOUR TEACHING STRATEGIES

Implement activities that encourage students to interact with you and their peers. Lectures, demonstrations, discussions, and videos keep students engaged in course content. When selecting course material or planning out-of-class activities, consider students' financial limitations.

MAKE YOUR COURSE ACCESSIBLE

Refrain from making assumptions about students. Disabilities can be both visible and hidden. Use larger fonts, add closed-captioning to videos, and screen course materials for accessibility. Offer additional academic supports, such as practice tests and optional readings. Refer students to on-campus resources.

MAKE YOUR COURSE RELEVANT

Identify multiple perspectives in course content and connect classroom teaching with real-life issues. Inform students about the importance of interacting with people from diverse cultures and backgrounds both in school and beyond.

REFLECT ON YOUR TEACHING EXPERIENCE

Consider who your students are and how their experiences may differ from yours. Tell students about your relevant learning experiences, struggles, and strategies. In turn, give students opportunities to share their classroom experiences with you.

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